

# Continuous Provision Progression Grid

*Intention- To develop skills to enable children to draw using a variety of techniques and skills. Children will begin by learning to draw basic shapes and lines. Progressing over the year to draw recognisable images.*

*Children will develop over the year skills needed in Year One. Support by art lessons taken from Kapow planning.*

*Children will develop language and vocabulary to talk about the skills, They will use language to work in pairs or in groups. Children will start to evaluate their designs and models.*

## Mark making and Drawing Area

*'I sometimes think that there is nothing as delightful as drawing'- Vincent Van Gough*

### Development Matters

*Birth to Three*

*Expressive Arts and Design- Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.*

*Three- and Four-Year Olds*

*Expressive Arts and Design - 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.*

*Children in Reception will*

*Expressive Arts and design- Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.*

### Development Matters

*ELG*

*Expressive Arts and Design- 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.*

*Creating with Materials- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, exp*

*Fine motor skills- Begin to show accuracy and care when drawing.*

### Questioning Children

- Can you tell me about the marks have you made?*
- Can you show me how you made these marks?*
- Are these marks big or small?*
- How else can you make these marks?*
- What other tools could you use?*
- Are there any letters or shapes in your marks?*
- How can you change your marks?*
- What do these marks mean?*
- Can you create a new type of mark?*
- Your marks look really interesting. I wonder what it says...*
- How would you describe...?*
- Can you explain why you...?*
- What else could you add to this?*
- How could you make it even better?*

# Adults will support our artists by...

Using Key Vocab: Key vocabulary would also include the names and descriptions of any resources provided.

Essential vocab:

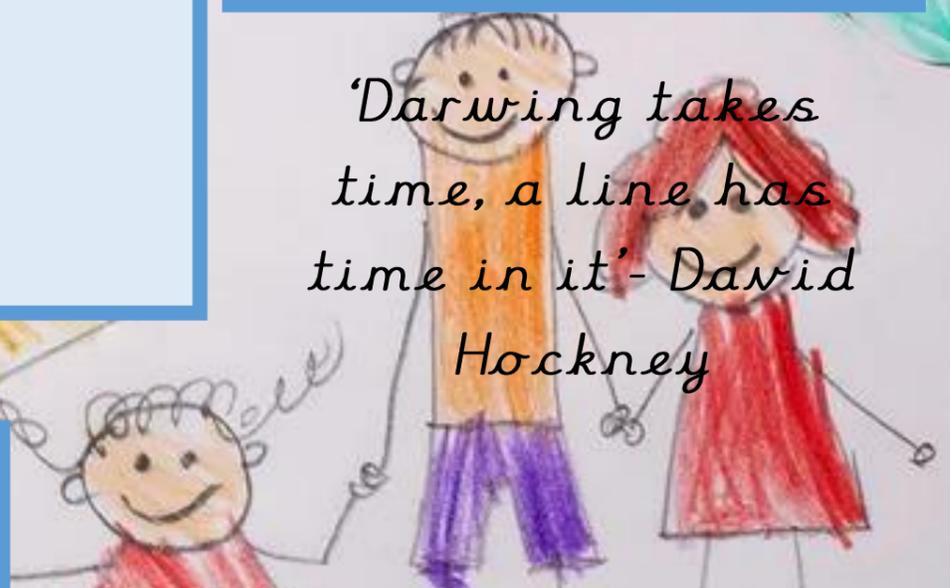
Draw, drawing, picture, squiggle, dot, hold, marks, line, shape, pattern.

Language used when 'talking through' forming different movements, patterns and lines and shapes.

Extended vocab:

Grip, sentence, caption, finger space, line, explain, discuss, describe, pinch, trace, curved, straight, zigzag, spiral.

A child's need to express their self through the power of drawing before being able to write is an important building block into the world of imagination. Mark making of all kinds will be celebrated throughout the whole EYFS year.



*'Darwing takes time, a line has time in it' - David Hockney*

Children will have the opportunity to explore the Mark Making and Drawing area every day. Adults will encourage and nurture mark making from its most basic form to the most intricate.

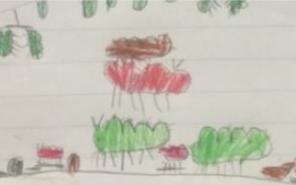
Planning in areas will take into consideration children's ability and past experiences over the year. This document is to be used as a bench mark and built upon for individuals and groups.

## What adults will provide

Pencils  
Felt tips  
Ball point pens  
Gel pens  
Whiteboard pens  
Paintbrushes  
Crayons  
Chalks  
Stencils  
Stamps  
Printing resources  
Mark making trays  
Natural mark making resources  
Large scale mark making resources  
Sissors  
Hole punch  
Staplers  
Sticky tape  
Glue  
Paper of different sizes and colours  
On the go mark making equipment such as clip boards, back packs and writing sacks.  
Blank books and templates for stories  
Notebooks  
Lables  
Smaller notepads

Term	Links to Development Matters	Intent	Possible Activities in Continuous Provision	Resources	Activities from MTP to support intent of half term.	Review of area/ Other activities used to follow children's interests.
<p><b>Autumn 1</b> <b>A Story to Remember</b></p> <p>Key Questions-</p> <ul style="list-style-type: none"> <li>• Can you tell me about the marks have you made?</li> <li>• Can you show me how you made these marks?</li> <li>• Are these marks big or small?</li> </ul>	<p>Birth to Three- Expressive Arts and Design- Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <hr/> <p>Three and Four Year Olds- Expressive Arts and Design- 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.</p>	<p>Children will begin to explore mark making using a variety of different writing equipment.</p> 	<p>Variety of green writing equipment for children to draw grass- crayons, chinks, felt tips. Repeat for different settings from WGOABH.</p> <p>Characters from WGOABH and The Gruffalo to draw around.</p> <p>Pictures of characters to trace.</p>	<p>Instruments for mark making (in all areas) Pencils, crayons, felt tips, chinks, chunky pens, doobers, whiteboard pens.</p>	<p>Mark make/ Drawing and colouring pictures of bears. Drawings of the Gruffalo. Drawing self portraits using mirrors to map out facial features.</p> 	

<h3>Autumn 2</h3> <h2>Once Upon a Time</h2> <p><b>Key Questions-</b></p> <ul style="list-style-type: none"> <li>• How else can you make these marks?</li> <li>• What other tools could you use?</li> <li>• Are there any letters or shapes in your marks?</li> </ul>	<p>Three and Four Year Olds- Expressive Arts and Design- 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.</p>	<p>Children will begin to mark make with a purpose focused towards classroom learning. Using traditional tales stories as a stimuli.</p> 	<p>Drawing houses to build in the large construction. Drawing a bridge for the goats to cross labelling with initial sounds. Draw a picture for what happens next to the goats. Drawing pig pictures using a variety of different types of pigs as stimuli. Wolf pictures using a variety of different drawing media to create greys. Troll pictures on a large scale using cardboard boxes etc. Goat pictures using a variety of different types of pigs as stimuli.</p> 	<p>Instruments for mark making (in all areas) Pencils, crayons, felt tips, chalks, chunky pens, dobbbers, whiteboard pens. Things to draw onto- paper, card, boxes, whiteboards</p>	<p>Make a wanted poster to put around school to find the troll. Draw pictures for what will happen next in the story. Map drawing for the Jolly Christmas Postman. Designing a snowman.</p> 	
<h3>Spring 1</h3> <h2>The Helpful Patrol</h2> <p><b>Key Questions-</b></p> <ul style="list-style-type: none"> <li>• How can you change your marks?</li> <li>• What do these marks mean?</li> </ul>	<p>Children in Reception will- Expressive Arts and Design- Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<p>Children will build on their previous drawing skills to begin to draw people including features such as- head, arms, facial features etc. Children begin to focus on drawing animals including most of their features.</p>	<p>Children draw different scenes of the Paw Patrol helping people using stills from the cartoon. Children draw various 'people who help us' focusing on uniforms and body features.</p> 	<p>Pictures of different professions. Different pencils, sized papers, crayons etc for children to draw on.</p>	<p>Children draw their own paw patrol character to join the team. Children draw their friends smiling focusing on including teeth and lips. Children to make Thank you Cards for People who help us visitors.</p>	
<h3>Spring 2</h3> <h2>Spring has Sprung</h2> <p><b>Key Questions-</b></p> <ul style="list-style-type: none"> <li>• Can you create a new type of mark?</li> <li>• Your marks look really</li> </ul>	<p>Children in Reception will- Expressive Arts and Design- Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> 	<p>Children will begin to look at subjects carefully before drawing. The begin to look back at objects to ensure they have included key feature.</p> 	<p>Design a pancake. Drawing the chicks onto different types of paper, card, cardboard, chalk boards, into storybooks. Designing easter eggs.</p> <p>Artists work such as Da Vinci, Monet and Kandinsky (previously visited) in the environment for children to recreate - drawing skills</p> 	<p>Different papers to draw from card, cardboard, papers.</p> <p>Draw using different stimuli, building on observational skills such as chicks, eggs, flowers, pictures of Easter/ Spring events. Pictures of the Holi festival.</p>	<p>Draw daffodils using observation skills. Design Easter cards focusing on chicks, lambs and eggs. Creating art work inspired by Holi.</p>	

<p>interesting. I wonder what it says...</p>					
<p><b>Summer 1 Amazing Adventures</b></p> <p><b>Key Questions-</b></p> <ul style="list-style-type: none"> <li>• Can you create a new type of mark?</li> <li>• Your marks look really interesting. I wonder what it says...</li> <li>• How would you describe...?</li> </ul>	<p>Children in Reception will- <b>Expressive Arts and Design-</b> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<p>Children will use the skills they have acquired over the year to draw in precise and recognisable ways, using the topic as inspiration for their own drawings.</p> 	<p>Use pictures of stars and planets to make their own space drawings. Draw and paint their own dinosaurs using their knowledge of dinosaurs and imaginations. Observational drawings of dinosaurs. Looking closely at features. Opportunities to draw space underneath the tables 'looking up into space'. Design and draw their own Alien thinking about how many legs they might have and other body features.</p>	<p>Dinosaurs Space pictures Papers, pencils, crayons, felt tips, wax crayons etc.</p> 	<p>Draw and paint a picture of baby bear and owl having a picnic on the moon using and mixing appropriate colours. observationally draw dinosaurs</p>
<p><b>Summer 2- Magnificent Mini beasts.</b></p> <p><b>Key Questions-</b></p> <ul style="list-style-type: none"> <li>• Can you explain why you...?</li> <li>• What else could you add to this?</li> <li>• How could you make it even better?</li> </ul>	<p>Early Learning Goal- <b>Creating with Materials-</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. · Share their creations, exp <b>Fine motor skills:-</b> Begin to show accuracy and care when drawing.</p>	<p>Children will bring together all their learning to draw animals, people, places and other stimuli to make age related pictures.</p> 	<p>Design and make mini beasts focusing on number of legs, using skills built when making dinosaurs. Explore the artist Georgia O'keiff. Draw self portraits in art area using mirrors and art pencils</p> 	<p>Pictures of minibeasts. Observation jars of real minibeasts. Pictures of the work of Georgia O'keiff Maps from 'What the ladybird Heard'.</p>	<p>Draw a minibeast habitat. Draw a the map for the robbers route in What the Ladybird Heard. Drawing a mini beast to go with our fact file using chalk. Observational drawings of the caterpillars and butterflies. Draw end of term 'self-portrait' for Year One teacher, showing progress fro Autumn 1 term. To learn about, discuss and experiment Geogia O'keiffs 'flowers'.</p>