

The Mead Infant & Nursery School – Art & Design Subject Progression Tracker

	Nursery <i>Italics – development matters</i>	Reception <i>Italics – development matters</i>	Year 1	Year 2
Colour	Explore colour and colour mixing	Safely use and explore a variety of materials, tools and techniques, experimenting with colour	Mix different colours. Sort, select and discuss different colours.	Begin to describe colours. Make different tones of one colour, lightening and darkening by using different colours.
Drawing	Use a comfortable grip with good control when holding pens and pencils. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Enjoy drawing with different tools – e.g. fingers, chalk, pens and pencils.	Draw on different surfaces with a variety of media – e.g. pencils, crayons, pastels, pens, charcoal and chalk. Begin to control the types of marks they make with the range of media. Experiment with drawing on different surfaces . Draw as a way of representing their own world, experiences and ideas.	Draw on different surfaces with a range of media, such as pastels, felt tips, charcoal, pen and chalk. Control the types of marks made with different media. Investigate tone by drawing light/dark lines using a pencil. Draw lines/marks from observations. Use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines .
Pattern	Explore what a repeated pattern is.	Create repeating patterns .	Create repeating patterns. Demonstrate an awareness of and discuss different patterns. Create patterns with symmetry.	Create and experiment with regular and irregular patterning . Create natural and manmade patterns. Discuss the difference between regular and irregular patterns.
Texture & Textiles	Explore different textures through sensory and messy play	Safely use and explore a variety of materials, tools and techniques, experimenting with texture Use vocabulary to describe texture	Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Have some experience of simple weaving and understand the process. Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures.	Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. Continue to gain experience in weaving, both 3D and flat e.g. grass through twigs. Gain experience in applying colour with printing, dipping, fabric crayons. Create and use dyes e.g. tea, coffee.

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			Practise threading a needle and learn simple stitches.	
Painting	<i>Use large-muscle movements to wave flags and streamers, paint and make marks.</i>	Use a range of small tools, including scissors, paintbrushes and cutlery.	Experiment with a variety of media when painting – e.g. different brush sizes and tools. Explore lightening and darkening colours. Begin to control the types of marks made with the range of media. Start to mix a range of secondary colours , moving towards predicting resulting colours.	Explore a range of painting techniques. Begin to mix colour shades and tones, lightening and darkening colours, Use a brush to produce marks appropriate to work – e.g. a small brush for small marks.
Sculpture	<i>Join different materials</i> Make enclosures and create spaces using various construction materials.	Handle, feel and manipulate materials, such as clay, papier mache and salt dough. Build and construct with a variety of objects and materials.	Experiment in a variety of malleable media such as clay, papier mache, salt dough . Shape and model materials for a purpose. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques. Use tools and equipment safely and in the correct way.	Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Use equipment and media safely and with increasing confidence. Shape, form, construct and model from observation and imagination. Demonstrate experience in surface patterns/ textures and use them when appropriate.
Printing	Explore a range of different printing materials.	Create simple pictures and patterns by printing with a variety of objects.	Explore printing with a range of hard and soft materials e.g. cork, pen barrels and sponge. Be able to produce a clean printed image with different objects. Explore printing in relief.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels and sponge. Be able to produce a clean printed image with different objects. Make simple marks on rollers and printing palettes. Create simple prints i.e. mono-printing.

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DT - Design	<p><i>Choose the right resources to carry out their own plan</i></p> <p><i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</i></p>	<p>Through play, create paper designs of proposed construction where appropriate.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where possible ICT.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where possible ICT.</p>
DT - Make	<p><i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i></p> <p><i>Explore different materials freely, to develop their ideas about how to use them and what to make.</i></p> <p><i>Develop their own ideas and then decide which materials to use to express them.</i></p>	<p><i>Create collaboratively, sharing ideas, resources and skills</i></p> <p>Make a variety of structures using blocks, junk, Duplo etc.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>
Art & DT Evaluate	<p>Discussing what they have produced and how they made it.</p>	<p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p>Share their creations, explaining the process they have used</p>	<p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices.</p> <p>Talk about own work and that of other artists and the techniques they have used.</p> <p>Explore and evaluate a range of existing products.</p>	<p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work.</p> <p>Talk about own work and that of other artists and the techniques they have used.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms (levers, sliders, wheels and axles) in their products.</p>



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DT - Cooking & Nutrition	Understand where some food comes from – food that we can grow	Understand that we can grow some food and begin to explore healthy food.	Understand where food comes from.	Use the basic principles of a healthy and varied diet to prepare dishes .
artists, craft makers and designers	Kandinsky Noland Albers Mondrian	Maria Merian Archimboldo Eric Carle Daniel Mackie	Andy Warhol William Morris Jackson Pollock Van Gogh Seurat Beatrix Potter Natalie Rymer Rousseau	Monet Kenoujuak Ashevak Andy Goldsworthy Ellis Tayamika Singano Georgia O'Keefe M.C Escher Frida Kahlo