

Nursery to Year 1 Subject Progression

	2- 3 Year Olds	3-4 Year Olds	Reception	Early Learning Goal	Year 1 National Curriculum	Key stage 1 National Curriculum
	Expressive Art and Design	Expressive Art and Design	Expressive Art and Design	Expressive Art and Design		
Art and Design	Children at the expected level will be able to:	Children at the expected level will be able to:	Children at the expected level will be able to:	Children at the expected level will be able to: <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.	Children at the expected level will be able to: I can use very good control to correctly hold and paint carefully in the lines. I can soak and squeeze out and dry a paintbrush before and after use. I can create different textures with my painting tool. e.g. dabbing, smoothing, washing, stippling etc. I can talk about the brush techniques used by famous artists. I can describe similarities and the differences between my work and that of famous artists. I can independently select additional tools to add details and improvements to pictures, e.g., stamps and rollers. I know that I can use cotton buds, palette knives and sponges to apply paint. I can alter the tint or shades. I can create warm and cold colours. I know that red, yellow and blue are primary colours. I know that red and blue make purple. I know that red and yellow make orange. I know that blue and yellow make green. I know that adding black to a colour makes a shade. I know that adding white to a colour makes a tint. I know that secondary colours are made when two primary colours are equally mixed. I can begin to mix and then apply different tones and values (dark, mid and light) by adding white or black to a colour. I can experiment with the use of colour. I can create patterns using different	Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ 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.
Drawing and Painting Skills	Drawing and Painting skills -I can start making marks intentionally, showing emerging control over writing tools. -I can use my hands and fingers for painting. -I can hold a paintbrush/ printing tools in the palm of my hand. -I can make marks by drawing circles and lines.	Drawing and Painting skills -I can hold a paintbrush with the correct grip with some reminders. -I can draw an object and add detail. -I can draw and you can see what I am drawing. -I can draw shapes freely	Drawing and Painting skills -I can hold and use a fine brush to paint.	Drawing and Painting skills -I use good control to correctly hold and paint carefully in the lines. -I use very good control to correctly hold and paint carefully in the lines.		

	-I can draw enclosed spaces using lines and give meaning. -I can draw faces with basic features.				tools and colours. I can paint from observation by making a careful study and then include features and details in the pictures. I can add water to paint to make it thinner for various effects such as a colour wash, or applying paint to wet paper to create abstract effects such as fireworks, flowers or stars. I can apply techniques used by famous artists such as watercolour, pointillism, splatter. I can evaluate techniques used and discuss improvements or other suggestions and make comparisons. I can independently print very careful representations to create full pictures, without any support and add fine details. I think about the full composition of the picture and use the space. I can develop impressed images using foods i.e. potatoes with shapes cut into them. I can create relief prints using foam printing blocks, wood blocks or stampers.
Use of Tools	Use of tools -I enjoy using my hands, feet and fingers to make marks.	Use of tools -I can use thick brushes.	Use of tools -I can use thin brushes to add detail and hold the brush with a tripod grip.	Use of tools -I can independently select additional tools to add details and improvements to pictures. E.g. stamps and rollers.	I can create repeated patterns in printing e.g. creating own wallpaper or posters inspired by William Morris. I can evaluate techniques used and discuss improvements or other suggestions and make comparisons. I can create drawings, paintings, printings and models with more than one line of symmetry. I can observe and recognise patterns in the environment. I can copy and recreate repeating patterns through the use of paint, pencil, textiles, clay and printing. I can add texture to my patterns e.g. sand. I can create my own patterns inspired by an artist. I can draw from observation by making a careful study and then includes features and details in the pictures. I can control the types of marks made with the range of media, for example drawing lines, dots of different
Colour	Colour -I can use pre-made paints. -I can name most colours.	Colour -I know when I mix two colours together, I will make a different one. -I can mix primary colours (red, yellow, blue) to appropriate consistency. -I can use colour to express feelings of happiness.	Colour -I can use primary colours to make secondary colours e.g. green, orange and purple. -I can add white or black to alter a shade or tint of paint. -I can use colour to express my feelings.	Colour -I can mix and match to a specific colour or shade needed. -I can colour match by altering the tint or shades. -I can create warm and cold colours.	
Technique	Technique -I can make marks by drawing circles and lines. -I do not always give meaning to the marks that I make. -I can paint in enclosed spaces using lines and give meaning.	Technique -I can paint potato people with no body or missing arms/legs. -I can paint simple shapes for other objects.	Technique -I can paint bodies and shapes for objects that are an appropriate size and have some features.	Technique -I can paint with detail including finer details such as fingers, ears, hair styles or items onto features. -I can paint from observation by making a careful study and then include features and details in the pictures.	
Printing Skills	Printing skills -I can print some simple shapes with an adult working with me 1:1 guiding my hand, so I press and lift off. -I am beginning to understand that to print, I must press	Printing skills -I can print simple shapes with adult prompting for instructions.	Printing skills -I can independently print simple shapes, but I am helped with using the space to build up my composition.	Printing skills -I can independently print clear representations to create full pictures, without any support and add details. -I can think about the full composition of the picture and use the space.	

	down and carefully lift off the printing tool.				thicknesses, experimenting with different pressures. I know that cross hatch, zig zags and dashes are just some forms of mark making. I can extend the variety of drawings tools to include charcoal and felt tips. I can apply sketched lines to record initial ideas. I can experiment with a range of mark making. I can use a range of media to create different marks. I can apply lines that follow basic contours and I can explore the use of tone with 6B, 2B and 4H pencils. I can draw shapes from observations using tone and a range of mark making. I can draw light and dark lines using pencils (tone). Know that refining lines means to make them more accurate. I can create rubbings (texture). I can investigate textures by describing, naming, rubbing and copying outlines of shapes from observation. I can draw fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation. I can use an artist's work to inspire my own art. I can talk about features, colours and techniques used by the artist chosen. I can talk about similarities and differences between their work and that of an artist's. I can evaluate and analyse creative works of famous artists e.g. Van Gogh, Constable, O'Keeffe, Monet and make comparisons with my own work. I can explore colour in weaving. Add objects to the weaving - buttons, twigs, dried flowers. Build on skills of using various materials to make collages - using some smaller items. Use texture to provide information - e.g., manmade/natural materials, a 'journey' of where they have been etc. Sorts according to specific qualities, e.g., warm, cold, shiny, smooth etc.
Pattern	Pattern -I can use objects to copy a simple repeating pattern with two items. -I can lay out the pattern/ thread beads. -I can use objects to copy a simple repeating pattern with three items. - I notice patterns with strong contrasts and I am drawn to patterns resembling the human face. -I begin to make my own patterns by laying out the items.	Pattern -I can create repeating patterns with colour, shapes and objects. -I can draw, paint, print, and colour repeating patterns.	Pattern -I can make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. -I can draw, colour, print and paint repeating patterns. -I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors.	Pattern -I can create drawings, paintings, printings and models with more than one line of symmetry.	
Subject	Subject -I can draw things that I have seen.	Subject -I can draw simple things from memory. -I can begin to draw a self-portrait.	Subject -I can draw self-portraits and use ideas from objects or pictures in my own work.	Subject -I can draw landscapes with backgrounds, cityscapes and buildings. This includes objects within these scenes e.g. furniture and natural objects. -I can draw fine detailed portraits, imaginative worlds, making close observation.	
Collage and Weaving	Collage and Weaving -I can make something that is all one texture. -I explore different materials using all of my senses to investigate them.	Collage and Weaving -I can add additional textures e.g. rough or smooth. -I can begin to weave.	Collage and Weaving -I can add a range of textures, e.g. smooth, rough, bendy and hard. -I can weave through a simple loom.	Collage and Weaving -I can use an improved vocabulary to explain and describe the range of textures being used e.g. flexible or rigid. -I can make collages/mosaics adding	

	-I can manipulate and play with different materials, developing sensory and fine motor skills making and drawing things.			details with a wide range of textures and describe these.	I can discuss how textiles create things – curtains, clothing, decoration. Investigate textures by describing, naming, rubbing, copying I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.	
Joining Techniques	Joining Techniques -I can use glue sticks to join pieces. -I can use glue spatulas and PVA glue to join piece. I know that this is stronger than using the glue stick.	Joining Techniques -I can join items using tapes, masking and sellotape- cutting lengths needed.	Joining Techniques -I can join items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joining Techniques -I can join items which are cut, torn and glued. -I can use techniques such as flanges, slots, braces, tabs and ties, with some support. -I can join items using hot glue guns.	I can experiment in a variety of malleable media such as clay, papier Mache, Salt dough, Modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. I can continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied.	
Making	Making -I can create my own piece of art- picture or model. -I can create my own piece of art and give meaning.	Making -I can create my own piece of art with some details. -I can begin to self-correct any mistakes. -I can tell you what I like and what I want to change.	Making -I can return to my piece of artwork on another occasion to edit and improve my model. -I can add details and features to enhance my model. -I create creations in a team.	Making -I can review my own work. -I can discuss strengths and areas for improvements. -I can make considered improvements.	I can use tools and equipment safely and in the correct way such as a sculpting tool on its jagged edge to make dents and the other side of the tool to make shapes. I know what an artist or designer does. I can say what type of genre an artist or designer has created e.g. impressionism, pointillism, Pop art etc. I know the names and the products of some British designers. Say what they like and dislike about the product and the designer. I can recall some facts about artists, designers and craft makers. Use artists and designers work to inspire their own ideas	
Sculpture	Sculpture (clay or dough) -I can explore the clay/dough. -I can make marks in the clay/dough.	Sculpture (clay or dough) -I can manipulate the clay/dough by squashing, rolling, pinching, twisting and cutting.	Sculpture (clay or dough) -I can make something and give meaning to it.	Sculpture (clay or dough) -I can use a variety of techniques and shapes to sculpt. -I can carefully select additional materials to incorporate and enhance my model.		