



Continuity and Progression of Skills and Experiences in Art



	EYFS	KS1	LKS2	UKS2
<p>DRAWING</p> <p>DRAWING TOOLS – pencils, graphite, charcoal, watercolour, oil pastels, chalk pastels, handwriting pens, pens, biro, wax crayons, colouring pencils, ink, creation of own drawing tools such as attaching tools to long handles, taping numerous tools together to create a really chunky tool, use of sticks and pipettes with ink etc.</p> <p>DRAWING SURFACES – drawing/cartridge paper, sugar paper, newsprint, lining paper, old envelopes, cardboard, 'mathematical' papers such as squared and graph, tracing paper, blotting paper, white boards, chalk boards, cardboard boxes, transparency sheets, creation of own drawing surfaces such as collaged or 'mod roc'.</p> <p>OBJECTS TO DRAW –</p> <p>NATURAL – shells, pebbles, sticks, leaves, feathers, seeds, seaweed, flowers, fruit, vegetables, plants.</p> <p>MAN MADE – blocks, cutlery, keys, cups/mugs, vases, tools such as screwdrivers, hammers, folded paper, shoes, buttons/beads, pencil sharpeners, cracker toys.</p> <p>USEFUL ARTISTS Degas, Escher, Holbein, Toulouse – Lautrec, Picasso, Durer, Seurat, Klee, Calder, Moore, Da Vinci, Senbanjo, Haring.</p>	<ul style="list-style-type: none"> * Explore making marks in/on different surfaces e.g. glitter trays, paint, lentils, rice, sand, shaving foam etc. * Explore different scales of mark making. * Explore a wide variety of mark making tools including fingers and hands. * Explore mark making on a variety of surfaces. * Explore creating different thicknesses of line. * Explore creating different types of line. * Look at how shapes are formed (the joining of a continuous line). * Begin to use shapes to represent objects. * Start to draw marks that reflect patterns and textures. * Start to create marks varying in tone – pressing on lightly and heavily. * Make drawings with increased complexity and detail making such drawings become more symbolic. * Encourage drawing from variety of experiences such as observation, memory, ideas (like movement or noise), feelings, emotions and imagination. 	<ul style="list-style-type: none"> * Continue to use a variety of drawing tools. * Draw on different scales. * Draw on different surfaces. * Demonstrate increased control of drawing tools. * Explore different sorts of line and how they are produced with different tools. * Explore lines and shapes when drawing. * Look at how marks can create different textures. * To continue to explore tone – light and dark. * Make observational drawings of man-made objects. * Make observational drawing of natural objects. * Create drawings of their own choice. * Create drawings from memory and experiences. * Create drawings using their imagination. * Encourage use of more than one type of drawing tool when mark making. * Use art journal to record exploration, ideas and plans. 	<ul style="list-style-type: none"> * Continue to use a variety of drawing tools. * Use more than one type of drawing tool when drawing. * Encourage children to alter their drawing surface e.g. by creating a 'marked' background, crunching up paper and then flattening etc. * Encourage use of different ways of drawing e.g. use of a continuous line, drawing subject in the time it takes to inhale and exhale one breath, drawing to music etc. (See AccessArt prompt cards for more ideas). * Show awareness of textures, line, shape, and pattern when drawing. * Make observational drawings of objects (man-made and natural). * Create drawings from experiences and memories. * Create drawings using their imagination. * Develop use of tone in their drawings. * Begin to show awareness of 3 dimensions in drawings. * Use 'artistic' vocabulary when talking about drawings (the elements of art – line, shape, colour, tone, pattern, form, texture). * Create opportunities to develop imaginative drawings. * Carry out drawings of their own choice. * Annotate their work (process work), notes about materials used, likes and dislikes etc. * Use drawing as a way to communicate their thoughts and work through their ideas (use of the art journal as a practice/ideas/process book). * Use their art journal to explore and experiment with different media and techniques. 	<ul style="list-style-type: none"> * Continue to use and explore a variety of drawing tools and combine these e.g. use biro and graphite on the same piece of work. * Continue to explore and select a variety of backgrounds to draw on (surfaces and size). * Use the AccessArt prompt cards to encourage different ways of drawing. * Demonstrate more focus and concentration when drawing to produce drawings with detail. * Use and take into consideration the art elements of line, shape, tone, form, pattern, colour and texture when drawing. * Use 'artistic' vocabulary when talking about drawings (the elements of art – line, shape, colour, tone, pattern, form, texture). * Make observational drawings of objects (man-made and natural). * Create drawings from experiences and memories. * Create drawings using their imagination. * Give opportunities for the children to record what they want using resources of their choosing. * Annotate their work (process work), add notes about tools, likes/dislikes, further ideas, thoughts, feelings etc. * Use drawing as a way to communicate their thoughts and work through their ideas (use of the art journal as a practice/ideas/process book). * Use their art journal to explore and experiment with different media and techniques.

<p>COLOUR To be developed in any of the areas of art e.g. paint, drawing, print etc.</p>	<ul style="list-style-type: none"> * Name colours. * Create collections of colour, colour sorting etc. * Name primary colours. * Recognise that there are light and dark tones of the same colour. * Know colours can be mixed to make new colours. 	<ul style="list-style-type: none"> * Know the primary and secondary colours. * Explore colour mixing and know how the secondary colours are created. * Recognise a colour wheel and show understanding of how it is made up. – Primary and secondary colours. * Recognise and mix different tones of a colour - adding white (a tint) and black (a shade) to a colour. 	<ul style="list-style-type: none"> * Know what cool and warm colours are. * Know what complementary colours are. * Develop further knowledge of the colour wheel and show understanding of how it is made up. – Primary and secondary colours, warm and cool colours, complementary colours. * Know that by adding white you create a tint and adding black you create a shade of the original colour. 	<ul style="list-style-type: none"> * Know what a tertiary colour is and how it is made. * Deepen understanding of a colour wheel. Primary and secondary colours, warm and cool colours, complementary colours, tertiary colours.
<p>PAINTING PAINTING TOOLS – ready mixed paint, watercolour paint, acrylic paint, natural paints, brushes, palette knives, sticks, card, rollers, sponges, dabbers, scrapers, combs, toothbrushes, kitchen utensils, feathers, rags etc. PAINTING SURFACES – paper, card, sugar paper, newspaper, book pages, sandpaper, board, clay, mod roc, greaseproof paper, tin foil, corrugated card, fabric, leaves, sticks etc. USEFUL ARTISTS Van Gogh, Cezanne, Picasso, O’Keefe, Kandinsky, Klee, Klimt, Monet, Rothko, Lowry, Magritte, Rembrandt, Pollock, Mondrian,</p>	<ul style="list-style-type: none"> * Enjoy using a variety of tools - brushes, sponges, fingers, twigs, rollers etc. * Explore painting on different surfaces. * Explore using surfaces and tools of different scales. * Explore colours (as mixed by the teacher – ensuring differing ranges on offer at different times). * Explore mixing of primary colours. * Describe colours and marks. * Paint on flat surfaces (e.g. paper, card, newspaper) and 3D surfaces (e.g. boxes, models, clay work). 	<ul style="list-style-type: none"> * Continue to work with different tools on a variety of different surfaces and scales. * Explore different marks that can be made with different painting tools. * Develop control over use of tools and marks made. * Begin to use drawing books as a way to test and experiment with paint and colour. * Paint on flat (e.g. paper, pages, tinfoil, fabric) and 3D surfaces (e.g. boxes, clay work, sticks). 	<ul style="list-style-type: none"> * Show understanding of colour when selecting and mixing colours for work. * Use light and dark tones when painting. * Explore complementary colours (R+G, Y+P, B=O). * Explore use of more than one painting tool when creating a piece (e.g. different size brushes or using rollers and toothbrushes on the same piece). * Use 2 surfaces (e.g. paper and newsprint)within a painting. * Add a background colour wash to surface before working on top with other colours. * Start to consider appropriateness of colours for different purposes. * Show some independence when selecting tools and surfaces for own projects. * Use a variety of vocabulary when talking about work. 	<ul style="list-style-type: none"> * Continue to demonstrate their understanding of colour when painting. * Show understanding of how to create tertiary colours. * Show an understanding of the different sizes of brushes and the suitability for different purposes. * Explore use of varying painting tools within a piece of work. * Explore use of a variety of surfaces within a piece of work. * Show growing confidence working with different tools, paints on different surfaces/scales. * Select appropriate resources for their work. * Use appropriate vocabulary when discussing work.

<p>TEXTILES TEXTILE TOOLS – variety of fabrics, threads, ribbons, wool, looms, fabric pens, fabric paints, embellishments such as sequins, buttons, beads, fabric dye, batik wax, tjanting, wax melting pot. USEFUL ARTISTS Kaffe Fassett, Charlotte Ashley, Maxine Bristow, African/Indian textiles, fashion designers, innovative textile artists – Sandra Chung Nga- Shan, Karen Dodd.</p>	<ul style="list-style-type: none"> * Enjoy handling, feeling and manipulating a variety of fabrics and textiles. * Start to build up an awareness of surface textures and the different qualities of fabrics/textiles. * Enjoy collecting, sorting and playing with a wide variety of textiles and fabrics. * Explore weaving of different materials. * Start to build up vocabulary linked to textures. 	<ul style="list-style-type: none"> * Enjoy and show awareness of the surface texture of fabrics and describe these. * Create rubbings of textured fabrics and talk about a visual texture. * Draw textures of fabrics using rubbings to help. * Know what a stitch is, what it does and how it is made. * Create stitching on paper. * Create stitching on felt. * Explore creating stitches of different length. * Know what a loom is. * Explore weaving – use of different materials. * Experience applying colour to fabrics- fabric crayons/pens. 	<ul style="list-style-type: none"> * Explore the construction and destruction of materials to learn about qualities – woven and knitted fabrics. * Practice knotting ribbons, wool and threads. * Practice threading a needle. * Create a running stitch with an even stitch length. * Design and make a template for a sewing project. * Use a running stitch to attach 2 pieces of fabric/felt together e.g. as in applique where one fabric is sewn to the surface of another fabric. * Sew on buttons and beads. * Explore paper weaving using a plain weave – know what the warp and weft threads are. * Experience and explore tie-dye. * Create dyes using natural materials e.g. onion skins, red cabbage. 	<ul style="list-style-type: none"> * Weaving – set up a simple loom with warp threads. * Weave weft threads through warp to create the woven piece. * Design and create a print for fabric. * Use a variety of stitches e.g. running stitch, cross stitch, over stitch, back stitch. * Explore the effects of stitching and embellishments. * Explore and experience batik.
<p>COLLAGE COLLAGE TOOLS – wide variety of papers – wrapping, wall, magazines, paper bags, fabrics, glues, scissors, tapes, packaging, leaves, feathers, bark, netting, beads, buttons etc. USEFUL ARTISTS Pablo Picasso, Henri Matisse, Richard Hamilton, Peter Blake, David Hockney (photographic collages), Eileen Agar, Kurt Schwitters.</p>	<ul style="list-style-type: none"> * Use a stick glue and PVA glue. * Explore collage using precut papers, precut fabrics and embellishments. * Cut paper to use in a collage. 	<ul style="list-style-type: none"> * Cut paper and threads to use in collage. * Use fabric scissors to cut wool and strips of fabric into smaller pieces. * Use PVA glue to stick a variety of materials. * Overlap, layer, arrange and rearrange collage pieces. * Explore collage using a combination of materials e.g. paper, fabric, wool, feathers, sequins etc. 	<ul style="list-style-type: none"> * Select own suitable materials to create collages. * Use fabric scissors to cut a variety of shapes and sizes of fabric for collages. * Create a variety of sizes and shapes of collage pieces to use with either/both paper and fabric. * Continue to explore embellishments within collage e.g. addition of glitter, feathers etc. to particular areas. 	<ul style="list-style-type: none"> * Explore collaging with paper they have changed the surface of e.g. printed on. * Select, cut and stick varying materials to create collages. * Use shapes inspired by an environment or object to create a collage. * Use 'other tools' to add effects/extra details to a collage e.g. charcoal, pens, chalk, pastels etc. * Add stitching to a collage. * Use embellishments.

<p>PRINT</p> <p>PRINT TOOLS – rubbing plates, found natural/man-made objects, stencils, string, fruit/vegetable, relief prints, monoprints, block prints, brayer/roller, impressed printing)</p> <p>USEFUL ARTISTS Andy Warhol, Hokusai, William Morris, Roy Lichtenstein, Henri-deToulouse-Lautrec, Mark Hearld.</p>	<ul style="list-style-type: none"> * Rubbings – use a variety of objects to create rubbings. * Print using natural objects e.g. leaves, fruits and vegetables. * Print using man-made objects e.g. Lego, cars, corks. * Stencils – enjoy the creation of a print using stencils – look at/discuss shapes used to create the pictures. * Create pictures from printing – use of an object/s to create an image. * Create patterns. * Explore finger, hand and foot printing. 	<ul style="list-style-type: none"> * Print using ‘found objects’ – natural and man-made, hard and soft materials. * Impressed print – using play dough/clay. * Identify objects that have printed images – books, comics, posters etc. * Create pictures from printing objects – use of different objects to portray different things in image. * Create patterns – random and repeat. * Explore string, tyre, sponge and roller printing. 	<ul style="list-style-type: none"> * Identify and create a regular/repeat pattern. * Identify and create irregular/random patterns. * Create a simple monoprint – ‘butterfly’ print. * Explore and create radial patterns. * Print using objects. * Design and create a polystyrene print plate. * Print with a polystyrene print plate. * Create work from printing- using the edges of cardboard – differing in length and thicknesses. * Create relief plate using card and foam shapes. 	<ul style="list-style-type: none"> * Explore and create a variety of monoprints (a method where no two prints will be the same). * Design, create and print a relief plate suitable for a repeat pattern. * Explore carving into potatoes to create prints. * Explore use of more than one colour when printing. * Design, create, and print an image suitable for a card.
<p>SCULPTURE</p> <p>SCULPTING TOOLS - clay, papier Mache, wire, pipe cleaners, plaster of Paris, mod roc, dough, paper, recycled objects, soap,</p> <p>USEFUL ARTISTS Barbara Hepworth, Henry Moore, Alberto Giacometti, Alexander Calder, Jeff Koons, Michelangelo, Andy Goldsworthy.</p>	<ul style="list-style-type: none"> * Explore a variety of 3D experiences, play and experiment with a range of tools and materials – build and take things apart. Talk about what they are doing. * Develop skills in relation to purpose, solve problems. * Talk, write, and draw ideas. * Manipulate and explore a range of malleable materials in a variety of ways e.g. rolling, kneading, joining, pinching etc. * Impress and apply decoration to a malleable material. * Experiment with constructing and joining recycled, natural and man-made materials. * Use masking tape to join materials. * Use glue to join materials. * Use scissors and tools safely. 	<ul style="list-style-type: none"> * Know what a sculpture is. * Continue to experiment with malleable media. * Manipulate malleable materials by e.g. rolling, kneading, and pinching. * Use tools and objects to apply different textures to malleable materials. * Apply finishes to sculptures e.g. paint. * Be aware of using tools and equipment safely. * Explore creating using recycled materials. * Explore use of different materials to attach objects together. * Use pipe cleaners, paper, card etc. to create forms. * Shape, form, construct and model from observation and imagination. 	<ul style="list-style-type: none"> * Work in a safe, organized way, caring for equipment. * Work with increased confidence with malleable materials – roll, shape, coil, create balls etc. * Construct a simple base for extending and modelling other shapes. * Develop techniques to join two parts successfully. E.g. in clay score and slip, * Develop language appropriate to sculpting techniques and skills. * Start to develop ideas and from different sources. * Create drawings with annotations as a way to plan sculptural work. * Begin to adapt work as and when necessary and explain why. 	<ul style="list-style-type: none"> * Continue to model and develop work through a combination of methods e.g. in clay - roll, shape and join. * Gain experience in modelling over an armature e.g. newspaper frame for mod roc, paper-mache over wire. * Create drawings to develop and plan ideas, annotating these. * Explore carving (with soap), developing shapes and textures. * Explore line and shape using wire. * Adapt work and methods as necessary and be able to explain change of plans.

<p>RESPONSE TO ART – to their own art, to peer art and work by famous artists, designers and craftspeople.</p> <p>NB Describe – can mean verbally and/or in the form of annotations alongside their work.</p> <p>Annotation in creative journals should be encouraged from KS1 – even if this is just writing a few key words.</p>	<ul style="list-style-type: none"> * Talk about their own work, how they feel about it, how they created it etc. * Talking about likes and dislikes about a variety of art forms. * Describe varying art forms. 	<ul style="list-style-type: none"> * Describe likes and dislikes of their work, work of their peers and others. * Describe their own art. * Describe art works by others. * Describe how they feel about their own work. * Describe how they might change their piece if they were to do it again e.g. make it bigger, use different colours etc. * Start to use some of their newly acquired 'art' related vocabulary when describing their artwork and that of others e.g. use of different kind of marks, use of primary colours, use of textures etc. 	<ul style="list-style-type: none"> * Use more specific 'art' vocabulary when describing their art, work of their peers and others. * Describe how a piece of art makes them feel, why? * Describe how a piece of art looks. * Describe why they themselves/other artists have chosen to do things in a particular way e.g. to draw the eye to a particular area. * Describe what they learned creating their art. * Describe difficulties that arose and how they overcame these. * Describe how they may use their work to inform a new piece of art. 	<ul style="list-style-type: none"> * Describe choices they themselves as artists had to make whilst creating a piece and choices they think other artists had to make. * Describe a piece of art to someone who has never seen it (Use art vocabulary). * Think about questions you would ask an artist to find out more about their work. * Think about/discuss titles of art pieces. * Start to talk about art work in response to other pieces/artists they have seen.
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<p>LINKS TO ARTISTS</p> <p>Cornish artists</p> <p>Alfred Wallis – EYFS Bernard Leach – Yr 1 Patrick Heron – Yr 2 Bryan Pearce – Yr 3 Terry Frost – Yr 4 Ben Nicholson – Yr 5 Barbara Hepworth – Yr 6</p> <p>Key artists and reasons you may use them.</p> <p>Piet Mondrian – use of primary colours and line. Henri Matisse – Use of vibrant colours and shapes. Andy Warhol – print, use of everyday materials. Vincent van Gogh – use of colour/tone and texture. Gustav Klimt – use of pattern. Henry Moore – form. Alberto Giacometti – form. David Hockney – use of iPad and colour. Keith Haring – Line, shape, colour. Georgia O’Keefe – natural, close up work. Use of colour. Wassily Kandinsky – line, shape and colour.</p>	<p>* Develop an understanding of the work of St Ives artist Alfred Wallis.</p> <p>* Work in the style of Cornish artist Alfred Wallis.</p> <p>* Look closely at a piece of artwork and begin to use ‘artistic’ vocabulary when talking about it e.g. light and dark colours, curvy lines, size of work etc.</p> <p>* Use stories about artists so that children begin to build up some knowledge about famous artists.</p>	<p>* Develop an understanding of the work of St Ives artists Bernard Leach and Patrick Heron.</p> <p>* Work in the style of St Ives artists Bernard Leach and Patrick Heron.</p> <p>* Look closely at artists, designers and craft makers work and identify the important elements of art within these (e.g. Bernard leach – use of form, pattern and texture, Patrick Heron – use of line, shape and colour).</p> <p>* Use stories about artists so that children begin to build up some knowledge about famous artists.</p>	<p>* Develop an understanding of St Ives artists Bryan Pearce and Terry Frost.</p> <p>* Use the St Ives artists Bryan Pearce and Terry Frost to inspire their art.</p> <p>* Look closely at artists, designers and craft makers work and identify the important elements of art within these (e.g. Bryan Pearce – use of line and colour, Terry Frost – use of shape and colour).</p> <p>* Refer to the elements of art they see in art work. (Colour, line, shape, pattern, tone, form and texture).</p> <p>* Use stories and books about artists to learn about their lives and their work.</p>	<p>* Develop an understanding of the St Ives artists Ben Nicholson and Barbara Hepworth.</p> <p>* Use the St Ives artists Ben Nicholson and Barbara Hepworth to inspire their art.</p> <p>* Look closely at artists, designers and craft makers work and identify the important elements of art within their work (e.g. Ben Nicholson – use of geometrical shapes, colour and texture, Barbara Hepworth – use of organic shapes, texture and form).</p> <p>* Gain knowledge of a ‘basic timeline’ of key artists and begin to understand the art period they worked in.</p> <p>* Notice similarities and differences between different artists and their work.</p> <p>* Make comparisons with previously learned about artists.</p> <p>* Use stories and books about artists to learn about their lives and their work.</p>
<p>PLEASE NOTE ANY ARTISTS/CULTURES /DESIGNERS/CRAFT MAKERS THAT YOU HAVE STUDIED SO TEACHERS COVERING FUTURE YEARS WILL BE ABLE TO MAKE REFERENCE TO THESE</p>	<p>Alfred Wallis</p>	<p>Bernard Leach Patrick Heron</p>	<p>Bryan Pearce Terry Frost</p>	<p>Ben Nicholson Barbara Hepworth</p>

Creative Journals	*Explorations through continuous provision.	*Record practice of skills. *Exploration of tools and materials. *Exploration of colour *Information about artists. *Start some key word annotations.	As KS1 plus *Bring in work from home to add. *Writing annotations to go along with drawings, experimentations etc. *Use of journals to record trips, visits, outdoor experiences etc.	As KS1 and LK2 plus *Plan and develop ideas. *Own research into artists and areas of interest. *More annotations and notes whilst experimenting etc. *More thoughts on their own/others' pieces.
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Throughout all these areas, children will be given the opportunity to discuss and review their own and the work of others. They should develop the ability to express thoughts and feelings about artworks and explore a range of artists, craft makers, architects and designers both current and through history.

HOW THE ART AND DESIGN CONTINUITY AND PROGRESSION GRID RELATES OTHER AREAS OF THE EYFS CURRICULUM

LINKS TO OTHER AREAS OF EYFS (see document EYFS development Matters 2020 Statements and ELGs)

*** Links to communication and Language**

Starting points

To use a wider range of vocabulary.

Start a conversation with an adult or a friend and continue it for many turns.

At the end of the year

To learn new vocabulary and use it.

Hold conversation when engaged in back-and-forth exchanges with their peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

***Links to PSED**

Starting points

Show more confidence in social situations.

See themselves as a valuable individual.

Show resilience and perseverance in the face of challenge.

At the end of the year

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

***Links to Physical Development**

Starting points

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors.

At the end of the year

Use a range of small tools, including scissors, paintbrushes.

Begin to show accuracy and care when drawing.

***Links to Mathematics**

Starting points

Talk about and identify the patterns around them. For example stripes on clothes, designs on rugs and wallpaper. Use informal language like pointy, spotty, blobs, etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Continue, copy and create repeating patterns.

At the end of the year

***Links to Understanding the World**

Starting points

Use all their senses in hands-on exploration of natural materials.

Talk about what they see, using a wide vocabulary.

At the end of the year

Explore the natural world around them, making observations and drawing pictures of animals and plants.

