**St. Mary’s R.C. Primary School**

“**We Share, We Value, We Respect”**

EYFS Art & Design Technology Progression Document

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** – children investigate and experience things, and ‘have a go’**; active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

The most relevant statements for Art and Design and Design Technology are taken from the following area of learning:

* **Physical Development**
* **Expressive Arts and Design**

|  |  |  |
| --- | --- | --- |
| **Development Matters Links** | | |
| **Three and Four Year Olds** | Physical Development | * Use large-muscle movements to wave flags and streamers, paint and make marks. * Choose the right resources to carry out their own plan. * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. |
| Expressive Arts and Design | * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. * Explore colour and colour mixing. |
| **Reception** | Physical Development | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Develop overall body-strength, balance, coordination and agility. |
| Expressive Arts and Design | * 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. |

**Progress Model for Knowledge and Skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Minimum expectations for Nursery** | | | **Minimum expectations for Reception** | | |
| Draw- Create closed shapes with continuous lines , and use it to represent objects (Draw a face using a circle, some vertical lines and horizontal lines to represent limbs) Draw with increasing complexity & detail- eyes, nose, mouth, hair  Draw happy, sad, grumpy faces,  Draw letter like shapes.  **(Autumn 1 – All about me. Portrait) Eyes, nose, mouth, hair, head, hair, happy, sad**  **(Spring 2 – Mother’s Day Portrait) Eyes, nose, mouth, hair, head, hair, happy, sad**  **(All year – squiggle while you wiggle portrait drawing every half term) Eyes, nose, mouth, hair, head, hair, happy, sad** | Explore different materials freely, eg fold and bend paper, create simple paper curls- pencil technique.  **(All year – continuous provision)**  **Fold, bend, curls, pencil** | Paint- Load a brush with paint, mark make, experimenting with the brush. Explore a range of brush sizes to create different thicknesses of strokes, Experiment with a range of tools and materials to create different effects, such as stampers, sponges, rollers, scrapers/spatulas, spreaders, cotton buds, natural resources such as shells, sticks leaves etc  **(All year – continuous provision. Paints accessible to children on Easel and creative table)**  **(Autumn 2: Autumn. Leaf printing)**  **(Spring 1: Little Red Riding Hood. Using a range of different tools (sya to create a hood for little red riding hood to wear)**  **(Spring 2: Mother’s Day Portrait Painting)**  **(Summer 1: Farm – potato/fruit and veg printing)**  **(Summer 2: Shark in the Park - painting something you see in the park or the shark)**  Mix paints to explore colours and effects. Begin to mix new colours- red and blue, and green and blue, and red & yellow and know what new colours these will create.  **(Autumn 2 – Fireworks. Colour mixing) (Spring 2 –Chinese New Year. Colour Mixing)**  **Paint, brushes, names of colours, stampers, sponges, rollers, colour mixing, names of colour mixing pairs** | Draw- For example, use more details such as eyelashes, eyebrows, ears, lips, body, limbs, feet.  **(Autumn 1 – All about me. Portrait) Eyes, hair, nose, mouth, eyelashes, eyebrows ears, lips, teeth, feet, hands, body.**  **(Spring 2 – Mother’s Day Portrait) Eyes, hair, nose, mouth, eyelashes, eyebrows ears, lips, teeth, feet, hands, body.**  Observe animals/natural world and create simple representations. Eg petals on flowers, leaves, butterflies and caterpillars  **Aut 1 woodland animals**  **(Autumn 2 – Autumn. Creating a leaf man) leaves, colours, arms, legs, body.**  **(Spring 1 – Creating a stick man) sticks, size, short, long, join, arms, legs, body.**  **(Summer 1 – Jack and the beanstalk – painting a flower) plants, beanstalk, bean, seed, root, flowers, petal, stem, leaves.**  **(Summer 1 – The Very Hungry Caterpillar) butterfly, chrysalis, caterpillar, life cycle, symmetry.**  **Summer 2- under the sea draw crabs/fish/sharks** | Paint- Continue to explore, use and refine a variety of effects, using a range of tools, and becoming more efficient with finer brushes, and more detailed resources., eg cotton buds  **(Autumn 2 – using forks in pain to create a firework picture) (Spring 1 – creating a valentine card using cotton buds)**  **(Spring 2 – using thin brushes to create an Easter card using pastel/water colours)**  **(Summer 1 – using thin brushes to create an observational painting of a minibeast)**  **(Summer 2 – using different textures to create a painting of a under the sea anima)**  Explore textures and forms such as thicker/runny paint, additions such as glitters, painting with natural resources (eg berry juices)  Mix paints to continue colour exploration- and work on tonal colours by adding white, black, or primary colours to explore tonal ranges, eg light pink, dark pink.  **Thin brushes, thick brushes,** | (Safely use & explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function)- explore special effects such as paper curling with scissors, folding & bending paper/card, making zigzags, simple plaiting with wool/string/ribbons, moving onto simple weaving techniques . (link to threading in fine motor skills)  **(Spring 1 – Chinese New Year. Creating a dragon using junk modelling. Curls, zig zags, etc. using different effects with paper) zig zags, curls, paper, scissors,**  **(Summer 1 – creative doves for Pentecost. Using different effects with paper. Zig zags, curls, paper, scissors.** |
| Pencil grip-Use a comfortable grip, digital or tripod  **(Assessment throughout the year. Assessment at the front of the book too show progress throughout the year. Fine motor activities planned in and interventions for children who are not using the correct grip).** | | Scissor skills- thumb upwards, fringing and moving to travelling across the paper/card ( not necessarily accurately)  **(Scissor activities planned in provision – cutting cards, paper etc. Scissors accessible from Autumn 1 (depending on co-hort) in creative area for children to use in provision. Scissors are safely attached to table to prevent children from walking round until Spring 2)**  **(spring/learning scissors accessible in both year groups)**  **(Autumn 1 – snipping different coloured paper to create a picture)**  **(Autumn 2 – snipping/cutting pictures out of a catalogue to create a Christmas list. May need an adult’s help)**  **(Spring 1 – cutting out different coloured paper to stick on the dragon)**  **(Spring 2 – cutting out different coloured paper to fill an egg for Easter)**  **(Summer 1 – cutting out green paper to create a beanstalk)**  **(Summer 2- cutting out different transports to create a picture)**  **Cutting, snipping, scissors, hold,** | Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use an efficient digital or preferably tripod grip.  **(Assessment throughout the year. Assessment at the front of the book too show progress throughout the year. Fine motor activities planned in and interventions for children who are not using the correct grip).** | Scissor skills- Thumb up, bi-lateral manipulation, with some accuracy, including curves  **(Scissor activities planned in provision – cutting cards, paper etc. Scissors always accessible in creative area for children to use in provision)**  **(Autumn 1 – creating a face using different features of face on a plate)**  **(Autumn 2 – cutting pictures out of a catalogue to create a Christmas List)**  **(Spring 1 – cutting out different parts of the body to create a gingerbread man)**  **(Summer 1 – cutting out minibeasts to create a minibeast scene)**  **(Summer 2- cutting out transport and sticking it in the correct place. Land, air, sea)**  **Cutting, snipping, scissors, hold, control.** | |
| Joining materials- explore using glue sticks, runny glue, sellotape/masking tape. Eg Simple junk modelling.  **(Glue sticks available on the creative area. Different materials/collage available for children to create a picture using different types of glue. To create ears for a sound walk)**  **(Autumn 1 – Create a leaf picture using PVA glue)**  **(Autumn 2 – Create a Christmas card using a wide range of resources. To create binoculars for the bear hunt.)**  **(Spring 1 – Create a whole class junk modelling Chinese New Year Dragon)**  **(Spring 2 – Create a superhero mask/cape)**  **(Summer 1 – Create a beanstalk out of kitchen rolls/tubes)**  **(Summer 2 – Create a vehicle made out of junk modelling with support)**  **Joining vocabulary: stick, runny glue, pva glue, glue sticks, cellotape, masking tape, junk modelling.** | | | Joining materials- explore using glue sticks, runny glue, sellotape handling, split pins, string, treasury tags Eg refining junk modelling ideas.  **(Autumn 1 – To create a house using toilet roll tubes)**  **(Autumn 2 – Create a space rocket using junk modelling/tubes using sellotape and masking tape to join together)**  **(Spring 1 – Create a whole class junk modelling Chinese New Year Dragon)**  **(Spring 2 – Create a superhero using split pins/treasury tags)**  **(Summer 1 – Create a minibeast split pin characters)**  **(Summer 2 – Create a vehicle/sea creature made out of junk modelling independently)**  **Joining vocabulary: split pin, stick, flange, tabs, tie, slot, cellotape, masking tape, junk modelling, runny glue, pva glue, string, treasury tags, glue sticks.** | | |
| Explore a range of art resources-chubby sticks, chalk, pencils, wax crayons, paints, natural resources to make transient art-leaves, sticks, shells, stones, seeds and pods. | |  | Explore a range of art resources, finer chalk sticks, pencils, crayons, wax crayons, paints, felt tips, natural resources to make transient art, leaves, sticks, shells, stones, seeds and pods |  | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Planned baking activities for EYFS** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | Porridge | Edible sparklers/smores  Decorated Christmas biscuits | Chinese New Year | Pancakes | Eggs  Bean Pods  Beans | Fruity Jelly (Party – baking muffins) |
| **Reception** | Bread | Sparklers/Smores  Make Christmas Biscuits | Noodles  Baking Gingerbread Man | Pancakes | Hungry Caterpillar   * Fruit salad * Fruit Skewers | Making fruity icy lollies (Party – baking muffins) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Termly Artists** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | Kandinksy – circles and triangles | | Yayoi Kusama  Polka dot art | | Arcimboldo – Imaginative Portraits | |
| **Reception** | Andy Warhol Popart | | Henry Matisse Collage | | Gustav Klimt The Tree of Life | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Learning Goals** | Physical Development | Fine Motor Skills | * Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paintbrushes and cutlery. * Begin to show accuracy and care when drawing. |
|  | Expressive Arts and Design | Creating with Materials | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used. |
| **Links to KS1 Curriculum** | Pupils should be taught  to use a range of materials creatively to design and make products  ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work | | |

|  |  |
| --- | --- |
| **End Points** | |
| Nursery | Reception |
| I can develop my own ideas and decide which materials I want to use to express them.  I can join different materials.  I can draw with detail such as representing a face with a circle and including features e.g eyes and smile.  I can explore colours and colour mixing. | I can experiment mixing with colours  I can talk about what I have made and explain the process I used.  I can join materials using glue, pva glue, cellotape, masking tape, string and treasury tags.  I can explore and use a variety of artistic effects to express my ideas and feelings. |