

Manor Farm Community Infant School

Art Curriculum Progression of Skills and Knowledge



Art – EYFS Progressive Statements				
EYFS	3- and 4-Year Olds	Physical Development		<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
		Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>
	Reception	Physical Development		<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>
		Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>
	ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
		Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>

Year	Term	Scheme of Work	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
1	Autumn	Mark Making	<ul style="list-style-type: none"> <li>• I can explore ways of drawing lines between two points</li> <li>• I can experiment with how I hold a pencil when sketching</li> <li>• I can discuss what a line is • I can use adjectives to describe lines</li> <li>• I can experiment with pressure when drawing pencil lines</li> <li>• I can experiment with different kinds of pencils and observe the different marks they make</li> <li>• I can create different repeated line patterns</li> <li>• I can discuss and comment on the texture in artwork</li> <li>• I can use rubbing to recreate texture</li> </ul>	<ul style="list-style-type: none"> <li>• I can hold a paintbrush correctly when painting</li> <li>• I know what 'loading' the paintbrush is</li> <li>• I know how to create a smooth sweeping brushstroke</li> <li>• I can use paint to create differently shaped lines</li> <li>• I can use my paintbrush to create lines of different thicknesses</li> <li>• I can experiment with different ways to make marks using a paintbrush</li> </ul>		<ul style="list-style-type: none"> <li>• I can explore how Kandinsky used different lines in his artwork</li> <li>• I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds</li> <li>• I can discuss the artworks of Paul Klee and say what I like and dislike about them</li> <li>• I can spot different mark making techniques in Klee's work</li> <li>• I can attempt to recreate some of the mark making in Klee's artwork</li> </ul>
1	Spring	Colour Creations		<ul style="list-style-type: none"> <li>• I can name a variety of colours</li> <li>• I can choose a favourite colour and give reasons for my choices</li> <li>• I know what primary colours are</li> <li>• I know what secondary colours are</li> <li>• I can mix primary colours to make secondary colours</li> <li>• I know how to create lighter shades of colour</li> <li>• I know how to create darker shades of colour</li> </ul>	<ul style="list-style-type: none"> <li>• I can use collage to create artwork inspired by Piet Mondrian</li> <li>• I can use collage and mixed media to create artwork inspired by Wassily Kandinsky</li> </ul>	<ul style="list-style-type: none"> <li>• I can say if I like or dislike Piet Mondrian's art</li> <li>• I can spot similarities and differences between different pieces by Mondrian</li> <li>• I can create a piece of art inspired by Mondrian</li> <li>• I can comment on Kandinsky's use of colour to create effects</li> <li>• I can create a piece of art inspired by Kandinsky</li> </ul>

				<ul style="list-style-type: none"> <li>• I can use a paintbrush to make basic marks using paint</li> <li>• I can use paint to create artwork in the style of an artist we have studied</li> </ul>		
1	Summer	Self Portrait	<ul style="list-style-type: none"> <li>• I can discuss how artists have created different effects</li> <li>• I can investigate how to make different marks using sketching pencils</li> <li>• I can comment on how different grades of sketching pencil make different marks</li> <li>• I can make a choice about which pencil I need to use for a purpose</li> <li>• I can use a variety of media to create different effects</li> <li>• I can apply a variety of techniques when drawing</li> <li>• I can evaluate my work and the work of others and identify strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• I can experiment with different kinds of paint and what effects I can create with them</li> <li>• I can comment on the effects different paints create</li> <li>• I can say which kind of paint I prefer</li> </ul>	<ul style="list-style-type: none"> <li>• I can use clay to create a self-portrait</li> <li>• I can show an understanding and use of some basic clay skills</li> <li>• I can begin to use tools to help me manipulate clay</li> <li>• I can use coloured paper to create a collage self-portrait</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more</li> <li>• I can comment on how portraits by different artists make me feel</li> <li>• I understand that portraits can tell you about the person in them</li> <li>• I can make decisions about what I want my self-portrait to say about me</li> <li>• I can say what I like and dislike about different portraits</li> </ul>
2	Autumn	Earth Art	<ul style="list-style-type: none"> <li>• I can identify repeating patterns in Rangoli patterns</li> <li>• I can identify repeating patterns in mandala patterns</li> <li>• I can spot the symmetry in mandala patterns</li> </ul>	<ul style="list-style-type: none"> <li>• I know that natural materials can be used to make different mark making materials, including paints</li> <li>• I can experiment with different ways to paint a rock</li> <li>• I can comment on the colours of natural materials and how this can add to my artwork</li> <li>• I can use given colours to finish a mandala pattern</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what a sculpture is</li> <li>• I can comment on what different sculptures are made from</li> <li>• I can use natural materials such as twigs and sticks to create a sculpture</li> <li>• I can recreate Rangoli patterns using natural materials such as leaves</li> <li>• I can use clay to create imprints of natural materials such as leaves</li> <li>• I can describe what weaving is</li> </ul>	<ul style="list-style-type: none"> <li>• I can name ways that rocks were used in ancient artworks</li> <li>• I understand what is meant by 'abstract' artwork</li> <li>• I can comment on the patterns created in woven rugs and tapestry</li> <li>• I can discuss and explore mandalas with the class</li> <li>• I can comment on the shapes, colours and patterns I can see in a mandala</li> </ul>

					<ul style="list-style-type: none"> <li>• I can create a simple loom</li> <li>• I can weave using interesting natural materials</li> <li>• I can recreate a mandala using natural materials</li> <li>• I can use natural materials to create a collage scene</li> </ul>	
2	Spring	Yayoi Kusama	<ul style="list-style-type: none"> <li>• I can experiment with different materials to make marks</li> <li>• I can make attempts to mimic the art of a famous artist</li> <li>• I can experiment with different mediums to create a polka dot pattern</li> <li>• I can experiment with the kind of polka dot patterns I am making</li> <li>• I can follow instructions to create the basis for my sketching</li> <li>• I can make visual observations to inform my sketches</li> </ul>	<ul style="list-style-type: none"> <li>• I can experiment with different mediums to create a polka dot pattern</li> <li>• I can experiment with the kind of polka dot patterns I am making</li> <li>• I can describe and make observations on a piece of artwork's colour and pattern</li> <li>• I can make choices about the tools I will use when painting</li> </ul>	<ul style="list-style-type: none"> <li>• I can develop my scissor/cutting skills when cutting out circles</li> <li>• I can use paper art to recreate an installation piece by Yayoi Kusama</li> <li>• I can comment on the shape/form of 3-D objects and sculptures</li> <li>• I can use the rolling technique effectively to manipulate clay</li> <li>• I can recreate the form of a pumpkin, inspired by Kusama's sculptures</li> </ul>	<ul style="list-style-type: none"> <li>• I can join in discussions about a famous artist's work</li> <li>• I can remember and give some facts about Yayoi Kusama</li> <li>• I can respond appropriately to a piece of art by Yayoi Kusama</li> <li>• I can say if I like or dislike a piece of artwork</li> </ul>
2	Summer	Henri Rousseau	<ul style="list-style-type: none"> <li>• I can sketch and draw plants and flowers in the style of Rousseau</li> <li>• I can sketch and create a 'portrait-landscape'</li> <li>• I can use my imagination to generate ideas for my sketch</li> </ul>	<ul style="list-style-type: none"> <li>• I can use natural materials to create prints</li> <li>• I can create prints inspired by Rousseau's paintings</li> </ul>	<ul style="list-style-type: none"> <li>• I can use paper to create a shoebox model of one of Rousseau's paintings</li> <li>• I can use paper and other materials to create a mask</li> <li>• I can use glue to help me attach different parts to my mask and/or mode</li> </ul>	<ul style="list-style-type: none"> <li>• I can say who Henri Rousseau was and recall facts about his life</li> <li>• I can discuss a painting by Henri Rousseau</li> <li>• I can discuss and explain how I feel when looking at a Rousseau painting</li> <li>• I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'</li> </ul>