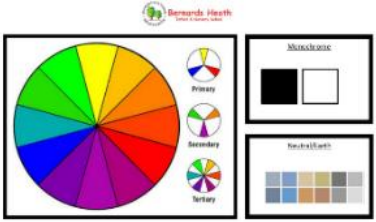




Progression in Art and Design

At Bernards Heath, children will learn about a range of significant artists, craft makers and designers from diverse cultures and communities, and historical periods.

	FS 1	FS 2	Year 1	Year 2
Drawing KS1 Sketch Books	<p>Expressive Art and design ELG end point: Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture and form. Share their creations, explaining the process they have used.</p> <p>Physical Development: Fine Motor Skills end point: Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing</p>		<p>National Curriculum end point: Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form a space</p>	
	<ul style="list-style-type: none"> • Use tools for a purpose e.g. pencils, felt tips • Hold mark making tools with thumb and all fingers • Manipulates a range of tools and equipment in one hand • Develop an understanding of using lines to enclose a space and use these to make known things e.g. a face • Begin to use drawing to represent actions and objects based on imagination, observation and experience e.g. a space ship landing 	<ul style="list-style-type: none"> • Recognise the importance of drawing in providing a bridge between imaginary play and writing, and that all are key forms of communication and tools for thinking • Show a preference for a dominate hand • Begin to use a variety of drawing tools • Create simple representations of events, people and objects • Explore and create different lines e.g. zig-zag, wavy, curved, straight • Begin to observe and create accurate drawings of people, adding detail e.g. add eyebrows, ears, fingers 	<ul style="list-style-type: none"> • Begin to explore and understand a range of sketching techniques e.g. cross hatching, scribbling, stippling, and blending to create light and dark lines • Incorporate pattern in drawing e.g. Rangoli patterns, patterns in nature 	<ul style="list-style-type: none"> • Continue to explore tone by drawing light/dark lines, patterns and shapes using a pencil • Name, match and draw lines/marks from observations e.g. cross hatching, scribbling, stippling and blending
Colour	<p>Expressive Art and design ELG end point: <i>Creating with Materials</i> Safely use and explore a variety of materials, tools and techniques when experimenting with colour Share their creations, explaining the process they have used.</p>		<p>National Curriculum end point: Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture line, shape, form a space</p>	
	<ul style="list-style-type: none"> • Enjoy and respond to playing with colour in a variety of ways, for example combining colours • Identify and become familiar with primary colours • Become familiar with BH colour wheel • Use tools for a purpose e.g. paint brush, sponge 	<ul style="list-style-type: none"> • Develop own ideas through experimentation with diverse materials, e.g. watercolours, powder paint and poster paint • Choose particular colours to use for a purpose 	<ul style="list-style-type: none"> • Identify and name primary, secondary and tertiary colours • When working independently children begin to use the BH colour wheel, without prompting, to inform their colour choices 	<ul style="list-style-type: none"> • Identify and name primary, secondary and tertiary colours, monochrome and earth colours • When working independently children use the BH colour wheel, without prompting, to inform their colour choices

		<ul style="list-style-type: none"> • Begin to talk about and use BH colour wheel when colour mixing primary colours to create secondary colours • Identify and name primary and secondary colours 	<ul style="list-style-type: none"> • Confidently mix primary and secondary colours to create a new colour • Use white or a darker colour to create shades • Confidently select the correct brush size and texture to suit a piece of art • Begin to develop the skills and techniques to be able to use watercolour paints effectively 	<ul style="list-style-type: none"> • Confidently mix colours for a purpose • Create and experiment with different shades of colour referring to light and dark • Confidently select the correct brush size and texture to suit a piece of art • Develop the skills and techniques to be able to use watercolour paints effectively
Sculpture	<p>Expressive Art and design ELG end point: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function when creating sculpture. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>		<p>National Curriculum end point: Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form a space Use a range of materials creatively to design and make products</p>	
	<ul style="list-style-type: none"> • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing • Use construction to make enclosures and create spaces • Explore and use joining materials e.g. masking tape, Sellotape and glue to support children working in 2D and 3D • Play and manipulate malleable materials e.g. salt sough, clay, play dough by pushing and rolling • Uses tools for a purpose 	<ul style="list-style-type: none"> • Construct with a purpose in mind, using a variety of resources including junk modelling • Manipulate materials to achieve planned effect e.g. folding, bending, cutting • Explore and use a range of joining materials independently e.g. stapler, masking tape, Sellotape, glue, string, thread, split pins, treasury tags, card strips) to support children working in both 2D and 3D • Explore using water to push, mould, and stretch when using clay 	<ul style="list-style-type: none"> • With some support think, plan and create a sculpture e.g. junk modelling, clay, paper or natural objects • Show an awareness of shape, size and texture • Explore using water to push, mould, and stretch when using clay • When using clay, join two pieces together using the 'slip method' (scoring, making a paste and attaching and smoothing) • Apply texture using tools 	<ul style="list-style-type: none"> • Independently think, plan and create a sculpture e.g. junk modelling, clay, paper or using natural objects • Show an understanding of shape, size, texture and form • Confidently use different techniques with clay to create form and shape e.g. moulding with water • Apply texture using clay tools • When using clay, independently join two pieces together using the 'slip method' (scoring, making a paste and attaching and smoothing) • Glaze clay sculptures – links with a local secondary school