

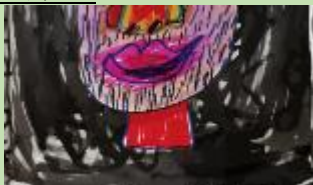
Bream C of E Primary School

Helping all children to become caring, confident and curious young people

‘Be the best you can be; together we grow from acorns to oaks flourishing in God’s love’

Art & Design Curriculum Skills Progression Document EYFS

EYFS: Reception

EYFS: Reception	Self-Portrait - Pablo Picasso / Hanoch Piven Cubism / Caricature 	Local Link Animal Wood Carving, Dean Heritage Centre 	
	Drawing <u>Marvellous Marks</u>  (Portraiture)	Sculpture and 3D <u>Creation Station</u> Animal sculptures (clay) 	Craft and design <u>Let's get crafty</u> 
	Painting and mixed media <u>Paint my World</u> Megan Coyle 		
	Autumn craft <u>Autumn wreaths</u> Christmas craft <u>Salt dough decorations</u> Winter craft <u>Threaded snowflakes</u>	Spring Craft <u>Suncatchers</u> Easter craft <u>Egg threading</u>	Summer craft <u>Salt painting</u>

Progression of Knowledge						
Colour	Form	Shape	Line	Pattern	Texture	Tone
Name a wide range of colours. Colours can be mixed to make new colours.	Modelling materials can be shaped using hands or tools.	Name simple shapes in art.	Lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' 'round'.	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	Simple terms to describe what something feels like (e.g. bumpy).	There are different shades of the same colour and identify colours as 'light' or 'dark'.
Making skills (including formal elements) Methods, Techniques, Media and Materials EYFS: Reception						
Drawing Pupils know how to:	• Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practice looking carefully when drawing. • Combine materials when drawing.					
Technical Vocabulary	bumpy, chalk, circle, colours, crayons, curved, drawing, felt tips, line, long, mark, paint, pattern, pencil, rough, rubbing, short, smooth, soft, straight, wavy, zig-zag					
Painting & Mixed Media Pupils know how to:	• Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials e.g. paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage.					
Technical Vocabulary	collage, create, cut, dab, design, dot, flick, glade, glossy, rip, shiny, slippery, smooth, splatter, stick, tear, temporary.					
Sculpture & 3-D Pupils know how to:	• Explore paint, using hands as a tool. • Explore the properties of clay. • Use modelling tools to cut and shape soft materials e.g. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour.					
Technical Vocabulary	bend, clay, chop, dough, flatten, join, pinch, plan, poke, pull, push, roll, sculpture, slippery, smooth, squash, stick, stretch, twist, wet					

Craft & Design Pupils know how to:	• Explore differences when cutting a variety of materials. • Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags. • Follow lines when cutting. • Experiment with threading objects, holding equipment steady to do so. • Explore techniques for joining paper and card e.g. stick, clip, tie, tape. • Apply craft skills e.g. cutting, threading, folding to make their own artworks. • Design something on paper ready to make in three dimensions.			
Technical Vocabulary	bend, blades, crease, cut, design, fix, fold, glue, handle, join, paper clip, pinch, pull, push, rip, roll, scissors, scrunch, slot, snip, string, tape, tie, wrap			
Meanings		Interpretations	Materials and processes	Themes
This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.		This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.	• Artists use modelling materials like clay to recreate things from real life. Creation station (Clay animals) • Artists choose colours to draw or paint with. • Artists draw many different things and use different tools to draw with. Marvellous marks • Sometimes artists are inspired by the seasons. Seasonal crafts • Some art doesn't last long- it is temporary. • Sometimes artists cut and stick photos to make new images. Paint my world	Nature, seasons, celebrations, sustainability, identity

Evaluating and analysing EYFS: Reception	What is art?	Why do people make art?	How do people talk about art?
Pupils know:	Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring... <u>EYFS Reception</u>		Pupils can: • Say if they like an artwork or not.

	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
Key artists:	Rembrandt Leonardo da Vinci Vincent van Gogh Hanoch Piven	Megan Coyle	Andy Goldsworthy Carolina Jaramillo Castro	

EYFS (Reception)		EYFS Framework Children at the expected level of development will:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Sketchbooks	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	ELG: Expressive Arts and design: Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Physical development: Fine motor skills: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
Knowledge of artists	Enjoy looking at and talking about art.	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	ELG: Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used.

Resources and Equipment **EYFS: Reception**

Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design
☐ Wax crayons ☐ Felt tips ☐ Large paper or card (if you choose shared drawing) ☐ Chalk ☐ Art pencils (HB or 2B) ☐ Items to draw (such as a vase with flowers or a plant) ☐ Mirrors ☐ Black and white photographs of each child ☐ Colouring pencils ☐ A selection of small objects (toy cars, buttons, cotton buds, pieces of fruit, flowers etc.)	☐ Paint ☐ Painting trays or dishes ☐ Natural objects (feathers, grass, flower buds or heads, leaves twigs, pine cones) ☐ Collected sticks ☐ String ☐ Scissors ☐ Mud ☐ Bowls or containers ☐ Spoon or sticks for mixing mud paint ☐ A painting surface ☐ Paintbrushes ☐ Water pots ☐ Mixed-media scraps (crepe paper, fabric, tissue paper, corrugated card, magazines, ribbon, wool, foil etc.) ☐ Glue sticks ☐ PVA glue, pots and spreaders ☐ Sticky tape ☐ Loose parts (buttons, corks, bottle lids etc.) ☐ Camera or tablet ☐ Magazines ☐ Teabags ☐ Large paper or paper on a roll ☐ Tarpaulin (optional)	☐ Modelling clay ☐ Tuff tray or another flat clean surface ☐ Playdough ☐ Playdough tools (such as: modelling tools, rolling pins, pattern rollers, cutters, small child-safe knives, scissors, tweezers) ☐ Natural loose materials (such as: leaves, twigs, petals, seed pods, bark etc.) ☐ PVA glue, pots and spreaders ☐ Sticky back plastic ☐ A selection of small world animals ☐ Pictures of animals ☐ Air dry clay ☐ Paintbrushes ☐ Poster or acrylic paint ☐ Water pots	☐ Scissors (right and left handed, plus squeeze-scissors) ☐ Materials to cut (such as: paper, thin card, thick card, corrugated card, magazines or catalogues, newspaper, thin fabric, crepe paper, tissue paper) ☐ Pipe cleaners and/ or straws ☐ Penne pasta ☐ Beads ☐ Wool, string and/or ribbon ☐ Colander ☐ Empty water bottles ☐ Hole-punched card ☐ Blank card (optional) ☐ Hole-punch (optional) ☐ Scrap paper and card (thick and thin) ☐ Cardboard tubes ☐ Glue sticks ☐ Sticky tape or masking tape ☐ Split pins ☐ Paper clips ☐ Coloured craft paper ☐ Colouring pencils ☐ Paper plates ☐ Tissue paper