



Streetsbrook Infant & Early Years Academy

Art and Design: Progression Document

	EYFS		Year 1	Year 2
Vocabulary	colour, marks, lines, space, texture, smooth, rough, soft, hard, wet, dry, bumpy, flat, patterned, mix, cut, print, rubbing, smudge, shapes, surface, glue, stick, scissors, fold, bend, attach, model, thick, thin, warm, cold		line, shape, marks, spiral, pattern, texture, drawing, slow, fast, small, big, careful, look, observe, object, reflect, colour, light, dark, pencil, pen, chalk, pastel, oil pastel, coloured pencil, paper, sketchbook, blend, cut, tear, fold, arrange, collage, sculpture, balance, play, explore, collaborate, show, present	explore, collect, imagine, arrange, composition, photograph, focus, light, shade, colour, pattern, observational drawing, close study, pressure, line, mark, tone, shape, reflect, share, discuss, feedback, gestural, emotion, texture, form, primary colours (red, yellow, blue), secondary colours (green, purple, orange), tints, hues, medium, surface, impasto, brush, palette knife, abstract, detail, still life, rhythm, positive shapes, negative shapes, design through making, experiment, construct, material, object, sculpture, select, discard, edit, transform, angle, scale, structure, balance, materials

Expressive Arts and Design (Being imaginative and expressive)	Range 5 (Birth to 5 Matters) • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme Reception (Development Matters) • Watch and talk about dance and performance art, expressing their feelings and responses.	Design and Sketchbooks	• Create drawings using the whole body while exploring a range of drawing materials. • Explore an artist's work and demonstrate understanding through a making challenge and peer discussion. • Consolidate spiral drawing skills by making "snail drawings," exploring qualities of line, colour blending, and mark making using chalk and oil pastels. • Use a sketchbook by demonstrating ownership and understanding it as a space for personal creative risk taking. • Draw from observation by understanding continuous line drawing and experimenting with scale, line, and materials. • Reflect on drawings from across the half term by sharing what they like and what they would like to try again through peer discussion. Artists: Molly Haslund. • Explore how artists are inspired by collecting from their environment by recording thoughts and feelings about artwork in sketchbooks and visually listing places and items to explore at school, home, and in the local area. • Collect and explore inspiring objects in the playground or school grounds by creating shapes and patterns, selecting items to bring back to the classroom, continuing pattern and composition work, sorting objects by colour, size, material, and type, photographing arrangements, and reflecting on the gathering process. • Draw collected objects in sketchbooks using a range of media (handwriting pens, pencils), practising continuous line and feely drawing, developing hand-eye coordination through slow drawing, and exploring objects through touch. • Create a finished drawing by applying previously learned skills, using wax resist techniques, and considering composition. • Display and reflect on completed work by sharing what they like and what they would like to try again through peer discussion. Artists: Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White
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	Range 6 (Birth to 5 Matters) • Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth	Paint, Colour, Surface, Texture		• Learn the term <i>expressionism</i> by exploring two artists who use colour and mark making, responding to their work through discussion and verbal and visual sketchbook reflections with peers. • Apply paint using a range of homemade tools to create abstract patterns, develop understanding of primary and secondary colours through expressive mark making, connect colour and texture, and consolidate learning through sketchbook reflection. • Explore the brushwork of two Old Masters by examining painting details, discussing how the works were built, recording observed brush marks, and capturing standout colours in sketchbooks. • Create a still life arrangement, produce continuous line drawings, develop colour and form by tearing and arranging coloured paper, and use acrylic paint to make gestural paintings that apply learning from across the half term. • Display and reflect on completed work by sharing what they like and what they would like to try again through peer discussion. Artists: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne
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Expressive Arts and Design (Creating with materials)	Nursery (Development Matters) • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. Range 5 (Birth to 5 Matters) • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Reception (Development Matters) • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.	Working in 3 Dimensions, Collage • Use film as a stimulus to create observational drawings of birds by looking carefully and slowly, experimenting with a range of marks and lines using B pencils, handwriting pens, and pastels. • Draw feathers from observation by recalling mark making used throughout the year, exploring new marks, experimenting with scale by working in sketchbooks or on large paper, and making conscious choices about materials. • Transform paper intuitively into 3D forms by tearing, crumpling, collaging, making rubbings, creating paper feathers, or manipulating 2D paper into 3D, exploring and inventing to develop making and creativity skills. • Respond to artists' work through sketchbook and class discussion, then apply skills from weeks 1–3 to choose materials and structures, create bird sculptures, and explore balance through play. • Collaborate to create a flock of birds by combining individual sculptures and reflecting on individual and collective work through class discussion.	• Think creatively by using a range of materials to build roots and shoots from “seeds,” practising dexterity through twisting, tearing, folding, and bending materials, and photographing sculptures for reflection in sketchbooks. • Transform sticks into worry dolls by developing dexterity skills such as cutting with simple tools and fastening materials; explore artists or source material to inspire ideas; respond to stimulus; generate and test ideas in sketchbooks; and transform objects with consideration of form and colour. • Display and reflect on completed work by sharing what they like and what they would like to try again through peer discussion. Artists: Chris Kenny
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	Range 6 (Birth to 5 Matters) • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. End of Reception (Early Learning Goals) • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.	Collaboration & Community • Explore the work of artists inspired by flora and fauna by discussing and recording responses in sketchbooks, selecting a favourite artwork, and creating studies to build experience with line, mark making, and colour. • Observe and draw through sustained close looking, communicating ideas verbally and visually, developing seeing and drawing skills using a handwriting pen, and experimenting with scale in sketchbooks. • Develop drawing by introducing colour and a range of materials, exploring oil pastel and chunky graphite, adapting to new materials, and working at a larger scale. • Practise cutting and collage to explore shape and colour, make choices about shape, colour, and composition, invent a unique minibeast, and discuss responses to the work of Eric Carle as a class. • Display and reflect on work in sketchbooks and on paper by sharing what they like and what they would like to try again through peer discussion. Artists: Eric Carle, Pierre-Joseph Redoute, Jan Van Kessel, Anselmus Boëtius de Boodt, Hannah Borger, Arin Anfinson, Henri Rousseau	
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