

Progression of skills in art and design for EYFS, KS1 and KS2 Sprowston Infant School

	EYFS	Year 1	Year 2	Suggested artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> ☐ Begin to use a variety of drawing tools ☐ Use drawings to tell a story Investigate different lines ☐ Explore different textures Encourage accurate drawings of people 	<ul style="list-style-type: none"> ☐ Extend the variety of drawings tools ☐ Explore different textures ☐ 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 ☐ discuss use of shadows, use of light and dark ☐ Sketch to make quick records 	Leonardo Da Vinci, Vincent Van Gogh, Poonac
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> ☐ 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 	<ul style="list-style-type: none"> ☐ name all the colours ☐ mixing of colours ☐ Find collections of colour ☐ applying colour with a range of tools 	<ul style="list-style-type: none"> ☐ Begin to describe colours by objects ☐ Make as many tones of one colour as possible (using white) ☐ Darken colours without using black ☐ using colour on a large scale 	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> ☐ Handling, manipulating and enjoying using materials ☐ Sensory experience ☐ Simple collages ☐ simple weaving 	<ul style="list-style-type: none"> ☐ weaving ☐ collage ☐ Sort according to specific qualities ☐ how textiles create things 	<ul style="list-style-type: none"> ☐ overlapping and overlaying to create effects ☐ Use large eyed needles – running stitches ☐ Simple appliqué work ☐ Start to explore other simple stitches 	Linda Caverley, Molly Williams, William Morris, Gustav Klimt

			<ul style="list-style-type: none"> ☐ collage 	
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"> ☐ Construct ☐ Use materials to make known objects for a purpose ☐ Carve ☐ Pinch and roll coils and slabs using a modelling media. ☐ Make simple joins 	<ul style="list-style-type: none"> ☐ Awareness of natural and man-made forms ☐ 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 3-D form ☐ work and that of other sculptors 	Henry Moore, Barbara Hepworth, Andy Goldsworthy,
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> ☐ Rubbings ☐ Print with variety of objects ☐ Print with block colours 	<ul style="list-style-type: none"> ☐ Create patterns ☐ Develop impressed images ☐ Relief printing 	<ul style="list-style-type: none"> ☐ Print with a growing range of objects ☐ Identify the different forms printing takes 	Picasso, Dan Mather, Andy Warhol

<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> ☐ repeating patterns ☐ irregular painting patterns ☐ Simple symmetry 	<p>☐ Awareness and discussion of patterns</p> <ul style="list-style-type: none"> ☐ repeating patterns ☐ symmetry 	<ul style="list-style-type: none"> ☐ Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning ☐ natural and manmade patterns ☐ Discuss regular and irregular 	<p>Joan Miro, Bridget Riley, Escher, Paul Klee,</p>
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