

Leigh and Bransford Primary School Progression in Art for EYFS and KS1

National Curriculum Attainment Targets for KS1:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes as specified in the relevant program of study.

The KS1 Programme of study requires that pupils should be taught to:

- Use a range of materials creatively to design and make products.
- 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 designer's, describing the differences and similarities between different practises and disciplines, and making links to their own work.

Early Years and Key Stage 1			
	EYFS	Year 1	Year 2
Skills	By the end of EYFS pupils should be able to:	By the end of Year 1 pupils should be able to:	By the end of Year 2 pupils should be able to:
Generating Ideas <i>Skills of designing and developing ideas</i>	<ul style="list-style-type: none"> • Work purposefully responding to colours, shapes, materials etc. • Create simple representations of people and other things. 	<ul style="list-style-type: none"> • Recognise that ideas can be expressed in art work • Generate original ideas by looking at other artists work. • Create original patterns and designs. • Experiment with an open mind (<i>e.g. they enthusiastically try out and use all the materials that are presented to them</i>) • Use sketch books as a teacher led idea to record thoughts and ideas and experiment with materials. 	<ul style="list-style-type: none"> • Use drawing to record ideas and experiences. • Develop original artwork from other sources. • Study natural forms in the world around them and relate it to their own artwork. • Try out different activities and make informed choices about what to do next. • Work instinctively with clay to create unique designs. • Create art on themes of personal interest and to represent themselves. • Use sketch books as a teacher led idea to record thoughts, ideas develop skills and experiment with materials.
Making/Formal Elements <i>skills of making art, craft and design</i>	<ul style="list-style-type: none"> • Work spontaneously and enjoy the act of making/creating. • Use tools and techniques safely and competently. • Sustain concentration and control when experimenting with tools and materials. 	<ul style="list-style-type: none"> • Try out a range of materials and processes, including printing, and recognise that they have different qualities. • Use materials purposefully to achieve particular characteristics or qualities. 	<ul style="list-style-type: none"> • Explore drawing techniques and apply tone to create form. • Demonstrate developing skill and control with art materials including blending pastels. • Mix, refine and apply more

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	<p>Formal Elements:</p> <p>Colour</p> <ul style="list-style-type: none"> • Explore what happens when they mix colours <p>Form and Space</p> <ul style="list-style-type: none"> • Show awareness of form and space through 3D sculptures inspired by <p>Line</p> <ul style="list-style-type: none"> • Experiment with line. • Use the vocabulary; vertical, horizontal, crosshatch and wavy to describe the different types of lines. <p>Patterns</p> <ul style="list-style-type: none"> • create and describe patterns <p>Shape</p> <ul style="list-style-type: none"> • Create abstract compositions using various shapes. • Identify and describe their use of shape for print. <p>Texture</p> <ul style="list-style-type: none"> • Experiments to create different textures and describe them. <p>Tone</p> <ul style="list-style-type: none"> • Know that the tone refers to the lightness or darkness of something. • Demonstrate a developing understanding of use of different tints and shades to create simple tone in their work. 	<ul style="list-style-type: none"> • Mix primary colours to create secondary colours. • Demonstrate developing skill and control when painting • Produce a clay etching and 2D print. <p>Formal Elements:</p> <p>Colour</p> <ul style="list-style-type: none"> • Know the names of the primary colours and that they can be mixed to make secondary colours. • Create and describe different shades of one colour using paint. • Choose and justify appropriate colours to reflect a theme and purpose. <p>Form and Space</p> <ul style="list-style-type: none"> • Show awareness of form and space through 3D sculptures inspired by nature and animals. • Demonstrate a developing language and understanding of form and space through whole class sculpture. <p>Line</p> <ul style="list-style-type: none"> • Experiment with line. • Use the vocabulary; vertical, horizontal, crosshatch and wavy to describe the different types of lines. <p>Patterns</p> <ul style="list-style-type: none"> • Create patterns in a range of materials • Design and create own patterns • Understand patterns in nature from observation. <p>Shape</p> <ul style="list-style-type: none"> • Create abstract compositions using various shapes. • Identify and describe their use of shape 	<p>sophisticated colours.</p> <ul style="list-style-type: none"> • Demonstrate improving painting skills, developing skill and control when painting. • Use a range of materials to design and make products. • Produce craft weaving and use 3D clay to create 2D printed patterns and sculptural forms. <p>Formal Elements:</p> <p>Colour</p> <ul style="list-style-type: none"> • Know the names of the primary colours and how to mix them to achieve a specified secondary colours (both paint and pastels) • Describe their use of colour to achieve a specified intention. . <p>Form and Space</p> <ul style="list-style-type: none"> • Show extending ability to articulate 3D form and space through practical activities. <p>Line</p> <ul style="list-style-type: none"> • Create portraits by controlling and defining their use of line for expression. • Draw lines with increasing skill, awareness and control. <p>Patterns</p> <ul style="list-style-type: none"> • Create a pattern of their choosing. • Identify and relate to manmade and natural repeating patterns. • Use a range of techniques to express their knowledge of repeating and non-repeating patterns. <p>Shape</p> <ul style="list-style-type: none"> • Compose geometric designs by
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		<p>for print.</p> <p>Texture</p> <ul style="list-style-type: none"> Select, describe and use appropriate materials to create different textures. <p>Tone</p> <ul style="list-style-type: none"> Know that the tone refers to the lightness or darkness of something. Demonstrate a developing understanding of use of different tints and shades to create simple tone in their work. 	<p>adapting and synthesising the work of others.</p> <p>Texture</p> <ul style="list-style-type: none"> Identify and describe different textures. Select and use appropriate materials to create textures. <p>Tone</p> <ul style="list-style-type: none"> Experiment with pencils to create more complex tones: learning that different ways of holding a pencil affects the ton created. Use tone to create 3D from when drawing.
Evaluating <i>skills of judgement and evaluation</i>	<ul style="list-style-type: none"> Recognise and describe key features of their own work. Compare their work to their original purpose. 	<ul style="list-style-type: none"> Recognise and describe key features of their own and others' work. Describe what they think about the work of others. 	<ul style="list-style-type: none"> When looking at creative work express clear preferences and give some reasons for these (e.g. be able to say "I like that because....") using some basic language of art (formal elements).
	By the end of EYFS pupils should know:	By the end of Year 1 pupils should know/have:	By the end of Year 2 pupils should Know:
Knowledge and understanding <i>acquiring and applying knowledge to inform progress.</i>	<ul style="list-style-type: none"> That art, design and crafts is made by artists exhibiting care and skill and is valued for its qualities. How to explain what they are doing and what they intend to achieve. 	<ul style="list-style-type: none"> How to recognise and describe some simple characteristics of different kinds of art, craft and design. The names of the tools, techniques and the formal elements (colour, shape, tone etc.) that they use. <p>Looked at the work of the following Artists:</p> <ul style="list-style-type: none"> Beatriz Milhazes: to explore the use of shape, colour and composition in abstract art. Bridget Riley: to explore experimentation with line drawing. David Hockney and Vija Celminss: use of materials to represent water. Jasper John: use of colour. Wassily Kandinsky, Renata Bernaland Llya Bolotowsky: use of 	<ul style="list-style-type: none"> That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about techniques and processes they have used, using appropriate vocabulary. <p>Looked at the work of the following Artists:</p> <ul style="list-style-type: none"> Max Ernst: inspiration for 'frottage' technique. Ed Ruscha: use of shading and tone to create a 3D look. Clarice Cliff: <i>Circle Tree</i> plate designs. Nancy McCroskey: mural <i>Suite in Black, white and grey</i> to explore and develop shading skill. Damien Hirst: <i>Cornucopia</i> as

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		<p>shapes within their work.</p> <ul style="list-style-type: none">• Pierre Auguste Renoir, Joaquin Sorolla and Peder Severin Kroyer: inspiration behind their seaside inspired pieces.• Vincent Van Gough: using his painting <i>Fishing Boats on the Beach</i> to create a textured collage.• Louise Bourgeois's: giant spider sculpture, <i>Maman</i>,	<p>inspiration for drawing.</p> <ul style="list-style-type: none">• Julian Opie: Analysing and creating portraits in his style.• Edwina Bridgeman: inspiration for creating clothes peg figures and evaluating her work.• Roy Lichtenstein: create a giant piece of mixed media work in a pop art inspired style.
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