

Art curriculum/progression map: Early Years with links to KS1/Y1

Key concepts (Trust intent/nc) →	Mastering practical skills	Taking inspiration
KS1 (Y1) Composite knowledge	• Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	• Know 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.
Early Years Composite knowledge (by end of EYFS)	ELG: Creating with Materials Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function .	ELG: Creating with Materials Share their creations, explaining the process they have used
Brettenham composite knowledge (by end of EYFS)	Making Skills DRAWING - To explore mark making by having the opportunity to play with lots of different drawing materials inside and outside of the classroom. PAINTING - To experiment using paintbrushes and fingers to paint basic forms and scenes. PRINTING, SCULPTURE AND COLLAGE – To make different shapes and forms with dough and clay with purpose (cut, roll, coil). To build sculptures and structures with various materials. To use a range of materials to print of patterns (fruit, vegetable, lego, sponges). To make collages by collecting various materials to create an image.	Techniques COLOUR To be introduced to the primary colours and begin to experiment mixing them (using paint, playdough, crayons). To start to choose the right colours to paint given objects and scenes. LINE To begin experimenting with lines to make shapes and patterns – use string, sticks etc. TEXTURE To use a range of materials to create textures in own art for a purpose – thicker paints, paper and card, natural materials. To add texture to dough/clay using tools. PATTERN To think about how shapes and designs can be repeated to make a pattern. To observe patterns that are around them – organic and artificial. SHAPE To begin to identify shapes used in art and start to use shapes in their own artwork to create an image – starting with simple geometric shapes. FORM AND SPACE To learn about form and space through making basic models out of dough/clay
Early Years – key learning experiences (adult led) (component knowledge). Art Capital in red		

	Mastering practical skills	Taking inspiration
Reception	Explore, use and refine a variety of artistic effects to express their ideas and feelings. All topics Opportunities to create art with natural materials – outside. Spring 2 – Erol’s Garden, Jack and the beanstalk Observational drawing – animals, plants, flowers (link to science) Autumn 1 – Minibeasts/ Hungry Caterpillar. Spring 2 – Growing – Jack and the Beanstalk, Erol’s Garden, Enormous Turnip – Caterpillars and butterflies Adult led painting opportunities teaching children painting skills. – Linked to Hokusai water work creation Modelling with clay and salt dough – fingers and range of tools. Summer 1 – Salt dough fish link with non-fiction sea creature topic. (Topic session)	Visit galleries and museums to generate inspiration and conversation about art and artists. (virtual opportunities?) Featured Artists – Topic session and displayed in the creative area for inspiration. Autumn – Eric Carle – collage techniques art linked with Hungry Caterpillar Literacy Spring – Georgia O’Keeffe. Focus on observational drawing/painting of flowers. Summer 1 - Andrew Goldsworthy. -Making own natural art, transient art Summer 2 – Barbara Hepworth – Focus on sculptures using clay.
Nursery	Draw with increasing complexity and detail, such as representing a face with a circle and including details Explore colour and colour- mixing Adult led painting opportunities Observational drawing animals, plants, flowers (link to science)	<i>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line. (DM)</i> Explore Jackson Pollock Art – choosing and naming different colours to splat. Looking at the overall effect. Explore Kandinsky’s Colour Study – mixing colours and creating a pattern of shapes (painting, colour, shapes, pattern, line). Text link – Brown Bear Explore Matisse’s ‘The Snail’ – after observing and drawing

	Modelling with playdough.	plants and animals children create images using shapes and collaging them together (collage , colour, shape, pattern, texture)
Early Years – continuous provision (component knowledge). Art Capital in red		
	Mastering practical skills	Taking inspiration
All year groups, ongoing through year <i>Level of challenge steps up through age groups</i> <u>Examples of adult role in continuous provision:</u> Encourage children to talk about their creations. Introduce vocabulary. Intervene to extend ideas/thinking/language	Creative workshop areas in all classrooms – range of resources, materials, tools, junk modelling Outdoor creative opportunity to use nature outside – large scale opportunities for art, outdoor painting <i>Painting – all year groups</i> <i>Independent painting stations</i> (Reception) Writing area – drawing and mark making always available Playdough modelling Sensory play and malleable area	Images of art from different artists on display as inspiration/stimulation
Educational Programme – Expressive arts and design (2021/22)	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	
Vocabulary	Mastering practical skills	Taking inspiration
	Drawing – Draw, mark-make, sketch Painting - Paint brush, mix Printing - Sponge/fruit printing, repeat	Colour and tone – colour names, mix, dark, light, primary colours, mix Line – Straight, thick, thin, wavy, short, long, zig-zag

	Collage – Stick, cut, find, rip Sculpture – Cut, roll, squeeze, playdough, clay, attach	Texture – Bumpy, rough, smooth, soft, hard Pattern – Repeat, spotty, stripy Shape – 2D shapes Form – 3D shapes
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