



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	KS1 Cycle A As an Artist	KS1 Cycle B 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"> • Explore and refine a variety of artistic effects to express their ideas and feelings. <p>(Why are there so many leaves on the ground, Aut 2)</p> <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. <p>(Each half term)</p>	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products <p>(Where would you prefer to live England or Kenya? Spring 2)</p>	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products <p>(How have people like Roas Parks helped to make the world a better place? Aut 2)</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.	<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. <p>(Summer 1, Who are the famous characters inside my books?)</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"> • 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. 	<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. 	<ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>(Why would a dinosaur not make a good pet? Aut 1) (Where would you prefer to live England or Kenya? Spring 2)</p>	<ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>(Why are humans not like Tigers? Aut1)</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to



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	<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>	<p>(Why are there so many leaves on the ground, Aut 2)</p>		<p>develop and share their ideas, experiences and imagination</p> <p>(What do we know about the Victorians and the way they lived? Spring 2)</p>
<p>Use colour, pattern, texture, line, form, space and shape</p>	<ul style="list-style-type: none"> • Create closed shapes using lines and begin to use shapes to represent objects. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. 	<ul style="list-style-type: none"> • Experimenting with colour and function – use of brushes/sponges etc to create a portrait for display. <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 	<ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>(Why would a dinosaur not make a good pet? Aut 1)</p>	<ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>(Why can't a penguin live near the Equator? Spring 1)</p> <p>(Which birds and plants would Peter Rabbit find in our park? Summer 1)</p>



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	<ul style="list-style-type: none"> 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>(explore use and refine a variety of artistic effects to express their ideas and feelings)</p> <ul style="list-style-type: none"> 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. Share their creations, explaining the process they have used. <p>(Should Goldilocks say sorry? Summer 2)</p>		
<p>Range of artists</p>	<p>Artist focus: Jackson Pollock</p> <p>(Which colours make you feel happy or sad, Spring 1)</p>		<ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the 	<ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the



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			<p>differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>(Where do and did the bus go? Aut 2) (Where would you prefer to live England or Kenya? Spring 2)</p>	<p>differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>(What do we know about the Victorians and the way they lived? Spring 2) (Which birds and plants would Peter Rabbit find in our park? Summer 1)</p>
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