



Puttenham CofE Infant School

Art and Design Progression of Skills

EYFS - Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Creating with Materials: children explore, use and refine a variety of artistic effects to express their ideas and feelings. They create collaboratively, sharing ideas, resources and skills. Being imaginative and expressive: children explore and engage in music making and dance, performing solo or in a group. They invent and adapt narratives and stories with their peers and their teachers.

At Puttenham School, children are given the opportunity to explore different media in our free flow art area. They are encouraged to use what they know to apply different techniques they have been taught in imaginative ways. As well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

	3 & 4 year-olds	Reception	Early Learning Goals
Creating with Materials	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 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.	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.	Children at the expected level of development will: safely use and explore a variety of materials, tools and techniques. Experiment with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.	Children at the expected level of development will: invent, adapt and recount narratives and stories with peers and their teachers.



Puttenham CofE Infant School

Art and Design Progression of Skills

	Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music.
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Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superhero Me Celebrations		Fairytale and storytelling		Gardening and Growing Pirates	
Focus	Self portrait Vegetable printing Creation (collaborative display) Autumn – leaf rubbing Experiment with colour – paint and watercolours	Rangoli Art Diva pots Firework Art Christmas card	Create representations of people and familiar characters (fairytale characters) Mother's day card Easter Card	Experiment with texture African Sunset Create representations of people and familiar characters Use a range of media and materials. Continue to develop our imagination and come up with original ideas.	Observational drawings – plants, flowers, garden Garden designs	DT- Junk modelling Create props for role play



Puttenham CofE Infant School

Art and Design Progression of Skills

	Reception
Exploring and developing ideas	• Use drawings to tell a story. • Investigate different lines • Explore different textures • Encourage accurate drawings of people
Evaluating and developing work	• Develop artistic vocabulary to aid progression and development • With support reflect back on their creations
Drawing and mark making	• Use drawings to tell a story • Investigate different lines • Explore different textures • Encourage accurate drawings of people • Use tools purposefully to create different marks
Painting	• Experimenting with and using primary colours • Naming mixing (not formal) • Learn the names of different tools that bring colour • Use a range of tools to make coloured marks on paper
Textiles	• Experimenting with and using different materials • Use textiles for a purpose
Sculpture	• Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shape and model
Printing	• Rubbings • Print with variety of objects • Print with block colour Repeating pattern- irregular painting patterns-Simple symmetry



Puttenham CofE Infant School

Art and Design Progression of Skills

Key Stage 1:

Pupils should be taught:

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

By the end of Key Stage 1 pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

	Year 1	Year 2
Exploring and developing ideas	Use a variety of ways to record ideas including digital cameras and iPads (link to computing). Develop artistic/visual vocabulary to discuss work. Begin to suggest improvements to own work. Experiment with a wider range of materials. Present work in a variety of ways.	Select and develop ideas confidently, using suitable materials confidently. Select own images and starting points for work. Develop artistic/visual vocabulary when talking about own work and that of others. Begin to explore possibilities, using and combining different styles and techniques.
Evaluating and developing their work.	To begin to compare ideas methods and approaches in their own work and say what they think and feel about them. To reflect and adapt their work to see how they could develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.
Drawing and mark making	Make marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered. Will work spontaneously expressively using marks, lines and curves Explore tone using different grades of pencil, pastel and chalk Will experiment and investigate Draw what they can see, remember and imagine	Make marks, signs and symbols on a variety of types of paper and will use a variety/all tools/media offered. Will work spontaneously expressively using marks, lines and curves Explore tone using different grades of pencil, pastel and chalk Will experiment and investigate Draw what they can see, remember and imagine Hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention



Puttenham CofE Infant School

Art and Design Progression of Skills

Painting	Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context Investigate mark-making using thick brushes, sponge brushes for particular effects Use colour and painting skills and apply surface techniques to create or suggest a place, time or season	Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context Investigate mark-making using thick brushes, sponge brushes for particular effects Use colour and painting skills and apply surface techniques to create or suggest a place, time or season
Printing	apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials explore and create patterns and textures with an extended range of found materials - e.g. sponges, leave	apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials explore and create patterns and textures with an extended range of found materials - e.g. sponges, leave
Textiles and collage	Select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product Collect, deconstruct, discuss and use fabrics and cloth to reassemble new work	Sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist Cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons
3D work	Handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things Model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features Respond to sculptures and craft artists to help them adapt and make their own work feel, recognise and control surface experimenting with basic tools on rigid / pliable materials	handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things Model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features Respond to sculptures and craft artists to help them adapt and make their own work Use clay to construct a simple functional form
Knowledge of artists	Use the work of artists to replicate ideas or inspire their own work	Use the work of artists to replicate ideas or inspire their own work



Puttenham CofE Infant School

Art and Design Progression of Skills

Rabbit Y1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Topic	Reach for the stars		Into the Unknown Faraway lands		Plants and Growing Healthy Me	
	Focus	Self-portraits- focus on features Collage Explore colours Autumn painting – water colours	Collage bonfire pictures Autumn leaf printing Design and make a Christmas stocking Christmas decorations and card	Pictures by Maurice Sendak Observational drawings Colour mixing Using a variety of media and techniques (e.g. prints, collage, textiles)	Design and make a monster mask (DT) Clay figures	Explore and design fruit/vegetable prints Explore, design and make an Islamic pattern Aboriginal art	DT-fruit salad Observational drawings
Cycle 2	Topic	My World		Dragons		Glorious growing	
	Focus	Observational drawing of our world. Creation of outdoor seasonal Art using Andy Goldsworthy and Richard Shillings ideas.	DT – Design a Squirrel and other woodland animal masks. Robin and opening beak Christmas cards.	Focus on colour texture, folding paper. Creating our own dragons.	DT -Can we make a Dragon fly	Art project based on using natural and recyclable products to grow seeds and plants. Whole school art/DT exhibition	



Puttenham CofE Infant School
Art and Design Progression of Skills

Fox Y1/2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Topic	Heroes and Heroines	Heroes and Heroines/Christmas	Islands!		Bug's life	
	Focus	Andy Wahol (pop art) Concertina, exploring lines and colour Cutting and creating templates Evaluate	DT- Harvest bread making Design and create a superhero mask Evaluate Concertina Christmas cards	Tartan patterns and simple weaving. Evaluate Watts gallery trip – clay tiles	Levers to make moving parts Evaluate	Art project using recyclable materials Observational drawings of common trees or plants that surround the schools grounds Evaluate	DT- Design, make and evaluate their moving mini beasts
Cycle 2	Topic	Inside Out - <i>Fuelling our minds and bodies</i>		Castles		Plants	
	Focus	Art – inspired by work by Giuseppe Arcimboldo Evaluate	DT- Harvest bread making Healthy food preparation and cooking Clay poppies (links to Y2 Science – malleable materials) Evaluate	Art – ‘Castles in the Sun’ Paul Klee inspired art Evaluate	DT- building a castle – moving parts for example a lever. Evaluate	Observational drawing and painting of flowers and bulbs ‘Sunflowers’ by Van Gough Exploring different materials and processes- painting, collage, printing and digital media. Evaluate	DT – whole school art/DT exhibition work (weaving) Evaluate



Puttenham CofE Infant School

Art and Design Progression of Skills

Otter Y2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Topic	Heroes and Heroines		Islands!		Plastic Ocean	
	Focus	Art - Mark making techniques Roy Lichtenstein pop art Exploring different materials and processes- painting, collage, printing and digital media. Evaluate	DT- Harvest bread making Superhero masks – joining materials including sewing Evaluate Watts gallery trip – clay tiles Christmas cards – moving part of a lever or concertina	Art - Island artwork influenced by Scottish and Hawaiian islands using a variety of mediums Mark making to create different shades Evaluate	DT- building a lighthouse – moving parts Evaluate	Art – Art from rubbish Evaluate	DT- musical instrument using recycled materials Evaluate
Cycle 2	Topic	Inside Out - <i>Fuelling our minds and bodies</i>		Castles		Plants	
	Focus	Art – inspired by work by Giuseppe Arcimboldo	DT- Harvest bread making Healthy food preparation and cooking Clay poppies <i>(links to Y2 Science – malleable materials)</i>	Art – ‘Castles in the Sun’ Paul Klee inspired art	DT- building a castle – moving parts for example a lever. Evaluate	Observational drawing and painting of flowers and bulbs ‘Sunflowers’ by Van Gough Exploring different materials and processes- painting, collage, printing and digital media.	DT – whole school art/DT exhibition work <i>(weaving)</i>