Progression in Art EYFS

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| **To Develop ideas**  **(Characteristics of Learning- Creativity**  **And Critical Thinking)** | **Drawing** | **Painting** | **Collage** | **Sculpture** |
| Explore arts and crafts resources | Using gross motor movements to create large marks- continuous rotations, push/ pulls, vertical arcs | Explore paint using a wide variety of tools hands/cars/sponges/veg | Exploring a range of materials such as pasta, shells, rice, tissue, paper, string, fabric, beginning to respond to different textures | Handle and investigate a variety of materials and malleable materials, boxes, pots, sticks, salt dough, play dough, Duplo, Lego etc |
| To begin to use resources to create marks | Using lines to enclose shapes | Explore different types of paint- powder paint, textured paint, water colours, poster paint | Begin to combine resources with different textures, colours and shapes | Use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching  Begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure |
| To talk about their marks and patterns | Begin to use enclosed shapes to represent people or objects | Exploring how colours can be changed and starting to use vocabulary such as light dark, colour names, change | Talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough |  |
|  | Begin to include features such as circles for eyes, hair and limbs on pictures of figures |  |  |  |
|  | **Drawing Resources**  Use large, chunky tools such as decorator brushes, , hands, sticks, chunky chalks, sticks, sponges |  |  |  |
|  | Develop effective grip using smaller crayons, charcoals, pastels, pencils, pens |  |  |  |
|  | Explore making different marks with different resources, begin to compare e.g pencil lines and pastel smudges |  |  |  |

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| **Print** | **Textiles** | **Digital Media** | **The Greats** | **Evaluating** | **Breadth Of Study** |
| Become aware that objects leave marks e.g hand printing, foot printing, sponges, dinosaur toys | Explore the textures of different fabrics | Use fingers to make marks on colour magic | Have prints and art books available | Talk about what they are doing e.g ‘I am doing a circle for the sun’ | Show an interest in all aspects drawing etc |
| Widen the variety of resources used for printing e.g fruit | Begin to vocabulary such as soft, smooth, rough | Use Ipads, camera to take photos of friends | Talk about artists pictures e.g Picasso, Van Gough, Kandinsky  What do you see?  How does it make you feel?  How is it different?  What do you like? Why? | Answer open questions about their artwork e.g why did you use that colour? | To regularly explore all aspects using a range of materials and tools |
| Find different ways to print e.g in water, play dough, mud | Begin to use scissors to cut snips in fabric | Look at uploaded photos of their friends and colour magic creations and talk about what they see using key vocabulary e.g computer, click, Ipad, photo, upload, |  | Talk about what they like about their work and how they could make it better | To begin to talk about their and others ideas |
|  | Develop threading, hand-eye coordination, threading large beads, pasta |  |  | Begin to compare different works looking at strengths |  |
|  | Gross motor weaving with a range of materials e.g string, ribbon, tissue paper on posts, fencing etc |  |  |  |  |