



SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills



Art

Drawing			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> •Experiment with blocks, colours and marks. •Explore colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things •Explores what happens when they mix colours. •Experiments to create different textures. 	<ul style="list-style-type: none"> •Experiment with blocks, colours and marks. •Explore colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. 	<ul style="list-style-type: none"> • Experiment with a variety of media • Use a range of media to draw on different surfaces • Explore tone by drawing light/dark lines/shading areas • Explore line and pattern by drawing • Draw something that can be seen or from first-hand experience 	<ul style="list-style-type: none"> • Choose specific media for a particular purpose • Use different grades of pencil to explore tone by drawing/shading light/dark patterns, lines and shapes • Investigate textures by describing, naming, rubbing, copying • Represent texture using a range of media, through line and pattern • Draw from something remembered or imagined as well as from first hand observation.
Vocabulary			
Light, dark, thick, thin, line, curve, straight, mark make, tools, names of different tools and resources	Light, dark, thick, thin, line, curve, straight, mark make, tools, names of different tools and resources	Pattern, shape, line, thick, thin, light, dark, represent, texture, tone	Pattern, shape, line, thick, thin, light, dark, represent, texture, tone, media, names for specific media

Painting			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> •Experiment with blocks, colours and marks. 	<ul style="list-style-type: none"> •Experiment with blocks, colours and marks. 	<ul style="list-style-type: none"> •Use a variety of tools and techniques including different brush size and types to spread paint 	<ul style="list-style-type: none"> •Experiment with tools and techniques- layering, mixing media, scraping etc

<ul style="list-style-type: none"> •Explores what happens when they mix colours. •Beginning to be interested in and describe the texture of things. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. 	<ul style="list-style-type: none"> •Explores what happens when they mix colours. •Beginning to be interested in and describe the texture of things. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. 	<ul style="list-style-type: none"> •Explore mark making on a variety of papers using thick brushes, foam, sponge etc •Identify primary colours by name •Experiment with colour, mix and match colours to artefacts •Mix primary shades and tones 	<ul style="list-style-type: none"> •Name different types of paint and their properties •Create pattern using different colours and tools •Work on different scales •Create textured paint by adding sand, plaster, paper, sawdust etc
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Vocabulary

Thick, thin, runny, colour names, descriptive words, mix, texture, brush	Thick, thin, runny, colour names, descriptive words, mix, texture, brush	Tools, technique, primary, secondary, shades, scale, blend, mix, names of tools	Primary, secondary, shade, tone, properties, techniques, tools, layering, mixing, scraping, scale
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Textiles

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> •Beginning to be interested in and describe the texture of things •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. 	<ul style="list-style-type: none"> •Beginning to be interested in and describe the texture of things •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. 	<ul style="list-style-type: none"> •Match and sort fabrics and threads for colour, texture, length, size, shape etc •Change and modify threads and fabrics by rolling, twisting, plaiting etc •Cut and join materials using scissors, glue, tying etc •Select and weave materials such as paper, twigs, ribbon 	<ul style="list-style-type: none"> •Select and use a range of materials to create texture •Manipulate, position and join materials to achieve a planned effect •Apply decoration using beads, buttons, feathers etc •Apply colour using printing, dipping, fabric crayons, paints etc •Use a range of materials to create texture eg weaving/threading raffia, grass, twigs, plastic bags, wool etc

Vocabulary

Soft, rough, thick, fine, silky, warm, join, glue, roll, scrunch, tear, change effect	Soft, rough, thick, fine, silky, warm, join, glue, roll, scrunch, tear, change effect	Sort, texture, join, tie, stitch, twist, thread, weave	Manipulate, texture, plait, dye, position, create
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Printing

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> •Experiment with blocks, colours and marks. 	<ul style="list-style-type: none"> •Experiment with blocks, colours and marks. 	<ul style="list-style-type: none"> •Print with a range of materials and objects 	<ul style="list-style-type: none"> •Create simple printing blocks with press print

<ul style="list-style-type: none"> •Explore colour and how colours can be changed. •Manipulates materials to achieve a planned effect. 	<ul style="list-style-type: none"> •Explore colour and how colours can be changed. •Manipulates materials to achieve a planned effect. 	<ul style="list-style-type: none"> • Roll printing ink over found objects, eg mesh, leaves, to create patterns •Use rubbing techniques to produce textures and patterns •Design and print repeating patterns 	<ul style="list-style-type: none"> •Explore images through monoprinting on a variety of papers •Print using only one colour of ink or paint on black •Design and print complex/detailed pattern
Vocabulary			
Print, mark, pattern	Print, mark, pattern	Rubbing, rolling, design, texture, repeating pattern	Printing block, monoprint, detail, complex, press print, acrylic, paint names

3D			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> •Manipulates materials to achieve a planned effect. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using 	<ul style="list-style-type: none"> •Manipulates materials to achieve a planned effect. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using 	<ul style="list-style-type: none"> • Handles, feels and manipulates materials in a variety of ways • Handles, feels and manipulates a range of malleable and hard materials • Manipulates using a variety of techniques – kneading, pinching, rolling, squeezing etc • Constructs using simple joining and fastening techniques 	<ul style="list-style-type: none"> • Explores sculpture using a range of malleable media • Mixes materials to create texture • Constructs using joining and fastening techniques and selects suitable resources to join • Understands the safety and basic care of materials and tools eg scissors, clay tools etc

Vocabulary

Build, construct, join, attach, 3D, tools, feel, roll, squeeze, pinch, soft, hard	Build, construct, join, attach, 3D, tools, materials, feel, roll, squeeze, pinch, soft, hard	Feel, manipulate, squeeze, knead, pinch, hard, malleable, handle, construct, join, fasten	Feel, manipulate, squeeze, knead, pinch, hard, malleable, handle, construct, join, fasten, sculpture, texture
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Nursery and Reception Development of Skills new documentation Birth to 5 Matters 2021

Development Matters (DfE 2020) Nursery Creating with Materials	Birth to 5 Matters (2021) Range 5 Creating with Materials	Development Matters (DfE 2020) Reception Creating with Materials	Birth to 5 Matters (2021) Range 6 Creating with Materials	EYFS (ELG) End of Reception Creating with Materials
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose 	<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"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<ul style="list-style-type: none"> • 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. • Make use of props and materials when role playing characters in narratives and stories.