



# Art and Design Progression of Skills Reception

|           |  |  |   |
|-----------|--|--|---|
| Reception | Physical Development                                 | <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop overall body-strength, balance, coordination and agility.</li> </ul> | <p>Continuous provision – threading, tweezers, scissors, outdoor area climbing equipment, multi height surfaces to build/write at, playdough.</p> <p>Focused tasks – PE lessons, use of equipment, handwriting sessions</p> <p>Vocabulary – make, roll, “wing in”/thumb to the sky (scissor control), cut, safety, strength.</p>  |
|           | Expressive Arts and Design                           | <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources, and skills.</li> </ul>                  | <p>Continuous provision – Making table, pens and pencils, crayons, chalk, playdough, construction materials, junk modelling, painting easel, large scale mark making in the outdoors, group play.</p> <p>Focused tasks – Christmas cards, observational daffodil drawing/painting, guided drawing, pattern making – maths and linked to stories, fairy-tale craft. Forest School crafts including peg dollies, clay faces.</p> <p>Vocabulary – pencil, line, curve, straight, shading, colour, create, experiment, paint, observe, drawing, paint.</p>  |
| ELG       | Physical Development – Fine Motor Skills             | <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes, and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>  | <p>Continuous provision – twiddle table, threading, tweezers, pegs, pin boards, hammer and nail, pencil grips, writing paper, post-its, notebooks, clipboards, scissors, holepunch, paint brushes, cutlery.</p> <p>Focused tasks – Dough Disco, letter formation practise, daily phonics, using a knife and fork for lunches, guided drawing sessions, children drawing own designs.</p> <p>Vocabulary – cut, hold, snip, paint, stroke, thick, thin, colour, curve, straight, clay, playdough, explore, model, tools and material names, words relating to size, height and texture. Pinch, stretch, roll, attach, mark making.</p>  |
|           | Expressive Arts and Design – Creating with Materials | <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>   | <p>Continuous provision – construction, Lego, Duplo, blocks, multilink, junk modelling, paint, making table, playdough, chalk, crayon, pens, pencil, writing material.</p> <p>Focused tasks – learn about <b>Jackson Pollock</b> – splatter painting, follow <b>Rob Biddulph</b> Guided drawing, <b>Andy Goldsworthy</b> – stacking natural materials, <b>Arcimboldo</b> – fruit faces.</p> <p>Vocabulary – create, experiment, texture, design, colour, paint, pattern, Mark making tools, sponges, different brushes, colour, texture, shape, 2D, observation, imagination, scale, size, colour names, colour mixing, light, dark, fine motor skills. Colour names, colour mixing, light, dark.</p> |

| Focus:                         | Drawing  | Colour   | 3D Design   |
|--------------------------------|--|--|---|
| Line / Detail + Observation    | Increased control of lines to produce circles and shapes with increased fine motor skills.<br>Creating recognisable images from their basic shapes.<br>Guided Drawing. |  |   |
| Texture/ Pattern               | Experiment with different drawing tools and mark making  |  |   |
| Colour Mixing/Knowledge        |  | Naming colours.<br><br>Experiment mixing colour and commenting on results.             |   |
| Application of Paint           |  | Paint applied exploratively with fingers, large brushes, large rollers/stamps/printing |   |
| Construction Form              |  |  | Handling and manipulating materials<br>– Constructing<br>– Building and destroying<br>– Shape and model<br>- Play dough, sand, junk modelling.<br>- Beginning to explain their constructions. |
| Surface + Texture              |  |  | Experiment with malleable materials mark making to change surface and texture   |
| Research+ Planning/ Eval       |  |  | To experiment making some objects with a plan e.g. story props.   |
| Media                          | Pencil<br>Pen<br>Crayon<br>Water<br>Sand   | Paint<br>Stamps<br>Wax crayon<br>Collage   | Junk Modelling<br>Craft materials including paper plates/ lollypop sticks/ foam + paper shapes/ pipe cleaners/ pompoms.<br>Clay<br>Natural found materials<br>Playdough                       |
| Artists/Craft Makers/Designers | Rob Bidulph (1972-)  | Jackson Pollock (1912- 1956)   | Andy Goldsworthy (1956-)<br>Giuseppe Arcimboldo (1526-1593)   |