



EYFS Progression (Development Matters 2022) – Expressive Arts & Design

0-3 Years	3-4 Years	Reception
<ul style="list-style-type: none"> Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas. 	<ul style="list-style-type: none"> Explore different materials freely, 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 mixing 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. <p><u>ELGs - Creating with materials:</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting 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

National Curriculum Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating Ideas	<ul style="list-style-type: none"> Work from observations and known objects. Work with a range of different materials Begin to think about what materials best suit the task. Use imagination to form simple images from a given starting point. With guidance, develop ideas in a sketch book. 		<ul style="list-style-type: none"> Experiment with a wider range of materials. Develop artistic vocabulary to discuss their own work and the work of artists. Use a variety of ways to present their ideas and develop ideas in sketch books. Begin to evaluate their own work and suggest ways to make improvements. 		<ul style="list-style-type: none"> Explore different possibilities, using and combining different styles and techniques. Confidently select and develop ideas using a range of materials. Select images and decide on starting points for work. Use a range of artistic and visual vocabulary when talking about their own and others' work. Develop the quality of sketch books with mixed media work and annotations. 	
Drawing	<ul style="list-style-type: none"> Represent objects as a 'schema' by combining shapes. Draw confidently from imagination. Observe and draw shapes from observation. Observe and record the shapes, patterns and textures found in objects. Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks. Use drawing as the starting point for work in other media as well in its own right. 	<ul style="list-style-type: none"> Use drawing tools with increased control to investigate marks and represent observations or imagination. Add detail to artwork. Begin to investigate shading techniques, experimenting with light and dark. Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks. Work in a combined schematic and observational way confidently placing objects. Use drawing as the starting point for work in other media as well in its own right. 	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Experiment with different grades of pencil to create different forms and shapes. Explore shading with different media to achieve a range of light and dark tones. Apply simple use of pattern and texture in a drawing. Represent objects with the correct proportions. Use drawing as part of the investigation process and present work in a well thought out manner in a sketchbook. 	<ul style="list-style-type: none"> Use different grades of pencils and other drawing implements to achieve variation in tone. Apply tone to a drawing in a simple way. Use line, tone and texture to represent objects in three dimensions. Experiment with different shading techniques of hatching and cross hatching. Use observational drawings as opening studies for more developed work. Use tools such as viewing frames to help with drawing. Use drawing as part of the investigation process and present work in a well thought out manner in a sketchbook. 	<ul style="list-style-type: none"> Develop close observational skills using view finders. Begin to use simple perspective in their work using a single focal point and horizon. Begin to show an awareness of proportion in drawing objects and figures. Begin to investigate how shadow can be shown when drawing objects. Experiment with different shading techniques hatching, cross hatching, stippling and blending/smudging. Use drawing as part of the investigation process and present work in a well thought out manner in a sketchbook. 	<ul style="list-style-type: none"> Work in a sustained and independent way to create detailed drawings. Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background. Develop a personal style. Choose appropriate techniques to convey meaning or atmosphere. Use drawing as part of the investigation process and present work in a well thought out manner in a sketchbook.

Painting	<ul style="list-style-type: none">Experiment with painting with different brush sizes and types.Mix paints from a limited range and show control in the use of colour.Combine materials and tools to find out how to achieve different effects with paint.Create different textured paint for an intended effect.Explore lightening and darkening paint to create different tones.	<ul style="list-style-type: none">Select and use different brushes to explore and make marks of different thicknesses.Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture.Recognise and name the primary colours being used.Mix paint to make secondary colours, adding them to the colour wheel.Explore adding white to a colour to make tints and black to make shades.With guidance add detail to work.	<ul style="list-style-type: none">Control brushes and materials with increasing confidence.Experiment with different effects and textures to create different moods.Experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing.Use light and dark when painting, mixing shades and tints with increasing confidence and for particular effects.Explore complementary colours – colours opposite each other on the colour wheel.	<ul style="list-style-type: none">Create different effects and textures with paint according to what they need for a task.Mix tints and shades with increasing confidence.Introduce watercolour paints to create wash backgrounds.Work in stages to using different materials for different effects.Look at how artists paint foregrounds and backgrounds for perspective.	<ul style="list-style-type: none">Confidently control types of marks made and experiment with different effects and textures.Explore contrasting colour and how artists use them to create an effect.Mix and match colours to create atmosphere and light effects.Mix colours, shades, tones and tints with confidence.Use watercolour paints and small brushes to develop detail.Compose using fore, middle and background.	<ul style="list-style-type: none">Use a range of effects to convey mood/feeling in their work.Mix colour, shades, tints and tones with confidence and to achieve an intended effect.Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint.Use painting techniques as part of a mixed media art project.Create different textured paint for an intended effect.Confidently work with complementary and contrasting colours.
Printing	<ul style="list-style-type: none">Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.Build repeating patterns and recognise pattern in the environment.Make rubbings to collect textures and patterns.Make simple prints i.e. mono –printing (using polystyrene tiles)	<ul style="list-style-type: none">Create printing blocks using a relief or impressed method working with increasing detail.Create repeating patterns.Print with two colour overlays.Design a complex pattern made up from two or more motifs and printed tiled versions.Combining prints to produce an end piece.	<ul style="list-style-type: none">Create designs for prints by simplifying initial drawings/sketchesUse drawings and designs to bring fine detail into work.Through printing show increasing use of tools to control line, shape, texture and tone.Combine printing techniques within one piece of work to create impact and effect			
Sculpture and Form	<ul style="list-style-type: none">Explore a variety of materials.Join simple objects together.Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping.Change the surface of a malleable material by adding texture, pattern and colour.Show sufficient control to manipulate materials for the purpose intended.	<ul style="list-style-type: none">Plan, design and make models from observation or imagination.Make simple 3D models by constructing materials as a plan for the final outcome made out of clay.Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D formCreate surface patterns and textures onto clay looking at cultural decoration from historic time periods.	<ul style="list-style-type: none">Carefully plan a sculpture through drawing and other preparatory work.Add detail to final sculpture using a variety of joining techniques and different materials.Manipulate cardboard and other materials to make a new 3D form.Add final finishes to models using paint/glazing so that the final outcome has a professional finish.			
Textiles	<ul style="list-style-type: none">Match and sort fabrics and threads for colour and texture.Change and modify threads and fabrics - knotting, fraying, plaiting, twisting, pulling threads.Cut and shape fabrics using scissors.Join two pieces of fabric using stitching.Add shapes with glue or stitching,Apply decoration using beads, buttons, feathers etc.Create cords and plaits for decoration.Create fabrics by weaving materials e.g. grass through twigs, ribbon through paper etc.	<ul style="list-style-type: none">Use a variety of techniques e.g., printing, dyeing, weaving, stitching to create different textural effects.Extend understanding of joining fabrics by using more than one type of stitch (running and cross stitch).Experiment with adding detail to fabric by gluing or stitching.Add colour and pattern to fabric using dyes and printing.Weave paper and found materials to represent an image e.g. landscape.	<ul style="list-style-type: none">Use fabric to create a 3D art form.Use a number of different stitches creatively to join fabrics and create patterns/textures.Use a range of techniques to add decoration e.g. plaiting, pinning, stapling, stitching, sewing.Add colour and pattern to a fabric using batik with more than one colour.Combine techniques to produce an end piece.			
Collage	<ul style="list-style-type: none">Collect, sort, name and match colours appropriate for an image.Sort and group materials by properties e.g. colour and textures.Fold, crumble, tear and overlap papers and other materials.Mix paper and other materials with different textures and appearances.Choose the most suitable material for effect.	<ul style="list-style-type: none">Develop skills of overlapping and overlaying to place objects in front or behind in a collage.Experiment with techniques to make mosaics.Experiment with creating mood, feeling, movement and areas of interest using different media.Use collage in sketch books as a means of collecting ideas and information and building a visual vocabulary	<ul style="list-style-type: none">Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects.Embellish a surface using a variety of techniques, including drawing, painting and printing.Add collage to a painted, printed or drawn background.Use collage as a means of extending work from initial ideas.			

Exploring, developing and evaluating work.	<ul style="list-style-type: none">Record and explore ideas from first-hand observations.Ask and answer questions about the starting points for their work.Develop their ideas – try things out, change their minds.Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.Review what they and others have done and say what they think and feel about it.Identify what they might change in their current work or develop in future work.	<ul style="list-style-type: none">Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.Question and make thoughtful observations about starting points and select ideas to use in their work.Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.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.Annotate work in journal.	
vocabulary	<u>Year 1 and 2</u> Colour, primary, secondary, mix, tone, shade, lighter, darker, shape, observe, observation, pattern, texture, starting point, rubbings, print, mono-print, fabric, thread, join, weave, decorate, stitch.	<u>Year 3 and 4</u> As KS1 plus: Detail, shading, proportion, tone, three-dimensional, hatching/cross hatching, viewing frames, wash, perspective, background, foreground, relief, overlay, running stitch, cross stitch, overlay, overlapping	<u>Year 5 and 6</u> As lower KS2 plus: Focal point, horizon, stippling, blending, smudging, scale, style, atmosphere, mood, tints, mixed media, batik, composition