

Reception 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>
<u>Skills –</u> <u>Art –</u> Naming colours Holding a paintbrush with control They learn how to look after brushes and equipment. Investigate works of art and try to explain how the artwork makes them feel. Creating art from their own experiences (pebble pictures). Mark making through printing <u>DT</u> Understand a recipe Children will be able to talk about how mixing and cooking changes materials.	<u>Skills –</u> <u>Art</u> Combining different media to achieve an effect Learn how ideas change, grow and develop. Look at other works of art and highlight areas that interest them. Create art from personal experience and imagination. <u>DT</u> Create simple representations of objects. Choose the resources they need for their chosen activity.	<u>Skills –</u> <u>Art</u> Pupils draw from observation. <u>ARTIST STUDY –</u> Henri Rousseau Investigate works of art and try to explain how the artwork makes them feel and highlighting areas that interest them. Children concentrate hard to paint shapes, lines and edges neatly. Pupils learn to create form by cutting, forming and joining familiar 3D shapes. They add things to paint to create texture (foam). <u>DT</u> Pupils should make something they have imagined or invented	<u>Skills –</u> <u>Art</u> Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines and shapes. Art is made by cutting, gluing and forming fabrics. Textiles are decorated with simple applique techniques. <u>DT</u> They safely explore a range of tools and techniques	<u>Skills –</u> <u>Art</u> Pupils make simple printing blocks from soft materials they have cut, shaped and moulded. <u>DT</u>	<u>Skills –</u> <u>Art</u> Pupils draw from observation and imagination. Pupils learn to create form by cutting, forming and joining familiar 3D shapes. <u>DT</u> Pupils should make something they have imagined or invented.
<u>Ongoing skills –</u> Pupils should orally describe their work and learn the meaning of the words colour, line, shape and pattern.					

Children have opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about the work.					
Focus tasks – Colour monster painting My family pebble pictures Vegetable printing Making bread (DT)	Focus tasks – Bonfire night artwork Mendhi hands Rangoli patterns Building my house using construction materials (DT) Through the window – pastel artwork Marble painting Finger printing	Focus tasks – Chinese lantern weaving Building a pirate ship using junk materials Folding a pirate hat (DT) Observational painting of a jungle animal Describe and make comments on the work of Henri Rousseau Puffy paint planets	Focus tasks – Sketching my favourite toy Split pin dolls using textiles (DT) Springtime observational drawings (daffodils) Making Easter cards Baking Easter nests (DT) Designing an Easter egg	Focus tasks – Symmetrical butterflies using paint and print.	Focus tasks – Designing troll masks Building a bridge for the troll using junk modelling (DT)
Continuous provision – 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.					
On track – Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills.	On track – Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills.	On track – Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	On track – Return to and build on their previous learning, refining ideas and developing their ability to represent them. Make use of props and materials when role playing characters in narratives and stories.	On track – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function	On track – Share their creations, explaining the process they have used Invent, adapt and recount narratives and stories with peers and their teacher

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