

### Nursery Expressive art and design Progression Document (Art and DT)

| <u>Autumn A</u>                                                                                                                                                                                | <u>Autumn B</u>                                                                                                                                                                                                                                                                               | <u>Spring A</u>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <u>Spring B</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <u>Summer A</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <u>Summer B</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><u>Skills –</u></p> <p><u>Art –</u><br/>Explore a range of colours<br/>Use a paintbrush for a purpose.</p> <p><u>DT</u><br/>Make something they have seen or imagined using play dough.</p> | <p><u>Skills –</u></p> <p><u>Art</u><br/>Use a range of painting tools to experiment with mark making, brushes.<br/>Show meaning to the marks they make.</p> <p><u>DT</u><br/>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> | <p><u>Skills –</u></p> <p><u>Art</u><br/>Pupils learn to tonally shade areas and shapes as neatly and carefully as they can.<br/>Use a range of painting tools to experiment with sponges.<br/>They learn fundamental colour mixing using primary colours.<br/>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p><u>DT</u><br/>Use simple wax resist using crayons and ink is used to make pictures.</p> | <p><u>Skills –</u></p> <p><u>Art</u><br/>They learn to blend colours in a palette.<br/>Use a range of painting tools to experiment with tissues.<br/>They play with colours, experimenting to discover new colours.<br/>Use a comfortable grip with good control when holding pens and pencils.<br/>They paint patterns and add textures such as grit, sand and salt.<br/>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p><u>DT</u><br/>Simple shapes and forms are made from pliable materials such</p> | <p><u>Skills –</u></p> <p><u>Art</u><br/>They learn to blend colours on the painting surface.<br/>Use a range of painting tools to experiment with fabric or string etc.<br/>They try to mix colours to match images from paintings or books<br/>Draw with increasing complexity and detail, such as representing a face with a circle and including details.<br/>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p><u>DT</u><br/>Children take photographs with</p> | <p><u>Skills –</u></p> <p><u>Art</u><br/>They record ideas, thoughts, feelings and draw for a narrative.<br/>Pupils learn that colours can be made darker or lighter by adding black or white or by adding water/ pigment.<br/>Use drawing to represent ideas like movement or loud noises.</p> <p><u>DT</u><br/>Develop their own ideas and then decide which materials to use to express them.<br/>Join different materials and explore different textures.</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                              |                                                                                                                  | as modelling clay foam or wire for example.                                                                                     | digital cameras, learning to focus and position what they see then apply filters to the result.                          |                                                                                                                                   |
| <b><u>Ongoing skills –</u></b><br>Pupils should orally describe their work and learn the meaning of the words colour, pencil, felt tip and draw.<br>Develop skills to review their models. What could we do to improve it next time?<br>To be able to talk about what they have drawn, painted, moulded or constructed.                                                                                     |                                                                                                                                              |                                                                                                                  |                                                                                                                                 |                                                                                                                          |                                                                                                                                   |
| <b><u>Focus tasks –</u></b><br>Portrait painting.<br>Drawing pictures of our family<br>Building a house (DT)                                                                                                                                                                                                                                                                                                | <b><u>Focus tasks –</u></b><br>Moulding a Gruffalo (DT)<br>Autumn collage<br>Winter painting                                                 | <b><u>Focus tasks –</u></b><br>Local area drawings<br>School paintings<br>Chinese dragon crafting                | <b><u>Focus tasks –</u></b><br>Tent designing (DT)<br>Textured pictures<br>Spring flowers<br>Butterfly paintings                | <b><u>Focus tasks –</u></b><br>Three Little Pig house designing (DT)<br>Ugly duckling painting<br>Collage for Goldilocks | <b><u>Focus tasks –</u></b><br>Farm animal painting<br>Farm animal textured pictures<br>Designing a shelter for a farm animal     |
| <b><u>Continuous provision</u></b> – at all times children will have access to drawing materials, collage paper, paints, playdough, glue, scissors and tape. They will be able to express their own ideas through art and design and encouraged by adults to talk about what they have made. Open ended and direct creative activities will be provided as enhancements to the story or topic for the week. |                                                                                                                                              |                                                                                                                  |                                                                                                                                 |                                                                                                                          |                                                                                                                                   |
| <b><u>On track –</u></b><br>Draw with a purpose and show noticeable shapes on their pictures.<br>Add detail to their pictures using colours.                                                                                                                                                                                                                                                                | <b><u>On track –</u></b><br>Draw with a purpose and show noticeable shapes on their pictures.<br>Add detail to their pictures using colours. | <b><u>On track –</u></b><br>To add things to paint to make texture.<br>To hold and have control of a paintbrush. | <b><u>On track –</u></b><br>To blend colours in a palette and on a picture.<br>Show good concentrating when painting a picture. | <b><u>On track –</u></b><br>To add sequins, crepe paper, cut out paper, glitter to make a meaningful collage             | <b><u>On track –</u></b><br>Cut and glue together craft objects to make a model imagined.<br>Use paints to add colour and detail. |