

Galliard Art curriculum/progression map: Early Years with links to KS1/Y1

Key concepts (Trust intent/nc) →	Mastering practical skills	Taking inspiration	Key drivers : <i>Oracy & Outdoor learning – run throughout</i>
KS1 (Y1) Composite knowledge	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> • Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
Early Years Composite knowledge (by end of EYFS)	ELG: Creating with Materials Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used.		
Early Years – key learning experiences (adult led) (component knowledge). Art Capital in red			
	Mastering practical skills	Taking inspiration	
Reception	<i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (DM)</i> Opportunities to create art with natural materials – outdoors and in forest area Observational drawing – animals, plants, flowers (link to science) Adult led painting opportunities (fine brushes, Q tips etc.) Modelling with clay and salt dough – fingers and range of tools	Explore the work of famous artists	
Nursery	<i>Draw with increasing complexity and detail, such as representing a face with a circle and including details (DM)</i> <i>Explore colour and colour- mixing (DM)</i> Adult led painting opportunities	<i>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line. (DM)</i> Look at Kandinsky (circles), Jackson Pollock – explore &	

	Observational drawing animals, plants, flowers (link to science) Modelling with clay and salt dough	recreate
TWOs	<i>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (DM)</i> Sensory and malleable experiences	
Early Years – continuous provision (component knowledge). Art Capital in red		
	Mastering practical skills	Taking inspiration
All year groups, ongoing through year <i>Level of challenge steps up through age groups</i> <u>Examples of adult role in continuous provision:</u> Encourage children to talk about their creations. Introduce vocabulary. Intervene to extend ideas/thinking/language Opportunities to revisit learning and practise skills in continuous provision Review work in Learning journals	Creative workshop areas in all classrooms – range of resources, materials, tools, junk modelling Outdoor art – large scale opportunities Graphics table – drawing and mark making always available Playdough modelling	Images of art from different artists
Educational Programme – Expressive arts and design (2021/22)	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	
Vocabulary	Mastering practical skills	Taking inspiration
	Connect, join, stick, sketch, draw, mark-make, print, paint.	Artist