



Note: Some skills will need to be recapped in future years (i.e mixing secondary colours in Y3).					
Term	Area of Skills	EYFS	Year 1/2	Year 3/4	Year 5/6
1	Drawing (tone and line)	<i>See EYFS progression below</i>	<p>Draw lines of varying thickness and can make their lines darker and lighter (tint/tone).</p> <p>Use dots and lines to demonstrate pattern and texture.</p> <p>Use different materials to draw and invent new lines on different surfaces</p> <p>Investigate blending and different characteristics of different materials i.e. crayons, charcoal and pastels.</p> <p>Experiment with shading (including back and forth and hatching)</p>	<p>Experiment with different grades of pencils and other implements to achieve variations in tone.</p> <p>Continue to develop shading techniques.</p>	<p>Begin to develop an awareness of composition scale and proportion in their pictures e.g. foreground, middle ground and background (also in painting).</p> <p>Use different techniques for different purposes.</p> <p>Create perspective in addition to shading to give impression of shape and depth.</p>



2	Painting and Colour	<i>See EYFS progression below</i>	<p>Create shades of a colour, make marks, use a variety of tools and apply paint in different ways.</p> <p>Mix primary colours to make secondary colours, starting to match colours. Make colours darker or lighter without using black or white.</p> <p>Children can alter texture by adding materials (i.e sand).</p>	<p>Mix and match colours (e.g. match colour palette to images taken from a magazine).</p> <p>Experiment working with a range of brushes and begin to blend tones.</p> <p>Work on a range of scales e.g. thin brush on small pictures etc.</p> <p>Create different effect and textures with paints according to what they need for the task.</p>	<p>Build upon previous work on colour mixing by exploring consistency/texture of paint and application techniques.</p> <p>Mix and match colours to create atmosphere, light effects, moods and emotions.</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p>
3	Pattern (including printmaking-to be covered every 2 years).	<i>See EYFS progression below</i>	<p>Print with a range of hard and soft materials.</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks with press print</p> <p>Experiment with pattern, rotation, overlapping and extend a repeating pattern.</p>	<p>Make regular and irregular patterns.</p> <p>Print with 2 colour overlays.</p>	<p>Talk about geometric, symmetrical and asymmetrical patterns.</p> <p>Make prints and patterns using everyday natural and man-made objects, based on cultural influences.</p>



4	Shape, form and space	<i>See EYFS progression below</i>	<p>Use tools to carve into media.</p> <p>Use a modelling media to make different shapes and simple joins.</p> <p>Shape and form from direct observation, replicate patterns and textures.</p> <p>Make constructions from junk materials.</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base.</p> <p>Create surface patterns and textures in a malleable material</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use a variety of materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Produce intricate patterns and textures in a malleable media.</p>
5	Textiles	<i>See EYFS Progression below</i>	<p>Choose fabrics/threads based on colour, texture and shape.</p> <p>Apply shapes with glue or stitching.</p> <p>Apply decoration: beads, buttons, feathers etc.</p> <p>Apply colour: printing, dipping, fabric crayons.</p> <p>Weaving</p>	<p>Use a variety of techniques e.g. printing, dyeing, weaving and stitching</p> <p>Develop skills in stitching, cutting and joining.</p>	<p>Use fabrics to create 3D designs</p> <p>Experiment with a range of media to overlap and layer creating textures, effects and colours.</p> <p>Use a range of media to create collages.</p>
6	Collage	<i>See EYFS progression</i>	<p>Arrange and glue materials to different backgrounds.</p> <p>Fold, crumple, tear and overlap papers.</p>	<p>Experiment with a range of collage techniques: tearing, overlapping and layering.</p>	<p>Use different techniques, colours and textures when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>



## Skills in EYFS- Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

In EYFS at Wellsprings children will develop their skills in the termly whole school key element (above) whilst making progress within their own stage of development (see below) as they work towards the Early Learning Goals. Statements relating purely to other curriculum areas, eg; music, have been redacted.

Step 12 (35 – 41 months)
d) Uses drawing to represent ideas like movement or loud noises.
e) Notices what other children and adults do, mirroring what is observed, adding variations, and then doing it spontaneously.
f) Responds imaginatively to art works and objects: for example, ‘this music sounds likes dinosaurs’; ‘that sculpture is squishy like this [child physically demonstrates]’; ‘that peg looks like a mouth’.
g) Makes imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
Step 13 (40-50 months)
e) Creates representations of both imaginary and real-life ideas, events, people, and objects.
f) Continues to explore moving in a range of ways: for example, mirroring, creating own movement patterns.
g) Creates sounds, movements, or drawings to accompany stories and ideas.
h) Uses movement and sounds to express experiences, expertise, ideas, and feelings.
i) Plays instruments with increasing control to express their feelings and ideas.
j) Shows different emotions in their drawings and paintings, such as happiness, sadness, fear, etc.
k) Uses available resources to create props, or creates imaginary ones to support play.
Step 14 (50-60 months+)
f) Responds to comments and questions, talking about their creations.



	g) Chooses particular movements, instruments, sounds, colours, and materials for their own imaginative purposes.
	h) Explores, uses, and refines a variety of artistic effects to express their ideas and feelings.
	i) Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas, and experiences.
	j) Watches and talks about dance and performance art, expressing their feelings and responses.
	k) Uses combinations of art forms: for example, moving and singing, making and dramatic play, drawing and talking, constructing and mapping.
<b>EARLY LEARNING GOAL</b>	<b>Invent, adapt, and recount narratives and stories with peers and their teacher.</b> <b>Sing a range of well-known nursery rhymes and songs.</b> <b>Perform, songs, rhymes, poems, and stories with others, and move in time with music.</b>