Progression in Art skills- Drawings		
Foundation stage	Year 1	Year 2
Nursery- Squirrels		
<ul> <li>Start to make marks intentionally.</li> </ul>	<ul> <li>Experiment with a variety of media;</li> </ul>	<ul> <li>Control the types of marks made with</li> </ul>
<ul> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> </ul>	pencils, rubbers, crayons, pastels, felt tips, pen, chalk	the range of media: pencil, charcoal, oil pastels, pastels. Draw on different surfaces with a range of media.
Express ideas and feelings through making marks, and sometimes give a      magning to the marks they make	<ul> <li>Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.</li> </ul>	<ul> <li>Use a sketchbook to plan and develop simple ideas.</li> </ul>
meaning to the marks they make.  Nursery- Owls	different surfaces with a runge of media.	simple taeas.
Create closed shapes with continuous	Start to record simple media	<ul> <li>Continue to investigate tone by</li> </ul>
lines and begin to use these shapes to represent objects.	explorations in a sketch book.	drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil/
	<ul> <li>Experiment with colour, shape and</li> </ul>	
<ul> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>	lines.  • Experiment with space.	<ul> <li>Using a variety of drawing techniques such as: hatching, scribbling, stippling, cross hatching, scumbling, contouring and</li> </ul>
with a circle and including details.	2 Experiment with space.	blending to create light/ dark lines.
<ul> <li>Use drawing to represent ideas like movement or loud noises.</li> </ul>	<ul> <li>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/</li> </ul>	<ul> <li>Name, match and draw lines/marks from observations.</li> </ul>
Show different emotions in their	dark lines.	<ul> <li>Continue to investigate textures and</li> </ul>
drawings and paintings, like		produce an expanding range of patterns.
happiness, sadness, fear, etc.	<ul> <li>Investigate textures by describing, naming, rubbing, copying.</li> </ul>	<ul> <li>Continue to experiment with colour, line, shapes, texture and space.</li> </ul>
<ul> <li>Explore colour and colour mixing.</li> </ul>		

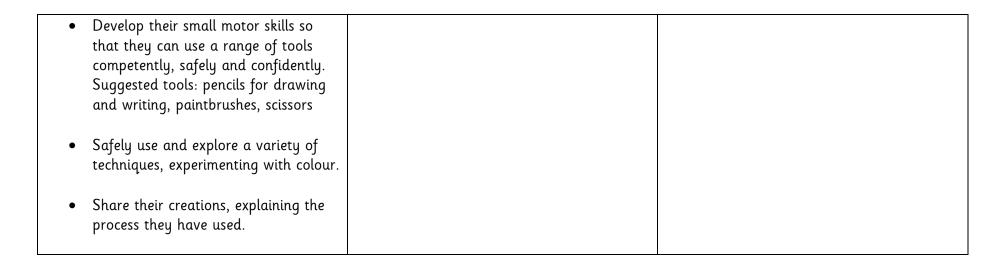
- Show different emotions in their drawings happiness, sadness, fear, etc.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

## Reception

- 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

- Produce an expanding range of patterns and textures.
- Explore 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.
- Look at and talk about own work and that of other artists and the techniques they had used.
- Investigate what makes art, art

- Explore 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.
- Discuss own work and others work, expressing thoughts and feelings.
- Look at and talk about own work and that of other artists and the techniques they had used.
- Investigate what makes art, art



KS1: use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, building, pastels, drawings, line, bold, size, space, charcoal