## Roehampton Church Schools Progression of skills in Art and Design

	EYFS	Year 1 Self & Family portraits, weaving, fabric painting (William Morris) Close observational drawings of flowers: oil pastels (Georgia O'Keeffe) Collage of hot air balloons, 3D superhero: Paper Mache, wax & colour wash.	Year 2 Animal Collage, Designing aliens: water colour, African Printing: creating block prints printing repeated pattern, Andy Goldsworthy: natural art, beach art, watercolour paintings,	End of Key Stage Expectations	Year 3 Line drawings of local area buildings: line techniques, Cave paintings: tea staining, chalking, Study of artists who have worked with light e.g. Tiffany lamps & Chihuly. Understanding practices & techniques used by Chihuly. Create & paint a stained glass hanging decoration, picture or glass night light holder: glass painting.	on Roman designs using glass tiles, Mixed media winter pictures, Look at the work of Matisse particularly The cut outs create own cut out design: cutting skills, Make a scene from Charlotte's Web: clay modelling, Building a 3D scene	effects. Charcoal & chalk drawings to draw atmospheric settings based on Macbeth: charcoal and chalk, The surrealist movement: Salvador Dali: painting, Reproduce work in same style & create own work in same style. Study of French Impressionist Artists: Clause Monet. Understand practices & techniques: reproduce them in replicas & own work based on style. Claude Monet: watercolour painting & pastels.	Evaluate own art Clay modelling e.g. different pot making techniques & tools for decoration; design and make a tile.	End of Key Stage Expectations
Exploring and developing ideas (Ongoing)	Explore different materials freely, in order to develop their ideas about how to use them & what to make.     Develop their own ideas & then decide which materials to use to express them.     Join different materials & explore different textures.	Record & explore ideas from first hand observation, experience & imagination.  Ask & answer questions about the starting points for their work, and develop their ideas.  Explore the differences & similarities within the work of artists, craftspeople & designers in different times & cultures.	Record & explore ideas from first hand observation, experience & imagination.  Ask & answer questions about the starting points for their work & the processes they have used. Develop their ideas.  Explore the differences & similarities within the work of artists, craftspeople & designers in different times & cultures.	Children will have learned about the work of a range of artists, craft makers and designers. They will have looked at, discussed & reproduced artwork or created their own artworks based on the designs & artworks of Georgia O'Keefe (flowers), William Morris (printing) & Andy Goldsworthy (colour and pattern using beach artefacts). Be able to describe the differences and similarities between different practices & disciplines & make links to their own work.	Select & record from first hand observation, experience & imagination, & explore ideas for different purposes.  Question & make thoughtful observations about starting points & select ideas to use in their work.  Explore the roles & purposes of artists, craftspeople & designers working in different times & cultures.	Select & record from first hand observation, experience & imagination, & explore ideas for different purposes.  Question & make thoughtful observations about starting points & select ideas to use in their work.  Explore the roles & purposes of artists, craftspeople & designers working in different times & cultures.	Select and record from first hand observation, experience & imagination, & explore ideas for different purposes.  Question & make thoughtful observations about starting points & select ideas & processes to use in their work.  Explore the roles & purposes of artists, craftspeople & designers working in different times & cultures.	Select & record from first hand observation, experience & imagination, & eplore ideas for different purposes.  Question & make thoughtful observations about starting points & select ideas & processes to use in their work.  Explore the roles & purposes of artists, craftspeople & designers working in different times & cultures.	Children will have developed their techniques, including their control & their use of materials, with creativity, experimentation & an increasing awareness of different kinds of art, craft & design. They will have created sketchbooks to record their observations & use them to review & revisit ideas. They will improve their mastery of art & design techniques, including drawing, painting & sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. They will have studied great artists, architects & designers in history. They will have studied the artworks/ designs of Tiffany & Chihuly (coloured glass), Matisse (The snail and the Cutouts), Monet (French impressionism), Pre-Raphaelite paintings (The Lady of Shalott).

	I					T	I a -	I a	T
	Share their	*Review what they and	*Review what they	Children will be able	*Compare ideas,	*Compare ideas,	*Compare ideas,	*Compare ideas,	Children will have
	creations,	others have done and	and others have done	to describe the	methods and	methods and	methods and	methods and	developed their
	explaining the	say what they think and	and say what they	differences and	approaches in their	approaches in their	approaches in their own	approaches in their own	techniques, including
	process they	feel about it. E.g.	think and feel about it.	similarities between	own and others' work	own and others' work	and others' work and	and others' work and	their control and their
	have used.	Annotate sketchbook	E.g. Annotate	different practices	and say what they think	and say what they	say what they think and	say what they think and	use of materials, with
			sketchbook	and disciplines, and	and feel about them.	think and feel about	feel about them.	feel about them.	creativity,
	<ul> <li>Explore, use</li> </ul>	*Identify what they		make links to their		them.			experimentation & an
	and refine a	might change in their	*Identify what they	own work. The	*Adapt their work		<ul> <li>Adapt their work</li> </ul>	*Adapt their work	increasing awareness
	variety of	current work or develop	might change in their	children will have	according to their views	*Adapt their work	according to their views	according to their views	of different kinds of
<u> </u>	artistic effects	in their future work.	current work or	studied, discussed	and describe how they	according to their	and describe how they	and describe how they	art, craft & design.
work	to express		develop in their future	and evaluated the	might develop it	views and describe	might develop it	might develop it further.	They will have
	their ideas and		work.	work of artworks of	further.	how they might	further.	inight develop it further.	created sketchbooks
	feelings.			Georgia O'Keefe		, ,			to record their
	<ul> <li>Return to and</li> </ul>		<b>*</b> A   .	(flowers), William	***	develop it further.		*Annotate work in	observations and use
developing oing)	build on their		*Annotate work in	Morris (printing)	*Annotate work in		*Annotate work in	sketchbook.	them to review &
	previous		sketchbook.	and Andy	sketchbook.	*Annotate work in	sketchbook.		revisit ideas. They will
<b>│ ∺ </b>	learning,			Goldsworthy (colour		sketchbook.			improve their mastery
¥ &	refining ideas			and pattern using					of art & design
⊒. & ⊢	and developing			beach artefacts) and					techniques. They will
nd deve	their ability to			their own artwork.					have studied,
<b>7</b> 2 2	represent them.								discussed & evaluated
	Create								the work of great
an (O	collaboratively,								artists, architects &
	sharing ideas,								designers in history.
	resources and								They will have
#	skills.								studied, discussed &
ס									evaluated the
<u>3</u>									artworks & designs of
<u></u>									Tiffany and Chihuly
Evaluating									(coloured glass),
ш —									Matisse (The Snail &
									the Cutouts), Monet
									(French
									impressionism), Pre-
									Raphaelite paintings
									(The Lady of Shalott).
									The children will have
									discussed & evaluated
									their own artwork.
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Children will have variety of ways to make developed their different marks with dry techniques, including their control and their use of materials, have worked in a similar with creativity, way to their own work. experimentation and an increasing awareness of different kinds of art, craft and design. They will have created sketchbooks to record their with the elements of art: observations and use them to review and revisit ideas. They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. They will have studied great artists, architects and designers in history. They will have studied the artworks and designs of Tiffany and Chihuly (coloured glass), Matisse (The snail and the Cutouts), Monet (French impressionism), Pre-Raphaelite paintings

> (The Lady of Shalott).

•Demonstrate a wide

Identify artists who

Develop ideas using

different or mixed

Manipulate and

line, tone, pattern,

colour and shape.

texture, form, space,

media, using a

sketchbook.

experiment

and wet media.

	Explore colour	•wax and colour wash	Mix a range of	Children will have	Mix a variety of	Make and match	•Demonstrate a secure	*Wartime propaganda	Children will have
	and colour	(wax resistance	secondary colours,	used painting to	colours and know	colours with	knowledge about	painting techniques	developed their
	mixing.	painting).	shades and tones.	develop and share	which primary colours	increasing accuracy.	primary and secondary,	using acrylic paint – line,	techniques,
				their ideas,	make secondary		warm and cold,	colour, shape and form.	including their
		<ul> <li>Use a variety of tools</li> </ul>	<ul> <li>Experiment with</li> </ul>	experiences and	colours.	<ul> <li>Use more specific</li> </ul>	complementary and		control and their
		and techniques including	tools and techniques,	imagination. They		colour language e.g.	contrasting colours.		use of materials,
		the use of different	inc. layering, mixing	will develop a wide	<ul> <li>Use a developed</li> </ul>	tint, tone, shade, hue.		*Identify features of	with creativity,
		brush sizes and types.	media, scraping	range of art and	colour vocabulary.		<ul> <li>Work on preliminary</li> </ul>	Pre-Raphaelite paintings	experimentation
			through etc.	design techniques in		<ul> <li>Choose paints and</li> </ul>	studies to test media	and draw in the style of	and an increasing
		<ul> <li>Mix and match colours</li> </ul>		using colour,	<ul><li>Experiment with</li></ul>	implements	and materials.	a Pre-Raphaelite artist.	awareness of
		to artefacts and objects.	<ul> <li>Name different types</li> </ul>	pattern, texture,	different effects and	appropriately.			different kinds of
			of paint and their	line, shape, form	textures inc. blocking in		<ul> <li>Create imaginative</li> </ul>	*Explore the artwork of	art, craft and
		<ul> <li>Work on different</li> </ul>	properties.	and space. They will	colour, washes,	<ul> <li>Plan and create</li> </ul>	work from a variety of	Sir John Everett Millais	design. They will
		scales.		have learned about	thickened paint etc.	different effects and	sources.	and understand the	have created
			<ul> <li>Work on a range of</li> </ul>	the work of a range		textures with paint		historical and cultural	sketchbooks to
		<ul> <li>Mix secondary colours</li> </ul>	scales e.g. large brush	of artists.	<ul> <li>Work confidently on a</li> </ul>	according to what		development of his art.	record their
		and shades using	on large paper etc.		range of scales e.g. thin	they need for the			observations and
		different types of paint.			brush on small picture	task.		<ul> <li>Create shades and tints</li> </ul>	use them to review
			Mix and match		etc.			using black and white.	and revisit ideas.
		Create different	colours using artefacts			•Show increasing			They will improve
<u></u>		textures	and objects.			independence and		Choose appropriate	their mastery of art
2.		<ul><li>e.g. use of glitter.</li></ul>				creativity with the		paint, paper and	and design
Painting						painting process.		implements to adapt	techniques,
.≒								and extend their work.	including drawing,
a									painting and
								Carry out preliminary	sculpture with a
								studies, test media and	range of materials
								materials and mix	[for example, pencil,
								appropriate colours.	charcoal, paint,
								Work from a variety of	clay]. They will have studied great artists,
								sources, inc. those	architects and
								researched	designers in history.
								independently.	They will have
								independently.	studied the
								•Show an awareness of	artworks and
								how paintings are	designs of Tiffany
								created (composition).	and Chihuly
								created (composition).	(coloured glass),
									Matisse (The snail
									and the Cutouts),
									Monet (French
									impressionism), Pre-
									Raphaelite paintings
									(The Lady of
									Shalott).
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	• Fabric Painting –	African Printing -	Children will have		Describe varied	Children will have
	Printing with vegetables.	creating block prints	used a range of		techniques.	developed their
		printing repeated	materials creatively			techniques,
	Collages from different	pattern	to design and make		Be familiar with	including their
	materials.		artworks. They will		layering prints.	control & their use
		<ul> <li>Use a variety of</li> </ul>	have used printing			of materials, with
	•Look at work of William	techniques,	in large and small		Be confident with	creativity,
	Morris and	inc.printing, relief,	scales based on the		printing on paper and	experimentation
	understanding practices	press and fabric	art works of William		fabric.	and an increasing
	and techniques he uses.	printing and rubbings.	Morris and African			awareness of
			print designs. They		<ul> <li>Alter and modify work.</li> </ul>	different kinds of
	Make marks in print	<ul> <li>Design patterns of</li> </ul>	will be able to			art, craft & design.
	with a variety of objects,	increasing complexity	describe the		<ul> <li>Work relatively</li> </ul>	They will have
	including natural and	and repetition.	differences and		independently.	created sketchbooks
	made objects.		similarities between			to record their
		<ul> <li>Print using a variety</li> </ul>	different practices			observations and
	Carry out different	of materials, objects	and disciplines, and			use them to review
	printng techniques e.g.	and techniques.	make links to their			and revisit ideas.
	monoprint, block, relief		own work			They will improve
50	and resist printing.	<ul> <li>Design and create</li> </ul>				their mastery of art
2		own print stamp using				& design
Printing	Make rubbings.	card and string.				techniques,
<b>≥.</b> ∣						including drawing,
_ <u>~</u>	Build a repeating					painting & sculpture
	pattern and recognise					with a range of
	pattern in the					materials [for
	environment.					example, pencil,
						charcoal, paint,
						clay]. They will have
						studied great artists,
						architects &
						designers in history.
						They will have
						studied the
						artworks / designs
						of Tiffany & Chihuly
						(coloured glass),
						Matisse (The snail
						and the Cutouts),
						Monet (French
						impressionism), Pre-
						Raphaelite paintings
						(The Lady of
			<u> </u>			Shalott).

	I	Automan 2	Autuman 1	Children will have	Cummon 1	Automore 1	This success over inte	• Augrapass of the	Chilldren will be::=
		Autumn 2	Autumn 1	Children will have	Summer 1	Autumn 1	This crosses over into	•Awareness of the	Chilldren will have
		Topic: Clothes	Animal Collage -	used a range of	Topic: Let there be	Topic: Romans	DT- Anglo Saxon purse.	potential of the uses of	developed their
		Weaving to create one	tearing skills	materials with	light!	Create mosaics based		material.	techniques,
		piece of fabric.		textiles to creatively		on Roman designs	Join fabrics in different		including their
		_ ,	•Use the skill of	design and make	Create and paint a	using glass tiles	ways, including	•Use different	control and their
i		<ul> <li>Explore and look for</li> </ul>	tearing shapes from a	collage artworks of	stained glass hanging	Autumn 2	stitching.	techniques, colours and	use of materials,
		examples of weaving in	variety of paper and	different scales.	decoration, picture or	Topic: Journeys		textures etc when	with creativity,
		clothing.	card.		glass night light holder	Mixed media winter	<ul> <li>Use different grades</li> </ul>	designing and making	experimentation
i					<ul><li>glass painting.</li></ul>	pictures – effective	and uses of threads and	pieces of work.	and an increasing
		<ul> <li>Collect examples for</li> </ul>	<ul> <li>Create textured</li> </ul>			use of materials to	needles.		awareness of
		scrapbook.	collages from a variety		<ul> <li>Use a variety of</li> </ul>	create effect (pastels,		<ul> <li>To be expressive and</li> </ul>	different kinds of
			of media.		techniques, inc.	paint, chalk)	<ul> <li>Extend their work</li> </ul>	analytical to adapt,	art, craft and
		<ul><li>Use a variety of</li></ul>			printing, dying, quilting,	Summer 1	within a specified	extend and justify their	design. They will
		materials to explore and	<ul> <li>Make a simple</li> </ul>		weaving, embroidery,	Topic: Insects and	technique.	work.	have created
		practise the skill of	mosaic.		paper and plastic	mini beasts			sketchbooks to
		weaving.			trappings and appliqué.	Look at the work of	<ul> <li>Use a range of media</li> </ul>		record their
[ ]						Matisse particularly	to create collage.		observations and
		Summer 1			<ul> <li>Name the tools and</li> </ul>	The Cutouts work and			use them to review
		Topic: Exploration			materials they have	understand the	•Experiment with using		and revisit ideas.
		Collage hot air balloons			used.	practices and	batik safely.		They will improve
		•				techniques he uses.			their mastery of art
<b>3</b> e		<ul> <li>How to thread a</li> </ul>			<ul> <li>Develop skills in</li> </ul>				and design
age		needle, cut, glue and			stitching. Cutting and	Matisse The Cutouts			techniques,
=		trim material.			joining.	– create own cutout			including drawing,
0						design – cutting skills			painting and
)		<ul> <li>Create images from</li> </ul>			•Experiment with a				sculpture with a
S/		imagination, experience			range of media e.g.	Match the tool to			range of materials
<u>•</u>		or observation.			overlapping, layering	the material.			[for example, pencil,
☲		•			etc.				charcoal, paint,
Textiles/collage		*Use a wide variety of				Combine skills more			clay]. They will have
<b>.</b> e		media, inc. photocopied				readily.			studied great artists,
_		material, fabric, plastic,				,			architects and
		tissue, magazines, crepe				Choose collage or			designers in history.
		paper, etc				textiles as a means of			They will have
						extending work			studied the
						already achieved.			artworks and
						,			designs of Tiffany
						Refine and alter			and Chihuly
[ ]						ideas and explain			(coloured glass),
						choices using an art			Matisse (The snail
						vocabulary.			and the Cutouts),
[ ]									Monet (French
						Collect visual			impressionism), Pre-
						information from a			Raphaelite paintings
						variety of sources,			(The Lady of
						describing with			Shalott).
						vocabulary based on			Silalottj.
						the visual and tactile			
						elements.			
						elenients.			
						• Evnoriments with			
						•Experiments with			
						paste resist.			J

	• Explore	Summer 2	Build a string stamp.	Children will have	This crosses over into	Autumn 1	This crosses over into	Summer 2	Children will have
	different	Topic: Fantasy worlds		used a range of	DT- Iron man structure.	Topic: Romans	DT- Eiffel Tower	Changes	developed their
	materials freely,	3D superhero toy papier	<ul> <li>Understand the</li> </ul>	materials creatively		Create mosaics based	structure.	Clay modelling e.g.	techniques,
	in order to	Mache	safety and basic care	to design and make	Make informed choices	on Roman designs		different pot making	including their
	develop their		of materials and tools.	artworks. They will	about the 3D technique	using glass tiles	Describe the different	techniques and tools for	control and their
	ideas about	Spring 2	Experiment with,	have used drawing,	chosen.		qualities involved in	decoration; design and	use of materials,
	how to use	Topic: Growing - Clay	construct and join	painting and		Summer 2	modelling, sculpture	make a tile	with creativity,
	them and what	pots for plants.	recycled, natural and	sculpture to develop	•Show an	Topic: Down on the	and construction.		experimentation
	to make.		man-made materials	and share their	understanding of	farm.		<ul> <li>Develop skills in using</li> </ul>	and an increasing
	<ul> <li>Develop their</li> </ul>	<ul> <li>Manipulate clay in a</li> </ul>	more confidently.	ideas, experiences	shape, space and form.		<ul> <li>Use recycled, natural</li> </ul>	clay inc. slabs, coils,	awareness of
	own ideas and	variety of ways, e.g.		and imagination.		<ul> <li>Make informed</li> </ul>	and manmade materials	slips, etc.	different kinds of
	then decide	rolling, kneading and	Summer 1	They will develop a	<ul><li>Plan, design, make</li></ul>	choices about the 3D	to create sculpture.		art, craft and
	which materials	shaping.	TOPIC: The common	wide range of art	and adapt models.	technique chosen.		<ul> <li>Create sculpture and</li> </ul>	design. They will
	to		and healthy living	and design			Plan a sculpture	constructions with	have created
	use to express	<ul> <li>Explore sculpture with</li> </ul>	Looking at Andy	techniques in using	<ul> <li>Talk about their work</li> </ul>	•Show an	through drawing and	increasing	sketchbooks to
	them.	a range of malleable	Goldsworthy art and	colour, pattern,	understanding that it	understanding of	other preparatory work.	independence.	record their
	<ul> <li>Join different</li> </ul>	media, especially clay.	understanding	texture, line, shape,	has been sculpted,	shape, space and			observations and
	materials and		practices and	form and space.	modelled or	form.			use them to review
	explore		techniques he uses.	They will have	constructed.				and revisit ideas.
_	different			learned about the		<ul> <li>Plan, design, make</li> </ul>			They will improve
Form	textures.		*Beach art using	work of a range of	<ul> <li>Use a variety of</li> </ul>	and adapt models.			their mastery of art
5			natural materials	artists, craft makers	materials.				and design
Ľ.			found in Brighton –	and designers. They		•Talk about their			techniques,
			arranging, using	will have looked at,		work understanding			including drawing,
3D			pattern and texture	discussed and		that it has been			painting and
			artistically	reproduced artwork		sculpted, modelled or			sculpture with a
				or created their own		constructed.			range of materials
			•Reproducing work	artworks based on					[for example, pencil,
			like Andy Goldsworthy	the designs and		•Use a variety of			charcoal, paint,
			art using natural	artworks of Georgia O'Keefe (flowers),		materials.			clay]. They will have studied great artists,
			materials found in	William Morris					architects and
			nature – arranging,						
			using pattern and texture artistically	(printing) and Andy Goldsworthy (colour					designers in history. They will have
			texture artistically	and pattern using					studied the
				beach artefacts). Be					artworks / designs
				able to describe the					of Tiffany & Chihuly
				differences and					(coloured glass),
				similarities between					Matisse (The snail
1				·					
				1 /					,
				OWII WOIK					
				different practices and disciplines, and make links to their own work					and the Cutouts), Monet (French impressionism), Pre Raphaelite painting: (The Lady of Shalott).

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	By the end of	•Work on their own, and	<ul> <li>Work on their own,</li> </ul>	Children will have	•Work on their own,	•Work on their own,	•Work on their own,	<ul> <li>Work on their own, and</li> </ul>	Children will have
1	Foundation	collaboratively with	and collaboratively	used a range of	and collaboratively with	and collaboratively	and collaboratively with	collaboratively with	developed their
	Stage, the	others, on projects in 2	with others, on	materials creatively	others, on projects in 2	with others, on	others, on projects in 2	others, on projects in 2	techniques,
	children will	and 3 dimensions and	projects in 2 and 3	to design and make	and 3 dimensions and	projects in 2 and 3	and 3 dimensions and	and 3 dimensions and on	including their
	have had the	on different scales.	dimensions and on	artworks. They will	on different scales.	dimensions and on	on different scales.	different scales.	control and their
	opportunity to		different scales.	have used drawing,		different scales.			use of materials,
	represent their	•Use ICT		painting and	•Use ICT.		•Use ICT.	•Use ICT.	with creativity,
	own ideas,		•Use ICT.	sculpture to develop		•Use ICT.			experimentation
	thoughts and	<ul> <li>Investigate different</li> </ul>		and share their	<ul> <li>Investigate art, craft</li> </ul>		<ul> <li>Investigate art, craft</li> </ul>	<ul><li>Investigate art, craft</li></ul>	and an increasing
	feelings safely	kinds of art, craft and	<ul> <li>Investigate different</li> </ul>	ideas, experiences	and design in the	<ul> <li>Investigate art, craft</li> </ul>	and design in the	and design in the locality	awareness of
	using a variety	design.	kinds of art, craft and	and imagination.	locality and in a variety	and design in the	locality and in a variety	and in a variety of	different kinds of
	of materials,		design.	They will develop a	of genres, styles and	locality and in a	of genres, styles and	genres, styles and	art, craft and
	tools and			wide range of art	traditions.	variety of genres,	traditions.	traditions.	design. They will
	techniques			and design		styles and traditions.			have created
	through			techniques in using					sketchbooks to
	experimentatio			colour, pattern,					record their
	n with colour,			texture, line, shape,					observations and
Study	design, texture			form and space.					use them to review
2	form and			They will have					and revisit ideas.
<b>4</b>	function.			learned about the					They will improve
S				work of a range of					their mastery of art
) <del>,</del>				artists, craft makers					and design
9				and designers. They					techniques,
Breadth of				will have looked at,					including drawing,
<del>5</del>				discussed and					painting and
Ö				reproduced artwork					sculpture with a
l é				or created their own					range of materials
<u>~</u>				artworks based on					[for example, pencil,
_				the designs and					charcoal, paint,
				artworks of Georgia					clay]. They will have
				O'Keefe (flowers),					studied great artists,
				William Morris					architects and
				(printing) and Andy					designers in history.
				Goldsworthy (colour					They will have
				and pattern using					studied the
				beach artefacts). Be					artworks / designs
				able to describe the					of Tiffany & Chihuly
				differences and					(coloured glass),
				similarities between					Matisse (The snail
				different practices					and the Cutouts),
				and disciplines, and					Monet (French
				make links to their					impressionism), Pre-
				own work.					Raphaelite paintings
									(The Lady of
									Shalott).

Expressive Arts and Design 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; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing — using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.