

# Expressive Arts & Design (EYFS)

## Art & DT (KS1/KS2)

### Progression Map



		Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Autumn	Title and Objectives	<p><b>Artist: Kandinsky</b></p> <p><b>Colour mixing and Emotions</b></p> <p><b>Design</b> Explores colour and colour mixing.</p> <p>Uses drawing to represent ideas like movement or loud noises.</p> <p><b>Make</b> Explores different materials freely, in order to develop his/her ideas about how to use them and what to make.</p>	<p><b>Artist: Jackson Pollock</b></p> <p><b>Colour mixing and Emotions</b></p> <p><b>Design</b> Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings.</p> <p><b>Make</b> Creates collaboratively sharing ideas, resources and skills.</p>	<p><b>Design a Toy</b></p> <p><b>Design</b></p> <p>I can think of some ideas of my own.</p> <p>I can use pictures and words to plan.</p> <p>I can design a product for myself following design criteria.</p> <p><b>Make</b></p> <p>I can explain what i am making.</p> <p>I can choose materials and explain why they are being used.</p> <p><b>Evaluate</b></p> <p>I can talk about my own work.</p> <p>I can talk about existing products and say what is good and not so good about them.</p> <p><b>Technical knowledge</b></p> <p>I can say how to make products stronger.</p> <p>I can use joining, folding or rolling to make it stronger.</p> <p><b>Collage</b></p>	<p><b>Blocking colour art/building houses</b></p> <p><b>Design</b></p> <p>I can think of ideas and plan what to do next.</p> <p>I can choose the best tools and materials.</p> <p>I give a reason why these are best tools or materials</p> <p>I can describe my design by using pictures, diagrams, model mock-ups, words and ICT.</p> <p><b>Drawing</b></p> <p>I can use charcoal, pencil and pastels.</p> <p>I can show patterns and texture in my drawings.</p> <p>I can draw lines of different shapes and thickness, using 2 different grades of pencil?</p> <p><b>Painting</b></p> <p>I can mix paint to create all the secondary colours.</p>	<p><b>Artist: Andy Warhol</b></p> <p><b>Design</b></p> <p>Can I show that my design meets a range of requirements?</p> <p>Can I put together a plan which shows the order and also what equipment and tools I need?</p> <p>Can I describe my design using an accurately labelled sketch and words?</p> <p><b>Make</b></p> <p>Can I use equipment and tools accurately?</p> <p>Can I stop and think about how good my product is going to end up?</p> <p><b>Textiles</b></p> <p>Can I join textiles of different types in different ways?</p> <p>Can I choose textiles both for their appearance and also qualities?</p> <p><b>Stiff and flexible sheet materials</b></p> <p>Can I use the most appropriate</p>	<p><b>Artist: Romero Britto</b></p> <p><b>Use of Sketchbook *autumn/spring/summer*</b></p> <p>I can keep notes about the purpose of my work in my sketch book.</p> <p>I can use my sketch book and compare and discuss ideas with others.</p> <p><b>Drawing</b></p> <p>I can organise line, tone, shape and colour to represent figures and forms of movement.</p> <p>I can show reflections.</p> <p>I can explain why I have chosen specific materials to draw with</p> <p><b>Painting.</b></p> <p>I can successfully use shading to create mood and feeling.</p> <p>I can create all the colours that i need.</p> <p>I can create mood in my painting.</p> <p><b>DT: Textiles</b></p> <p>I can think about what the user</p>

				<p>I can cut and tear paper and card for my collages.</p> <p>I can gather and sort materials i will need.</p> <p><b>Painting</b></p> <p>I can paint a picture of something i see.</p> <p>I can choose thick and thin brushes as appropriate.</p> <p>I can name the primary colours</p>	<p>I can mix and match colours, predict outcomes.</p> <p>I can mix my own brown.</p> <p>I can make tints by adding white.</p> <p>I can make tones by adding black.</p> <p><b>Use of ICT</b></p> <p>Can I create a picture independently?</p> <p>Can I use simple IT mark-making tools ,e.g. brush and pen tools?</p> <p>Can I edit my own work?</p> <p>Can I take different photographs of myself displaying different moods?</p> <p>Can I change my photographic images on a computer?</p>	<p>materials?</p> <p>Can I work accurately to make cuts and holes? Can I join materials?</p> <p><b>Evaluate</b></p> <p>Can I say what I would change which made my design even better?</p> <p>Can I practise my evaluation skills by evaluating existing products?</p> <p><b>Use of sketch books</b></p> <p>Can I use my sketch book to express feelings about a subject and to describe likes and dislikes?</p> <p>Can I suggest improvements to my work by keeping notes in my sketch book?</p>	<p>would want when choosing textiles.</p> <p>I can think about how to make my product strong.</p> <p>I can devise a template.</p> <p>I can explain how to join things in a different way.</p>
<b>Vocabulary</b>	<p>Drawing, material, wood, plastic, rubber, media, paper, card, paint, water-colors, pointillism, acrylic, mix, colours, combine, chalk, build, create, construct, mould, sieve, pat, roll, cut, erase, stick, twist, slot, join, combine, pull/push, velcro, tools, display, talk, plan, idea, imagination, explain, instructions, left hand, right hand, thick/thin, size, model, label, describe.</p>	<p>Drawing, material, wood, plastic, rubber, media, paper, card, paint, water-colors, pointillism, acrylic, mix, colours, combine, chalk, build, create, construct, mould, sieve, pat, roll, cut, erase, stick, twist, slot, join, combine, pull/push, velcro, tools, display, talk, plan, idea, imagination, explain, instructions, left hand, right</p>	<p>Communicate, pencil, crayons, paint, thick, thin, brushes, appropriate, cut, tear, collage, gather, materials, explain, pictures, design, product, plan. Primary, mix, pattern, repeating, shape, printing.</p>	<p>tools, materials, texture, patterns, symmetry, plan, pictures, diagrams, brush paint, applications, save, edit, update, primary colours, secondary colours, tints, tones, monochrome, charcoal, pencil, pastels.</p>	<p>Design, make, evaluate, textiles, appearance, quality, equipment, tools, product, meet requirements, plan, sketch, label, annotate, cut, join materials, change, improve, feelings, likes, dislikes, sketches, labelling, improvements.</p>	<p>Line, tone, shape, colour, figures, forms, reflections, materials.</p> <p>Mood, feeling.</p> <p>Textiles, template, pinhole camera, materials.</p>	

			hand,thick/thin, size, model, label, describe.				
	<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>•Know to use the correct pencil grip.</li> <li>•Know that pencils, colouring pencils, crayons, pastels, felt pens, ballpoints and chalk can make marks.</li> </ul>	<ul style="list-style-type: none"> <li>•Know that pencils, colouring pencils, crayons, pastels, felt pens, ballpoints and chalk can make marks.</li> <li>•Know that marks can be made anticlockwise and retrace vertical lines.</li> <li>•Know to use the correct pencil grip.</li> <li>•Know how to create simple representations of events, people and objects.</li> </ul>	<p>I can talk about my own work.</p> <p>I can talk about existing products and say what is good and not so good about them.</p>	<p>Art: To have knowledge of primary colours .</p> <p>To create colour wheels by mixing colours.</p> <p>DT: To create a scene from The Great Fire of London using different materials.</p> <p>To create a setting in a story (Link to Sir Scallywag)</p> <p>To create a plan using lego.</p> <p>To take a photo on an iPad of a plan and label/annotate/evaluate the plan and design.</p>	<p>Art: To listen to music and express feelings good and bad.</p> <p>DT: To design, make and evaluate a magnetic game.</p> <p>To plan, design, label, make and evaluate accurately to meet specific requirements.</p> <p>To express feelings through colour and drawing.</p> <p>To explore and appropriately select textiles.</p>	<p><b>Art:</b> Centred around key text: Flotsam.</p> <p><b>DT:</b> Create a pinhole camera.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To research about great artists, architects and designers in history.</p>
	<b>Possible texts</b>	The Dreaming Giant Wassily Kandinsky The Noisy Paint box	Action Jackson Art: A children’s Encyclopaedia Kid Artists	Lost in the toy museum	Colour block art Step inside homes through history	Andy Warhol colouring book Andy Warhol: activities for kids	Smile Where is friendship bear? Colors around the world
<b>Spring</b>	<b>Title and Objectives</b>	<p><b>Shapes</b></p> <p><b>Design</b></p> <p>Is developing his/her own ideas and is then able to decide which materials to use to express them.</p> <p><b>Make</b></p> <p>Can join different materials and explore</p>	<p><b>The Colour Monster</b></p> <p><b>Design</b></p> <p>Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings.</p> <p><b>Make</b></p> <p>Creates collaboratively sharing ideas,</p>	<p><b>Artist: Henri Matisse</b></p> <p><b>Drawing</b></p> <p>I can create moods in my drawings.</p> <p>I can draw lines of different shapes and thickness, using 2 different grades of pencil.</p> <p>I can create tones using light and dark.</p>	<p><b>Artist: Ken Marschall</b></p> <p><b>Design</b></p> <p>I can choose materials and explain why they are being used depending on their characteristics?</p> <p><b>Evaluate</b></p> <p>Can I describe what went well with my work?</p> <p>Can I evaluate what I would</p>	<p><b>Cave Paintings</b></p> <p><b>Drawing</b></p> <p>Can I show facial expressions in my drawings?</p> <p>Can I use my sketches to produces a final piece of work?</p> <p>Can I use different grades of pencil shade to show different tones and texture?</p>	<p><b>Roman Pottery and Shields</b></p> <p><b>Printing</b></p> <p>I can print using four colours.</p> <p>I can create an accurate print design.</p> <p>I can print on different materials.</p> <p><b>3D</b></p>

	<p>different textiles.</p> <p>Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects.</p>	<p>resources and skills.</p> <p><b>Evaluate</b></p> <p>Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them.</p>	<p><b>Painting</b></p> <p>I can mix paint to create all the secondary colours.</p> <p>I can mix and match colours, predict outcomes.</p> <p>I can make tints by adding white.</p> <p>I can make tones by adding black.</p> <p><b>Cooking and nutrition</b></p> <p>I can cut food safely.</p> <p>I can describe the textures of food.</p> <p>I can wash my hands and make sure that surfaces are clean.</p> <p>I can think of interesting ways of decorating food I have made.</p> <p>I can say what healthy foods are.</p> <p>I can explain what it means to be hygienic.</p> <p>I can say where food comes from.</p>	<p>do differently if I did it again and why?</p> <p>Can I judge my work against the design criteria?</p> <p><b>3D</b></p> <p>I can make a clay pot.</p> <p>Can I join two finger pots together?</p> <p>Can I add line and shape to my work?</p> <p><b>Collage</b></p> <p>I can create individual and group collages?</p> <p>Can I use different kinds of materials on my collage and explain why I have chosen them?</p> <p>Can I use repeated patterns in my collage?</p> <p><b>Drawing</b></p> <p>Can I use three different grades of pencil in my drawing (4B, 8B, HB)?</p> <p>Can I create different tones using light and dark?</p> <p>Can I use a viewfinder to focus on a specific part of an artefact before drawing it?</p>	<p><b>Use of ICT</b></p> <p>Can I use the web to research an artist or style of art?</p> <p><b>Knowledge</b></p> <p>Can I compare the work of different artists?</p> <p>Can I explore work from other cultures?</p> <p><b>Use of ICT</b></p> <p>I use the printed images I take with a digital camera and combine them with other media to produce art work?</p> <p><b>Cooking and nutrition</b></p> <p>Can I choose the right ingredients for a product?</p> <p>Can I use equipment safely?</p> <p>Can I make sure that my product looks attractive?</p> <p>Can I describe how my combined ingredients come together?</p>	<p>I can work with real-life size models.</p> <p>I can experiment with and process to design and make 3D form.</p> <p><b>DT - Electrical and mechanical components:</b></p> <p>I can select the most appropriate tools and techniques to use for a given task.</p> <p>I can make a product which uses both electrical and mechanical components.</p> <p>I can use a number of components.</p> <p>I can add things to my circuits.</p> <p>I can alter my product after checking it.</p> <p>I can be confident about trying out new and different ideas.</p>
<b>Vocabulary</b>	<p>Drawing, material, wood, plastic, rubber, media, paper, card, paint, water-colors, pointillism, acrylic, mix, colours, combine, chalk, build, create, construct, mould, sieve, pat, roll, cut, erase, stick, twist, slot, join, combine, pull/push,</p>	<p>Drawing, material, wood, plastic, rubber, media, paper, card, paint, water-colors, pointillism, acrylic, mix, colours, combine, chalk, build, create, construct, mould,</p>	<p>Describe, artist, mood, drawing, pencils, tone, light, dark, gradient, predict, secondary colours, tints, hygienic, food, animals, cooking, decorate, healthy, unhealthy, clean, ingredients.</p>	<p>Draw, sketch, materials, pen, paper, charcoal, mediums, tone, shading, collage, viewfinder, focus.</p>	<p>Nutrition, ingredients, products, equipment, safety, presentation, research, art, artist, style, compare, explore, cultures, media, produce, digital, shade, tones, texture, facial expressions.</p>	<p>Print, models, 3D.</p> <p>Electrical and mechanical components.</p> <p>Artists, architects, designers, .</p> <p>Materials; pencil, charcoal, paint, clay.</p>

		velcro, tools, display, talk, plan, idea, imagination, explain, instructions, left hand, right hand, thick/thin, size, model, label, describe.	sieve, pat, roll, cut, erase, stick, twist, slot, join, combine, pull/push, velcro, tools, display, talk, plan, idea, imagination, explain, instructions, left hand, right hand, thick/thin, size, model, label, describe.				Colour, texture, pattern, line, shape, foam and space.
	<b>Sticky knowledge</b>	Mark making is a term used to describe the different lines, patterns, and textures we create in a piece of art. Circle, anticlockwise, lines, dots, dashes, wavy, round, dark, light, heavy, soft	The ability to evaluate and showcase my creations.	To describe what I can see and like in the work of another artist.  To ask sensible questions about a piece of art.  To create a piece of work in response to another artists work.	To have an understanding of how to make a purposeful collage  To begin to sketch using tone and shading.  To have an awareness that different shades of pencil create a different tone.  To understand that the properties of clay can be altered. To understand the process of creating an artefact and how to get to a final piece of art.  Activities : To make a collage of artifacts from the Titanic. To use a viewfinder to sketch one part of a larger picture.  To use clay to recreate a pot that would have been found on the titanic.	DT: To design a recipe with ingredients including equipment and create it.  Art: To take a photo, print and cut in half. To draw facial expressions of the other side of your face using different grades of pencil.  To research an artist and compare it to another artist or work from other cultures.  To understand health and safety with food and equipment.  To understand that different pencils and pressure can make tones and texture.	<b>Art:</b> Printing looking into hieroglyphics.  To record observations and use them to review and revisit ideas.  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.  To research about great artists, architects and designers in history.
	<b>Possible texts</b>	I spy shapes in Art Shapes Numbers	The Colour Monster The feelings Artbook	Colouring book Henri Matisse Meet the artist: Henri Matisse	Art of the Titanic Inside the Titanic	Cave Painting Cave Art	Reek and Roman Pottery lamps Pottery in Roman Britain
<b>Summer</b>	<b>Title and Objets</b>	<u>Art: Pointillism</u>  <u>Design</u>  Is drawing with	<u>Artist: Andy Goldsworthy</u>  <u>Design</u> Safely uses and	<u>Artist: Edwards Tingatinga</u>  <u>Design</u> I can explain what I want to do.	<u>Artist: Van Gogh</u>  <u>Design</u> I can design a product for	<u>Cooking and nutrition</u>  Can I set out to grow plants such as cress and herbs from seed with the intention of using	<u>Cooking and nutrition: Chocolate</u>  I can say what to do to be hygienic and safe.

		<p>increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Shows different emotions in his/her drawings and paintings; happiness, sad, fear etc.</p>	<p>explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Make</b> Makes use of props and materials when role playing characters in narratives and stories.</p> <p><b>Evaluate</b> Shares his/her creations, explaining the process he/she has used.</p>	<p>I can describe my design by using pictures, model mockups and words.</p> <p>I can explain what i am making and why.</p> <p>I can select tools and equipment to cut, shape, join and finish.</p> <p>I can describe which tools i am using and why.</p> <p><b>Evaluate</b></p> <p>I can talk about my own work linked to what i was asked to do.</p> <p>I can talk about my own work and the things other people have done.</p> <p><b>Technical knowledge</b></p> <p>I can join materials in different ways.</p> <p><b>Drawing</b></p> <p>I can show patterns and texture in my drawings.</p> <p><b>Textiles</b></p> <p>I can sort threads and fabric.</p> <p>I can group fabrics and threads by colour and texture.</p> <p>I can weave with fabric and thread.</p> <p>I can begin to demonstrate my ideas through photographs.</p>	<p>others following design criteria?</p> <p><b>Technical Knowledge</b></p> <p><b>Mechanisms:</b></p> <p>Can I join materials together as part of a moving product? Can I add a specific design to my product? Can I use axels and wheels in my work?</p> <p><b>Textiles:</b></p> <p>Can I measure textiles? Can I join textiles together to make something? Can I cut textiles?</p> <p>Can I explain why they chose a certain textile?</p> <p><b>Make</b></p> <p>Can I explain what I am making and why my audience will like it?</p> <p>Can I join things (materials/ components) together in different ways?</p> <p><b>Knowledge</b></p> <p>Can I link colours to natural and man- made objects?</p> <p>Can I say how other artists have used colour, pattern and shape?</p> <p>Can I create a piece of work in response to another artist's work?</p>	<p>them for my food product?</p> <p><b>Viking Longboats</b></p> <p><b>Collage</b></p> <p>Can I cut very accurately? Can I overlap materials? Can I experiment using different colours? Can I use mosaics? Can I use montage?</p> <p><b>Textiles</b></p> <p>Can I add onto my work to create texture and shape? Can I create a pop up? Can I add texture to a piece of work?</p> <p><b>Painting</b></p> <p>Can I predict with accuracy the colours that I mix? Can I say where each of the primary and secondary colours colours sit on the colour wheel? Can I create a background using a wash?</p> <p><b>Printing</b></p> <p>Can I make a printing block? Can I make a two colour print?</p>	<p>I can think about what I could do to present my product in an interesting way.</p> <p>I can select the most suitable ingredients, equipment and food skills for successful results;</p> <p>I understand around the world people use a range of different ingredients, equipment and cooking techniques to prepare food;</p> <p>I can give consideration to current healthy eating advice, the needs of different people and occasion;</p> <p>I am aware of a range of additional food skills and cooking techniques which enable a wide range of dishes to be made.</p>
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					<p><b>Use of Sketchbook</b></p> <p>I can set out my ideas, using 'annotation' in my sketch book.</p> <p>I can keep notes in my sketch books as to how I have changed my work.</p> <p><b>3D</b></p> <p>Can I join fabric using glue?</p> <p>Can I sew fabrics together?</p> <p>Can I create part of a class patchwork?</p>		
<b>Vocabulary</b>	Drawing, material, wood, plastic, rubber, media, paper, card, paint, water-colors, pointillism, acrylic, mix, colours, combine, chalk, build, create, construct, mould, sieve, pat, roll, cut, erase, stick, twist,slot, join, combine, pull/push, velcro, tools, display, talk, plan, idea, imagination, explain, instructions, left hand, right hand,thick/thin, size, model, label, describe.	Drawing, material, wood, plastic, rubber, media, paper, card, paint, water-colors, pointillism, acrylic, mix, colours, combine, chalk, build, create, construct, mould, sieve, pat, roll, cut, erase, stick, twist,slot, join, combine, pull/push, velcro, tools, display, talk, plan, idea, imagination, explain, instructions, left hand, right hand,thick/thin, size, model, label, describe.	Join, materials, cut, shape, join, model, fabric, textile, pattern, texture, threads, weave.	Colour, pattern, collage, textiles, materials, pop-up, mechanisms, artists, design, create.	Grow, cress, herbs, seeds, materials, overlap, experiment, mosaic, montage, texture, shape, predict, mix colours, accurately, wash, primary colours, secondary colours, printing block, 2 colour print.	Nutrition, grown, reared, caught, mixing, kneading, baking, savory, safely, hygienically.	
<b>Sticky knowledge</b>	<ul style="list-style-type: none"> <li>•Know that there are different textures.</li> <li>•Know how to safely use simple tools and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>•Know that different media can be combined to create new effects.</li> <li>•Know how to</li> </ul>	Creating clay sculptures based on the work of artists and architects around the UK and famous landmarks.	<p>To begin to use a sketchbook in preparation for transition to year 3.</p> <p>To create pop up cards and cards with mechanisms.</p>	<p>DT: To grow cress and herbs to link with science.</p> <p>Art: To create a roman mosaic.</p> <p>To predict and then create a</p>	<p>To understand that food is grown, reared and caught in the UK, Europe and the wider world.</p> <p>To understand how to prepare</p>	



			<p>manipulate materials.</p> <ul style="list-style-type: none"> <li>• Know how to use and explore a variety of materials experimenting, with colour design, texture, form and function.</li> <li>• Know that materials can be combined and changed and make decisions.</li> </ul>		<p>To look at repeating patterns and the use of patterns in art.</p>	<p>colour wheel with primary and secondary colours. Also to make a two colour print with colours created.</p> <p>To create texture, pop up or shape to work.</p> <p>To experiment using different colours with a desired effect.</p>	<p>and cook a variety of predominantly savoury dishes safely and hygienically.</p> <p>To develop skills including mixing, kneading and baking.</p>
	<b>Possible texts</b>	Ways of Pointillism Pointillism	The Art of Andy Goldsworthy	Awesome engineering activities The useful design and technology book	Starry Night: Van Gough Self Portrait: Van Gough	Vikings Growing tomatoes Growing indoor plants	Cooking with chocolate The ultimate book of chocolate.