



Singleton Church of England Primary School

Progression of Skills and Knowledge

Art / DT - EYFS



EYFS	DRAWING ‘Marvellous Marks’	PAINTING & MIXED MEDIA ‘Paint My World’	TEXTILES ‘Bookmarks’	COOKING & NUTRITION ‘Soup’	SCULPTURE & 3D ‘Creation Station’	STRUCTURES ‘Boats’
KEY VOCAB	long, short, thick, thin, straight, wavy, curved, squiggly, line, mark, drawing, rubbing, texture, pattern, feeling, rough, smooth, bumpy, soft, ridged, hard, zig zag, circle, wax crayons, felt tips, chalk, mark making, medium, pencils, observe, observational drawing, mark making, self-portrait, face, eyes, ears, nose, hair, artist, self-portrait, colours, wax crayon, oil pastel, paint	Silky, smooth, slippery, slimy, wet, glossy, glistening, shiny, sticky, squelchy, glide, wipe, dot, dab, red, green, yellow, blue, feathers, grass, flower buds, leaves, twigs, pine cones, sweep, swirl, happy, sad, excited, worried, sleepy, tempo, fast, slow, dynamic, loud, quiet, transient art, collage, fixed, not fixed, permanent, temporary, landscape, Megan Coyle, rip, tear, cut, stick, flick, splat, dot, dab, stroke, swish, splatter, glide, wipe	Thread, weave, pinch, push, pull, through, under, over, up, down, pattern, back, front, sew, sewing needle, wool, hessian, back, bookmark, embroider, sew, Victorian, design	Seeds, roots, leaves, stem, plant, flower, bud, juicy, sweet, sour, dry, wet, bitter, chewy, watery, pumpkin, heavy, bumpy, rough, smooth, hard, spiky, big, huge, orange, soft, seedy, squashy, stringy, wet, slimy, squelchy, hollow, safety, knife, blade, sharp, tool, edge, handle, chop, slice, cut, saucepan, blender, knife, chopping board, hob, boil, blend, mix, soup, creamy, dry, delicious, packaging, tin, carton, pouch, lidded cup, barcode, ingredients, cardboard, metal, plastic, recyclable, reusable	Silky, smooth, slippery, slimy, wet, sticky, squelchy, push, pull, poke, twist, bend, stretch, roll, squash, pinch, soft, squashy, squash, cut, chop, slice, leaves, twigs, petals, seed pods, bark, landscape, collage, 3D art, sculpture, clay, 3D, design, create, rolling, pinching, squashing, flattening, smoothing, joining, model, plan, reflect, evaluate	Waterproof, material, absorb, leak, wet, dry, prediction, variable, fair test, experiment, investigation, float, sink, boat, cruise ship, fishing boat, kayak, ocean liner, pirate ship, ship, watercraft, waterproof, sail, anchor, hull, mast, rudder, helm, poop deck, deck, crow's nest, boat, ship, watercraft, junk, reeds, waterproof, float, sink, types of boats and ships e.g. fishing boat, canoe, cruise ship
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none">I know how to explore making marks with wax crayons.I know how to investigate the marks and patterns made by different textures.I know how to explore making marks with felt tips.I know how to use a felt tip to make patterns.I know how to explore making marks with chalk.I know how to make controlled large and small movements.I know how to compare different ways of making marks and drawing.I know how to explore mark making using pencils.I know how to create a simple observational drawing.I know how to explore mark making using pencils.I know how to create a simple observational drawing.I know how to use a variety of colours and materials to create a self-portrait.I know how to express my own self-image through art.	<ul style="list-style-type: none">I know how to explore paint through finger painting.I know how to describe the texture and colours as they paint.I know how to talk about their work and decide whether it is abstract or figurative.I know how to create natural paintbrushes using found objects.I know how to use natural paint brushes and mud paint to create artwork.I know how to talk about their work and decide whether it is abstract or figurative.I know how to respond to music through the medium of paint.I know how to use paint to express ideas and feelings.I know how to make child-led collages using mixed media.I know how to use loose parts to create a piece of transient art.I know how to create landscape collages inspired by the work of Megan Coyle.I know how to create a large piece of group artwork based around fireworks.I know how to experiment with colour, design and painting techniques.	<ul style="list-style-type: none">I know how to develop threading and weaving skills.I know how to practise and apply weaving skills to a specific material e.g. paper.I know how to practise and apply threading skills with specific materials e.g. hessian and wool.I know how to practise and apply threading skills with specific materials e.g. hessian and wool.I know how to create a textiles product (bookmark) following their own design.	<ul style="list-style-type: none">I know how to explore fruits and vegetables and the differences between them.I know how to use adjectives to describe how fruits and vegetables look, feel, smell and taste.I know how to listen to and recall elements from the story ‘The Best Pumpkin Soup.’I know how to explore a pumpkin and describe it using the five senses.I know how to design a fruit and vegetable soup recipe.I know how to practise cutting with a knife.I know how to learn how to use a knife safely.I know how to observe and help (where appropriate) with the use of tools to prepare ingredients.I know how to describe the finished product and evaluate the process.I know how to design food packaging.	<ul style="list-style-type: none">I know how to explore clay and its properties.I know how to explore playdough and its properties.I know how to use tools safely and with confidence.I know how to create natural 3D landscape pictures using found objects.I know how to generate inspiration and conversation about sculpture art and artists.I know how to create a design for a 3D animal sculptureI know how to begin making a 3D clay sculpture using the designs created last lesson.I know how to make a 3D clay sculpture using the designs created last lesson.I know how to share my creation, explaining the processes I have used.	<ul style="list-style-type: none">I know how to understand what waterproof means and to test whether materials are waterproof.I know how to test and make predictions for which materials float or sink.I know how to compare the uses of boats.I know how to investigate how the shape and structure of boats affects the way they move.I know how to design a boat.I know how to create a boat based upon my own design.
MAKING CONNECTIONS	Year 1 DRAWING - Make your Mark I know how to: <ul style="list-style-type: none">Show knowledge of the language and literacy to describe lines.Show control when using string and chalk to draw lines.Experiment with a range of mark-making techniques, responding appropriately to music.Colour neatly and carefully, featuring a range of different media and colours.Apply a range of marks successfully to a drawing.	Year 1 PAINTING & MIXED MEDIA – Colour Splash I know how to: <ul style="list-style-type: none">Name the primary colours.Explore coloured materials to mix secondary colours.Mix primary colours to make secondary colours.Apply paint consistently to their printing materials to achieve a print.Use a range of colours when printing.Mix five different shades of a secondary colour.	Year 1 TEXTILES – Puppets I know how to: <ul style="list-style-type: none">Join fabrics together using pins, staples or glue.Design a puppet and use a template.Join their two puppets’ faces together as one.Decorate a puppet to match their design.	Year 1 COOKING & NUTRITION - Smoothies I know how to: <ul style="list-style-type: none">Describe fruits and vegetables and explain how to identify fruits.Name a range of places that fruits and vegetables grow.Describe basic characteristics of fruit and vegetables.Prepare fruits and vegetables to make a smoothie.	Year 1 SCULPTURE & 3D – Paper Play I know how to: <ul style="list-style-type: none">Roll paper tubes and attach them to a base securely.Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.Shape paper strips in a variety of ways to make 3D drawings.Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.	Year 1 STRUCTURES – Constructing a Windmill I know how to: <ul style="list-style-type: none">Identify some features that would appeal to the client (a mouse) and create a suitable design.Explain how their design appeals to the mouse.Make stable structures, which will eventually support the turbine, out of card, tape and glue.Make functioning turbines and axles that are assembled into the main supporting structure.

	<ul style="list-style-type: none">Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.	<ul style="list-style-type: none">Decorate their hands using a variety of patterns.Mix secondary colours with confidence to paint a plate.Describe their finished plates.			<ul style="list-style-type: none">Create a tree of life sculpture that includes several different techniques for shaping paper.Work successfully with others, sustaining effort over a time.Paint with good technique, ensuring good coverage.	<ul style="list-style-type: none">Say what is good about their windmill and what they could do better.
KEY SKILLS	<ul style="list-style-type: none">I can use wax crayons to make marks with some level of accuracy or care.I can talk about the marks they have made or make observations about the process.I can identify different textures and talk about how they affect the patterns/rubbings made.I can use felt tips to make marks with some level of accuracy or care.I can follow the patterns or marks that the teacher has demonstrated.I can talk about my drawing.I can hold the felt tip using a tripod grip.I can make large and small controlled movements using the chalk.I can recall the previous drawing mediums used and talk about my preferences.I can use my pencils to make small controlled movements.I can use my pencils to draw with a purpose.I can represent what I can see through my drawing.I can use my pencil to make small controlled movements.I can use my pencil to draw with a purpose.I can represent what I can see through my drawings.I can talk about my work.I can draw with a purpose.I can represent my own self-image through my work and explain why it looks like me.I can choose colours carefully and talk about my decisions.	<ul style="list-style-type: none">I can use the paints to make a finger paintingI can talk about the marks I have made or make observations about the process.I am able to identify different textures, feelings and colours.I can talk about my work.I can tell the difference between an abstract and a figurative piece of art.I can use natural objects to make their own paintbrush.I can describe what I think about their paintbrush and identify any problems I may have.I can experiment with making different textures and consistencies of mud paint.I can talk about the marks I have made with the mud or make observations about the process.I can talk about my work.I can tell the difference between an abstract and a figurative piece of art.I can talk about my work.I can identify different areas of my work influenced by different sections of the music.I can use tools to appropriately cut and stick mixed media to make a collage.I can make considered selections when creating my transient art piece.I can talk about my work.I can identify whether my work is abstract or figurative.I can represent feelings (like in the previous lesson).I can explain what I have made or depicted.I can make observations about the work of Megan Coyle.I can use tools appropriately, including scissors and glue spreaders, to cut and stick magazine pieces to create their collages?I can make considered selections when choosing colours and/or patterns for my collage.I can talk about their work and compare it to the photograph.I can explore the paint and different techniques when creating.I can talk about how I achieved certain effects.	<ul style="list-style-type: none">I can demonstrate good fine motor skills when threadingI can weave the ribbon independently.I can use the beads or ribbons to make a pattern.I can use the scissors to cut along the lines, stopping at the correct point.I can weave the paper with the correct over-under, under-over technique.I can make a pattern with the paper.I can hold the needle and push it through the hessian, pulling it out the other side.I can persevere when I find something challenging.I can begin to sew along a line, even if the stitches aren’t straight or close together.I can hold the needle and push it through the hessian, pulling it out the other side.I can select the correct colours to create their bookmark, based upon my design.I can transfer my design to the fabric, keeping the design the same.	<ul style="list-style-type: none">I can use adjectives to describe the fruits and vegetables and how they look, feel, smell and tasteI can name some fruits and vegetablesI can tell the difference between fruits and vegetables with some supportI can recall any elements from the storyI can use my senses to describe the pumpkinI can use my knowledge of vegetables to make my own soup designI can contribute to the group discussion on the class soup designI can recall elements of the storyI can follow the knife safety rulesI can attempt to chop the playdough using a knifeI can use a knife to prepare the softened fruits and vegetables with adult supportI can talk about whether the recipe was successful or not and if I would change anythingI can create my own soup packaging design, using the real-life example as inspirationI can identify various elements on each packageI can discuss why different packages might be used	<ul style="list-style-type: none">I can talk about the movement or force they are using to manipulate the clay e.g. push, squash, pinchI can make observations about the clay as they playI can use my fine and gross motor skills to manipulate the clayI can talk about the movement or force they are using to manipulate the playdough e.g. push, squash, pinchI can make observations about the playdough as they playI can use the tools with confidenceI can use the natural objects to create their own landscape sceneI can use my imagination to create a scene that is different from the exampleI can use my fine motor skills to work with smaller natural objectsI can use a glue spreader to competently stick down the objectsI can make observations of the sculpture artists’ work and talk about the things I like and dislikeI can create a realistic design for my sculptureI can manipulate the clay to give a desired effectI can follow my plansI can reflect upon my own design or make comments about what I think is or isn’t workingI can use the paintbrushes effectivelyI can talk about the colours I have chosen and I can name them correctlyI can show an interest in colour mixing to create a desired colourI can reflect upon my designs or make comments about what I like and dislike about my finished work	<ul style="list-style-type: none">I can articulate my thoughts, making predictions and observationsI can work together to explore the materials’ propertiesI can articulate my thoughts, making predictions and observationsI can work together to explore whether the objects float or sinkI can participate in the class and one-to-one discussions, offering my own ideas and use recently introduced vocabularyI can offer explanations as to how different types of boats are usedI can offer explanations as to why certain containers are better at floating or moving across the waterI can create a simple design with thought about the materials I will have available to meI can refer back to my previous learning to help me make decisions about my designI can identify problems and suggest ways to solve them as they ariseI can refer back to my previous learning to help me make decisions about how to join and manipulate materialsI can verbally evaluate my final product

