

# EYFS- Progression of Knowledge and Skills

Term	Knowledge	Skills
<p style="text-align: center;"><b>Autumn 1</b> <b>Topic:</b> <b>Drawing –</b> <b>Marvellous</b> <b>Marks</b></p>	<p><b>Shape:</b> The names of simple shapes in art.  <b>Line:</b> Lines can be curved or straight and described in simple terms such as wiggly,' straight,' 'round'.  <b>Texture:</b> Simple terms to describe what something feels like (eg. bumpy).  <b>Tone:</b> There are different shades of the same colour and identify colours as 'light' or 'dark'.</p> <p>Explore mark making using a range of drawing materials.            Investigate marks and patterns when drawing.            Identify similarities and difference between drawing tools.            Investigate how to make large and small movements with control when drawing.            Practise looking carefully when drawing.            Combine materials when drawing.            Artists choose colours to draw or paint with.            Artists draw many different things and use different tools to draw with.</p> <p><b>Art is:</b> Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<ul style="list-style-type: none"> <li>• Talk about their ideas and explore different ways to record them using a range of media.</li> <li>• Experiment in an exploratory way.</li> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> <li>• Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</li> <li>• Enjoy looking at and talking about art.</li> <li>• Talk about their artwork, stating what they feel they did well.</li> <li>• Say if they like an artwork or not and begin to form opinions by explaining why.</li> </ul>

# EYFS- Progression of Knowledge and Skills

Term	Knowledge	Skills
<p style="text-align: center;"><b>Autumn 2</b>  <b>Topic: Painting and Mixed Media</b>  <b>Paint My World</b></p>	<p><b>Colour:</b> The names of a wide range of colours.  <b>Colour:</b> Colours can be mixed to make new colours.  <b>Line:</b> Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round' .  <b>Pattern:</b> When they have made a pattern with objects/colours/drawn marks and be able to describe it.  <b>Texture:</b> Simple terms to describe what something feels like (eg. bumpy).            Explore paint, using hands as a tool.            Describe colours and textures as they paint.            Explore what happens when paint colours mix.            Make natural painting tools.            Investigate natural materials eg paint, water for painting.            Explore paint textures, for example mixing in other materials or adding water.            Respond to a range of stimuli when painting.            Use paint to express ideas and feelings.            Explore colours, patterns and compositions when combining materials in collage.            Artists choose colours to draw or paint with.            Some art doesn't last long- it is temporary.            Sometimes artists cut and stick photos to make new images.</p> <p><b>Art is:</b> Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</p>	<ul style="list-style-type: none"> <li>• Talk about their ideas and explore different ways to record them using a range of media.</li> <li>• Experiment in an exploratory way.</li> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> <li>• Enjoy looking at and talking about art.</li> <li>• Recognise that artists create varying types of art and use lots of different types of materials.</li> <li>• Recognise that artists can be inspired by many things.</li> <li>• Talk about their artwork, stating what they feel they did well.</li> <li>• Say if they like an artwork or not and begin to form opinions by explaining why.</li> </ul>

# EYFS- Progression of Knowledge and Skills

Term	Knowledge	Skills
<p style="text-align: center;"><b>Spring 1</b> <b>Topic: Seasonal Crafts</b></p>	<ul style="list-style-type: none"> <li>• <b>Colour:</b> The names of a wide range of colours.</li> <li>• <b>Pattern:</b> When they have made a pattern with objects/colours/drawn marks and be able to describe it.</li> <li>• Explore differences when cutting a variety of materials.</li> <li>• Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.</li> <li>• Follow lines when cutting.</li> <li>• Experiment with threading objects, holding equipment steady to do so.</li> <li>• Explore techniques for joining paper and card eg stick, clip, tie, tape.</li> <li>• Apply craft skills eg. cutting, threading, folding to make their own artworks.</li> <li>• Design something on paper ready to make in three dimensions.</li> <li>• Artists choose colours to draw or paint with.</li> <li>•</li> <li>• <b>Art is:</b> Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their ideas and explore different ways to record them using a range of media.</li> <li>• Experiment in an exploratory way.</li> <li>• Cut, thread, join and manipulate materials safely, focussing on process over outcome.</li> <li>• Enjoy looking at and talking about art.</li> <li>• Talk about their artwork, stating what they feel they did well.</li> </ul>

# EYFS - Progression of Knowledge and Skills

Term	Knowledge	Skills
<p style="text-align: center;"><b>Spring 2</b> <b>Topic: Craft and Design</b> <b>Let's Get Crafty</b></p>	<ul style="list-style-type: none"> <li>• <b>Colour:</b> The names of a wide range of colours.</li> <li>• <b>Pattern:</b> When they have made a pattern with objects/colours/drawn marks and be able to describe it.</li> <li>• Explore differences when cutting a variety of materials.</li> <li>• Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.</li> <li>• Follow lines when cutting.</li> <li>• Experiment with threading objects, holding equipment steady to do so.</li> <li>• Explore techniques for joining paper and card eg stick, clip, tie, tape.</li> <li>• Apply craft skills e.g. cutting, threading, folding to make their own artworks.</li> <li>• Design something on paper ready to make in three dimensions.</li> <li>• Artists choose colours to draw or paint with.</li> <li>• <b>Art is:</b> Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their ideas and explore different ways to record them using a range of media.</li> <li>• Experiment in an exploratory way.</li> <li>• Cut, thread, join and manipulate materials safely, focussing on process over outcome.</li> <li>• Enjoy looking at and talking about art.</li> <li>• Talk about their artwork, stating what they feel they did well.</li> </ul>

# EYFS- Progression of Knowledge and Skills

Term	Knowledge	Skills
<p style="text-align: center;"><b>Summer 1</b> <b>Topic: Painting Part 2</b></p>	<ul style="list-style-type: none"> <li>• <b>Colour:</b> The names of a wide range of colours.</li> <li>• <b>Colour:</b> Colours can be mixed to make new colours.</li> <li>• <b>Line:</b> Lines can be curved or straight and described in simple terms such as wiggly,' 'straight,' 'round'.</li> <li>• <b>Pattern:</b> When they have made a pattern with objects/colours/drawn marks and be able to describe it.</li> <li>• <b>Texture:</b> Simple terms to describe what something feels like (eg. bumpy).</li> <li>•</li> <li>• Explore paint, using hands as a tool.</li> <li>• Describe colours and textures as they paint.</li> <li>• Explore what happens when paint colours mix.</li> <li>• Make natural painting tools.</li> <li>• Investigate natural materials eg paint, water for painting.</li> <li>• Explore paint textures, for example mixing in other materials or adding water.</li> <li>• Respond to a range of stimuli when painting.</li> <li>• Use paint to express ideas and feelings.</li> <li>• Explore colours, patterns and compositions when combining materials in collage.</li> <li>• Artists choose colours to draw or paint with.</li> <li>• Some art doesn't last long- it is temporary.</li> <li>• Sometimes artists cut and stick photos to make new images.</li> <li>•</li> <li>• <b>Art is:</b> Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their ideas and explore different ways to record them using a range of media.</li> <li>• Experiment in an exploratory way.</li> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> <li>• Enjoy looking at and talking about art.</li> <li>• Recognise that artists create varying types of art and use lots of different types of materials.</li> <li>• Recognise that artists can be inspired by many things.</li> <li>• Talk about their artwork, stating what they feel they did well.</li> <li>• Say if they like an artwork or not and begin to form opinions by explaining why.</li> </ul>

# EYFS- Progression of Knowledge and Skills

Term	Knowledge	Skills
<p style="text-align: center;"><b>Summer 2</b> <b>Topic: Sculpture and 3D</b> <b>– Creation Station</b></p>	<ul style="list-style-type: none"> <li>• <b>Form:</b> Modelling materials can be shaped using hands or tools.</li> <li>• <b>Texture:</b> Simple terms to describe what something feels like (eg. bumpy).</li> <li>• Explore the properties of clay.</li> <li>• Use modelling tools to cut and shape soft materials eg. playdough, clay.</li> <li>•</li> <li>• Select and arrange natural materials to make 3D artworks.</li> <li>• Talk about colour, shape and texture and explain their choices.</li> <li>• Plan ideas for what they would like to make.</li> <li>• Problem-solve and try out solutions when using modelling materials.</li> <li>• Develop 3D models by adding colour.</li> <li>• Artists use modelling materials like clay to recreate things from real life.</li> <li>• Some art doesn't last long- it is temporary.</li> <li>•</li> <li>• <b>Art is:</b> Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their ideas and explore different ways to record them using a range of media.</li> <li>• Experiment in an exploratory way.</li> <li>• Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</li> <li>• Cut, thread, join and manipulate materials safely, focussing on process over outcome.</li> <li>• Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</li> <li>• Enjoy looking at and talking about art.</li> <li>• Recognise that artists create varying types of art and use lots of different types of materials.</li> <li>• Recognise that artists can be inspired by many things.</li> <li>• Talk about their artwork, stating what they feel they did well.</li> <li>• Say if they like an artwork or not and begin to form opinions by explaining why.</li> </ul>