

Art and Design Progression Map 2024

	EYFS	Year 1	Year 2	LKS2
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> -Explore mark making and begin to use a variety of drawing tools (pencil, wax crayon, felt tip, pen etc). -Use drawings to tell a story. -Investigate and explore different lines and use the skill to make different shapes. -Explore different textures. -To begin to draw more accurate drawings of people. 	<ul style="list-style-type: none"> -Extend the variety of drawing tools and experiment by using: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk. -Explore a variety of textures/shading by describing, naming and rubbing and copying. -Observe and draw landscapes. -Observe patterns. -Observe anatomy (faces, limbs). 	<ul style="list-style-type: none"> -Experiment with tools and surfaces. -Draw a way of recording experiences and feelings. -To investigate tone by drawing light/dark lines, light/dark patterns and light/dark shapes. -Accurately fill shape using coloured pencil, pastel etc. -Begin to talk about their own work. 	<ul style="list-style-type: none"> -Experiment with line, tone and shade. -Accurate drawings of people. -To use sketchbooks to collect and observe and then record information. -Initial sketches as a preparation for painting. -Computer generated drawings. -Discuss their own work and the work of famous artists studied.
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> -Develop mark making with a variety of objects such as fingers, sponges, twigs etc. -Naming colours. -Experiment with and use the primary colours. -Mixing of colour (not formal). -Use different tools to make coloured marks on paper. 	<ul style="list-style-type: none"> -Begin to use and develop knowledge of different brushes and recognise how brushstrokes can be made and changed. -To identify primary colours by name. --To mix and match colours to artefacts and objects and to find collections of colours. -Apply colour using a range of tools. 	<ul style="list-style-type: none"> -Begin to describe colours by objects. -Investigate colour by mixing primary colour shades. -Make as many tones of one colour as possible (using white). -Darken colours without using black. -Using colour on a large scale. 	<ul style="list-style-type: none"> -Colour mixing, including tone and shade. -Make colour wheels. -Introduce different types of brush techniques-apply colour using dotting, scratching and splashing. -To work on a range of scales e.g. using a thin brush on a small picture etc. -Use colour to reflect mood.
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> -Handling, feeling, manipulating and enjoying using materials. -Gain sensory experience. -Show understanding of simple weaving process i.e. under, over, under, over. -Produce simple weave. -Simple collages. 	<ul style="list-style-type: none"> -Weaving. -Collage. -Explore how textiles create things. 	<ul style="list-style-type: none"> -Overlapping and overlaying to create effects. -Use large eyed needles-running stitches. -Use simple applique. -Start to explore other simple stitches. -Collage. 	<ul style="list-style-type: none"> -Use smaller eyed needles. -Tie dying. -Use a wider variety of stitches. -Observation and design of textural art. -Experimenting with creating mood, feeling and movement. -Compare different fabrics.
Form (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc)	<ul style="list-style-type: none"> -Handling, feeling, enjoying and manipulating materials. -Constructing. -Building and destroying/ -Shape and model. 	<ul style="list-style-type: none"> -To experiment with constructing and joining recycled, natural and manmade materials. -Use materials to make known objects for a purpose. -Carve. -Develop different techniques such as roll, pinch, coil to produce an end product. -Make simple joins with different types of materials. 	<ul style="list-style-type: none"> -Expression of personal experiences and ideas to shape and form from direct observation (malleable and rigid materials). -Decorative techniques. -Replicate patterns and textures in a 3D form. -Pinch and roll coils and slabs using a modelling media. -Look at and discuss their own 3D work and the work of other sculptors. 	<ul style="list-style-type: none"> -Shape, form, model and construct (malleable and rigid materials). -Understanding of different adhesives and methods of construction. -Plan and develop ideas. -Discuss own work and work of other sculptors.
Printing (found materials fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> -Create simple rubbings. -Create impression print using simple materials: cardboard, cork, bottle tops, sponge etc. -Print simple one colour repeating pattern using everyday objects. -Use cut shapes, stencils or templates to create a printed image. 	<ul style="list-style-type: none"> -Produce one colour monoprint. -Develop impressed images. --Create patterns. 	<ul style="list-style-type: none"> -Make image using relief printing. -Create a geometric repeating pattern. -Print with a growing range of objects. -Identify the different form printing takes: picture books, posters, wallpaper, fabrics etc. 	<ul style="list-style-type: none"> -Relief and impressed printing recording textures/patterns. -Colour mixing through overlapping colour prints. -Use sketchbook for recording textures/patterns. -Interpret environmental and manmade patterns.
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> -Repeating patterns. -Irregular painting patterns. -Simple symmetry. 	<ul style="list-style-type: none"> -Awareness and discussion of patterns. -Repeating patterns. -Symmetry. 	<ul style="list-style-type: none"> -Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. -Natural and man-made patterns. Discuss regular and irregular. 	<ul style="list-style-type: none"> -Explore and create patterns in the environment. -Design pattern, using ICT. -Make patterns on a range of surfaces. -Symmetry. -Explore environmental and man-made patterns. -Tessellation.