

Progression in Art skills- Drawings		
Foundation stage	Year 1	Year 2
<p>Nursery- Squirrels</p> <ul style="list-style-type: none"> Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. <p>Nursery- Owls</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, pen, chalk Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Start to record simple media explorations in a sketch book. Experiment with colour, shape and lines. Experiment with space. 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/ dark lines. Investigate textures by describing, naming, rubbing, copying. 	<ul style="list-style-type: none"> Control the types of marks made with the range of media: pencil, charcoal, oil pastels, pastels. Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil/ Using a variety of drawing techniques such as: hatching, scribbling, stippling, cross hatching, scumbling, contouring and blending to create light/ dark lines. Name, match and draw lines/marks from observations. Continue to investigate textures and produce an expanding range of patterns. Continue to experiment with colour, line, shapes, texture and space.

<ul style="list-style-type: none"> • 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. <p>Reception</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
--	--	---

<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors • Safely use and explore a variety of techniques, experimenting with colour. • Share their creations, explaining the process they have used. 		
---	--	--

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