

# St Michaels Federation – Onny CofE Primary School – Art Progression Map (EYFS)

Through Expressive Arts and Design (EAD) in the EYFS we encourage the development of creativity and imagination, providing varied opportunities for our pupils to explore colour, form, texture, and pattern and to experience a range of processes and materials. We begin to introduce the work of artists to support the children to begin to understand the processes that go in to works of art. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own responses.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	<ul style="list-style-type: none"> <li>-Drawing from memory and life</li> <li>-Using mark-making to show feelings (<i>Jackson Pollock</i>)</li> <li>-Multimedia collage</li> </ul>	<ul style="list-style-type: none"> <li>-Self-Portraits (<i>Picasso</i>)</li> <li>-Mixing paint colours</li> <li>Printing in monochrome</li> <li>-Sculpting clay leaves</li> </ul>	<ul style="list-style-type: none"> <li>-Patterns in mark-making</li> <li>-Watercolour landscapes (<i>JMW Turner</i>)</li> <li>-Paper sculptures</li> </ul>	<ul style="list-style-type: none"> <li>-Drawing from imagination</li> <li>-Printing tiles for patterns</li> <li>-Vehicle junk models</li> </ul>	<ul style="list-style-type: none"> <li>-Large scale animal painting</li> <li>-Texture in collage</li> <li>-Natural sculpture and transient art (<i>Goldsworthy</i>)</li> </ul>	<ul style="list-style-type: none"> <li>-Drawing portraits and still life</li> <li>-Contemporary colour and pattern (<i>Yayoi Kusama</i>)</li> <li>-Weaving with natural items</li> </ul>
<b>Expressive Arts &amp; Design</b>	<p><b>EYFS Skills:</b></p> <ul style="list-style-type: none"> <li>- [Drawing] Draw simple, familiar subjects from memory using pencil, beginning to consider some detail</li> <li>- Share responses to work of Jackson Pollock, exploring how it makes them feel and their ideas about use of colour and marks</li> <li>- [Painting] Express their own ideas and feelings through mark-making techniques including painting, inspired by works of Pollock</li> </ul>	<p><b>EYFS Skills:</b></p> <ul style="list-style-type: none"> <li>- [Drawing] Observe and draw a simple self-portrait/ figure, showing consideration of details using a mirror</li> <li>- Share responses to artist self-portraits in a variety of art styles; Discuss feelings of the artists and their own ideas about them</li> <li>- [Painting] Use colour recipes to mix the secondary colours independently</li> </ul>	<p><b>EYFS Skills:</b></p> <ul style="list-style-type: none"> <li>- [Drawing] Explore different types of lines and marks to create patterns with pencil, charcoal</li> <li>- [Painting] Use a variety of brush sizes to create a painting, including large brushes for washes</li> <li>- [Painting] Refine watercolour technique to create expressive landscapes, matching colours to artworks by Turner</li> </ul>	<p><b>EYFS Skills:</b></p> <ul style="list-style-type: none"> <li>- [Drawing] Begin to draw concepts from their imagination; Create a design for a fantasy mode of transport</li> <li>- [Drawing] Draw with detail, including additional key features</li> <li>- [Printing] Using string/ wool to construct a simple printing tile design; Print a repeating pattern</li> </ul>	<p><b>EYFS Skills:</b></p> <ul style="list-style-type: none"> <li>- [Painting] Create a large-scale painting piece of a wild animal; Add white/ black to alter the tint or shade when colour mixing;</li> <li>- [Painting] Use smaller sizes of brushes to add finer details to a piece of artwork</li> <li>- [Collage] Join items securely with more developed joining techniques, independently; Use collage to create</li> </ul>	<p><b>EYFS Skills:</b></p> <ul style="list-style-type: none"> <li>- [Drawing] Draw full body portraits showing awareness of appropriate size and include additional key features</li> <li>- [Painting] Create an imaginative response to the artworks of Kusama using polkadots; Create meaningful marks and patterns with a variety of approaches</li> </ul>

	<ul style="list-style-type: none"> <li>- [Painting] Develop independence skills in self-serving paints from primary colours in controlled amounts, and choosing appropriate brush sizes</li> <li>- [Collage] Use simple collage techniques to create a multimedia Gingerbread Person, developing skill in using liquid glue and glue spreader</li> </ul>	<ul style="list-style-type: none"> <li>- [Printing] Use a variety of objects to create prints in black and white; Attempt simple repeating patterns</li> <li>- [Sculpture] Explore basic clay manipulation skills to create autumn leaves [roll, squash, pinch, twist, print, cut]</li> </ul>	<ul style="list-style-type: none"> <li>- [Sculpture] Create relief sculptures by exploring with paper manipulating techniques</li> </ul>	<ul style="list-style-type: none"> <li>- [Sculpture] Make a model with clear intentions; Give meaning to their model that shows some real resemblance</li> </ul>	<ul style="list-style-type: none"> <li>texture and use more developed language to describe materials and textures (smooth, rough, feathery)</li> <li>- [Sculpture] Use natural found items to create transient artworks, taking inspiration from modelled ideas or by creating patterns</li> </ul>	<ul style="list-style-type: none"> <li>- [Collage] Explore weaving on a small scale using fine motor skills</li> </ul>
	<p><b>EYFS Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Explain what a self-portrait is</li> <li>- Know that marks and lines can be used to create shapes that then represent objects from life, and know that details are used to create a better representation</li> <li>- Know that colour and abstract mark-making can be used to show feelings</li> </ul>	<p><b>EYFS Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Understand the basic structure of facial features</li> <li>- Know the combinations of primary colours to mix secondary colours, using recipe cards for support if needed</li> <li>- Be able to verbalise what techniques they have used to achieve a particular outcome</li> </ul>	<p><b>EYFS Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Explain what is depicted in a 'landscape' painting</li> <li>- Understand when to use particular brush sizes, for what purpose</li> <li>- Know what a 'sculpture' is and what can be used to create them</li> </ul>	<p><b>EYFS Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Use existing knowledge to apply in drawing from imagination, including some details</li> <li>- Know what constitutes a simple repeating pattern</li> <li>- Know appropriate joining techniques for specific materials; why one approach works better than another</li> </ul>	<p><b>EYFS Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know how to alter tint/ shade using black and white</li> <li>- Understand that 'transient' artworks are not permanent and cannot be fixed down</li> <li>- Know that sculpture can be created from a range of materials – including natural artefacts</li> </ul>	<p><b>EYFS Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Show knowledge of some basic proportions of the body, e.g. limbs</li> <li>- Know that colour and pattern can be used to express feelings of the artist</li> <li>- Demonstrate awareness of simple weaving technique, knowing how to secure materials</li> </ul>
<b>Links to KS1</b>	<ul style="list-style-type: none"> <li>- Children must be exposed to models and be able to identify features of key living things</li> <li>- Children draw portraits, detailed pictures, landscapes,</li> </ul>	<ul style="list-style-type: none"> <li>- Children draw portraits, detailed pictures, landscapes, buildings and cityscapes</li> <li>- Print with a variety of resources</li> </ul>	<ul style="list-style-type: none"> <li>- Lines of varying thickness, dots and lines for pattern/ texture; Use a variety of brushes and tools</li> <li>- Colour matching, altering tint and</li> </ul>	<ul style="list-style-type: none"> <li>- Children draw portraits, detailed pictures, landscapes, buildings and cityscapes</li> <li>- Print with a variety of resources</li> </ul>	<ul style="list-style-type: none"> <li>- Colour matching, altering tint and shade; Warm/ Cool colours</li> <li>- Use a variety of natural, recycled and manufactured materials to sculpt</li> </ul>	<ul style="list-style-type: none"> <li>- Children must be exposed to models and be able to identify key features of living things</li> <li>- Use a variety of brushes and tools</li> </ul>

	<i>buildings and cityscapes</i> - Lines of varying thickness, dots and lines for pattern/ texture; Use a variety of brushes and tools - Joins items which have been cut, torn or glued	- Use a variety of natural, recycled and manufactured materials to sculpt	<i>shade; Warm/ Cool colours</i> - Use a variety of techniques and shapes to sculpt	- Use a variety of natural, recycled and manufactured materials to sculpt - Use a variety of techniques and shapes to sculpt	- Joins items which have been cut, torn or glued - Improve models by adding texture	- Make collages and mosaics using different materials; Weave items
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**Children in Reception will be learning to:**

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

Listen attentively, move to and talk about music, expressing their feelings and responses

Watch and talk about dance and performance art, expressing their feelings and responses

Sing in a group or on their own, increasingly matching the pitch and following the melody

Develop storylines in their pretend play

Explore and engage in music making and dance, performing solo or in groups