



Art Progression & Coverage Document

Curriculum Objectives

EYFS	KS1
<p>Development matters:</p> <p>Birth to three:</p> <ul style="list-style-type: none">• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.• 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.• Use their imagination as they consider what they can do with different materials.• Make simple models which express their ideas. <p>3 and 4 year olds:</p> <ul style="list-style-type: none">• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.• 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.	<p>National Curriculum:</p> <ul style="list-style-type: none">• To use a range of materials creatively to design and make products• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• 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.



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<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. <p>Reception:</p> <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 on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p>ELG</p> <p>Artistic Children at the expected level of development will:</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. 	
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Objectives				
	YN As an Artist	YR As an Artist	Y1 As an Artist	Y2 As an Artist
Using Materials	<ul style="list-style-type: none"> • Join different materials and explore different textures. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they 	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. <p>(Each half term)</p> <ul style="list-style-type: none"> • Experimenting with texture – practising the skill and then making (explore use and refine a variety of artistic 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products <p>(Cycle B 22-23: Is the Wii/X-Box better than Grandma or Grandad’s old toys? Spring 2 and Which birds and plants would Peter Rabbit find in our park? Summer 1)</p>	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products <p>(Cycle A 21-22: Where would you prefer to live England or Kenya? Spring 2 and Cycle B 22-23: Why are humans not like tigers? Aut 1)</p>



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	<p>can do with different materials.</p> <ul style="list-style-type: none">• Make simple models which express their ideas.• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <p>(Where does the day go at night Aut 2)</p> <ul style="list-style-type: none">• Use their imagination as they consider what they can do with different materials.• Make simple models which express their ideas. <p>(Which colours make you feel happy or sad, Spring 1)</p> <ul style="list-style-type: none">• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	<p>effects to express their ideas and feelings)</p> <p>(What do I know about me? Aut 1, How can a map help me? Spring 1 and Twinkle, Twinkle, little star, how I wonder what you are. Spring 2)</p>		
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	<ul style="list-style-type: none"> • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. <p>(What might you find at the farm? Spring 2)</p> <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. <p>(What can I do with water? Summer 1)</p>			
<p>Drawing</p>	<ul style="list-style-type: none"> • Create closed shapes using lines and begin to use shapes to represent objects <p>(Who lives in my house? Autumn 1)</p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a 	<ul style="list-style-type: none"> • Experimenting with colour and function – use of brushes/sponges etc to create a portrait for display • Use a range of tools including paint brushes, scissors, pencils for drawing and writing and cutlery. 	<ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, 	<ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture,



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	<p>face with a circle and including details.</p> <ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud noises. <p>(Where does the day go at night? Aut 2)</p> <ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud noises Show different emotions in drawings and painting Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. <p>(Which colours make you feel happy or sad? Spring 1)</p> <ul style="list-style-type: none"> Draw with increasing detail <p>(What can I do with water? Summer 2)</p>	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. <p>(What do I know about me? Autumn 1)</p>	<p>line, shape, form and space</p> <p>(Cycle B 22-23: Why are humans not like tigers? Autumn 1)</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>(Cycle B 22-23: Is the Wii/X-Box better than Grandma or Grandad's old toys? Spring 2)</p>	<p>line, shape, form and space</p> <p>(Cycle A 21-22: What is our school made of?, Where would you prefer to live England or Kenya? and Cycle B 22-23: Why are humans not like Tigers? Aut1)</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>(Cycle B 22-23: Why are humans not like Tigers? Aut1 and What do we know about the Victorians and the way they lived? Spring 2)</p>
<p>Use colour, pattern, texture, line, form,</p>	<ul style="list-style-type: none"> Create closed shapes using lines and begin to use shapes to represent objects. 	<ul style="list-style-type: none"> Experimenting with colour and function – use of brushes/sponges 	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, 	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture,



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<p>space and shape</p>	<ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. <p>(Who lives in my house? Aut 1)</p> <ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. <p>(Which colours make you feel happy or sad? Spring 1)</p>	<p>etc to create a portrait for display.</p> <p>(What do I know about me? Aut 1)</p> <ul style="list-style-type: none"> • Experimenting with texture – practising the skill and then making (explore use and refine a variety of artistic effects to express their ideas and feelings) • Develop their own ideas and then decide which materials to use to express them. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>(Spring Twinkle Twinkle star, Spring 2)</p> <p>ELG</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. 	<p>line, shape, form and space.</p> <p>(Cycle B 22-23: Why can't a penguin live near the equator? Spring 1 and Which birds and plants would Peter Rabbit find in our park? Summer 1)</p>	<p>line, shape, form and space</p> <p>(Cycle A 21-22: Where do we live and how has it changed? and Cycle B 22-23: Why can't a penguin live near the Euqator? Spring 1 and Which birds and plants would Peter Rabbit find in our park? Summer 1)</p>
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		<ul style="list-style-type: none">Share their creations, explaining the process they have used. <p>(What bears can you find around the world? Summer 2)</p>		
Range of artists	Artist focus: Jackson Pollock (Which colours make you feel happy or sad? Spring 1)		<ul style="list-style-type: none">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. <p>(Cycle B 22-23: Where do we live and how has it changed? Autumn 2 and Which birds and plants would Peter Rabbit find in our park? Summer 1)</p>	<ul style="list-style-type: none">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. <p>(Cycle A 21-22: Where do we live and how has it changed? And Cycle B 22-23: Which birds and plants would Peter Rabbit find in our park? Summer 1)</p>