

Art Progression of Skills 2022-2023

Colour & Painting

Drawing

Printing

Textiles & Collage

3D Form

Pattern

Composition, Experience & Thinking, Evaluation

Digital Media

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum -
_Art_and_design.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf)

Purpose of study

Art, craft and design embody some of the highest forms of human creativity.

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

AIMS

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

KS1

Key stage 1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

KS2

Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

Colour and Painting

Media –
pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc

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.

DM 3-4 YEARS

Explore colour and colour mixing.

Show different emotions in their drawings – happiness, sadness, fear, etc.

DM- 4-5YEARS

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

- I can use primary colours to make secondary colours and use these in my paintings.
- I can hold paint brushes correctly and choose the correct size of brush for my painting
- I can use white and black to make colours lighter or darker

- I can use primary colours to make secondary, tints and tones and use these to create a mood in my painting.
- I can explore and use different equipment to paint with and investigate mark making.
- I use watercolour paints effectively to add detail or create washes

- I can use primary and secondary colours to make tertiary colours, tints, tones and hues.
- I can make a colour palette to match a range of colour themes found in the environment.
- I can use colour to create a mood or feeling in my work.
- I can use and choose equipment to paint with after investigations in mark making.
- I can use the painting techniques of known artists to influence my own work.
- I can use a range of painting media including acrylic paint effectively.

EYFS

Experiencing and using primary colours to ensure they know their names.
 Allow for experimentation of mixing. Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.
 Use a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.

Colour Skills

Naming, sorting, and comparing colours	Identifying the primary colours	Using poster paint to mix colours	Using powder paint to mix colours and explore shades and tone	Exploring light and dark	Using colour and pattern to show mood
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Painting Skills

Using fat brushes and lidded pots Using ready mix poster paint Use a variety of different sized brushes	Use thinner brushes, water pots to wash brush and mix paint colour Use powder paints and palettes	Use watercolours Learn how to paint a wash background Learn how to create different marks
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Ensure they know the names of all the colours. Begin to introduce mixing of colours to make new colours. Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark. Continues to explore applying colour with a range of tools for enjoyment</p>	<p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’. Make as many tones of one colour as possible using primary colours and white. Darken colours without using black Mix colours to match those of the natural world – colours that might have a less defined name. Experience using colour on a large scale, A3/A2 playground.</p>	<p>Build on KS1- Extend exploring colour mixing to applying colour mixing. Make colour wheels to show primary and secondary colours. Introduce different types of brushes for specific purposes. Begin to apply colour using dotting, scratching, splashing to imitate an artist. Pointillism – control over coloured dots, so tone and shading is evident.</p>	<p>Make the colours shown on a commercial colour chart. Mix and match colours to those in a work of art. Work with one colour against a variety of backgrounds. Observe colours on hands and faces - mix flesh colours. Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. Use colour to reflect mood</p>	<p>Controlling and experimenting with particular qualities of tone, shades, hue and mood. Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. Considering colour for purposes Use colour to express moods and feelings. Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. Consider artists use of colour and application of it</p>	

Drawing

Media –
pencil, wax, chalk,
ink, pen, brushes,
pastel

Foundation Stage

DM 3-4 YEARS

- 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.

EYFS

Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.

Use drawings to tell a story from retelling or from imagination.

Investigate different lines - thick, thin, wavy, straight.

Explore different textures and experiment with mark making to illustrate these.

Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)

Using a variety of drawing and painting media

Start with chunky pencils, wax crayons, chunky colouring pencils, poster paint

Progress to felt tips, pencils, oil pastels, powder paint

Self Portrait Skills

Drawing themselves

Face Techniques

Body Techniques

Famous Artists

Talk about the work of a famous artist and discuss what they think about it.

Recognise the style of a famous and talk about the techniques that they use.

Compare different artists.

- I can draw shapes and experiment with lines and tools (e.g. pencil, chalks, pastels etc.).

- I can explore the use of different techniques when drawing (e.g. tone, shading etc.).
- I can use a range of pencils, chalks and charcoal
- I use sketching techniques prior to a final drawing or other art work.

- I can use and choose a variety of techniques when drawing (e.g. shading techniques, cross hatching and perspective etc.)
- I use sketching and observational studies prior to my final art work.
- I can explore drawing on different types of paper and comment on the effect.

Year 1

Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.

Use a sketchbook to gather and collect artwork.

Begin to explore the use of line, shape and colour

Year 2

Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings.

Draw for a sustained period of time from the figure and real objects, including single and grouped objects.

Experiment with the visual elements; line, shape, pattern and colour.

Year 3

Experiment with different grades of pencil and other implements.

Plan, refine and alter their drawings as necessary.

Use their sketchbook to collect and record visual information from different sources.

Draw for a sustained period of time at their own level.

Use different media to achieve variations in line, texture, tone, colour, shape and pattern.

Year 4

Make informed choices in drawing including paper and media.

Alter and refine drawings and describe changes using art vocabulary.

Collect images and information independently in a sketchbook.

Use research to inspire drawings from memory and imagination.

Explore relationships between line and tone, pattern and shape, line and texture

Year 5

Use a variety of source material for their work.

Work in a sustained and independent way from observation, experience and imagination.

Use a sketchbook to develop ideas.

Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape

Year 6

Demonstrate a wide variety of ways to make different marks with dry and wet media.

Identify artists who have worked in a similar way to their own work.

Develop ideas using different or mixed media, using a sketchbook.

Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

Printing

Media –
fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc

Foundation Stage

EYFS

- I can make a printing block and create a repeating pattern.
- I can make a mono print

- I can make a printing block or poly print to make a two colour print.
- I can make an accurate repeating pattern

- I can use a range of printing techniques (mono, block, poly and lino) to create repeating patterns for a purpose (e.g. wallpaper etc.).
- I can make a reduction print using 3 colours.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Make rubbings showing a range of textures and patterns.

Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.

Produce simple pictures by printing objects. Able to work from imagination and observation. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.

Print with block colours.

Print Making (on paper)

Use fingers, hands, feet to create a print
Use sponges and rollers to create a print

Use natural and manmade objects to create print.
Print to create a pattern
Print to create a repeating pattern

Famous Artists

Talk about the work of a famous artist and discuss what they think about it.

Recognise the style of a famous and talk about the techniques that they use.

Compare different artists.

Create patterns and pictures by printing from objects using more than one colour.

Develop impressed images with some added pencil or decorative detail.

Relief printing
Still prints with a growing range of objects, including manmade and natural printing tools.

Use equipment and media correctly, to produce clean image.

Use appropriate language to describe tools, process, etc.

Use printmaking as a means of drawing.

Create order, symmetry, irregularity.

Extends repeating patterns - overlapping, using two contrasting colours etc.

Still prints with a growing range of objects, including manmade and natural printing tools.

Talk simply about own work and that of other artists.

Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.

Mono printing

Use the equipment and media with increasing confidence.

Use relief and impressed printing processes.

Use sketchbook for recording textures/patterns

Use language appropriate to skill.
Discuss own work and that of other artists.

Explores images through monoprinting on a variety of papers.

Explore colour mixing through overlapping colour prints deliberately.
Pointillism

Use sketchbook for recording textures/patterns.
Use language appropriate to skill.

Interpret environmental and manmade patterns and form.
Discuss the nature of effects able to modify and adapt print as work progresses.

Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc.

Experienced in combining prints taken from different objects to produce an end piece.

Experiment with ideas, to plan in sketchbook.
Experienced in producing pictorial and patterned prints.

Designs prints for fabrics, book covers and wallpaper

Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)

Discuss and evaluate own work and that of others.

Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief.
Recreates a scene remembered, observed or imagined, through collage printing.

Screen printing.

Explore printing techniques using by various artists.

Textiles Collage

Media –
collage, weaving, threads, fibres, fabrics, surfaces, wood, clay

Foundation Stage DM 3-4 YEARS

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

- I can use textiles and join materials together (e.g. weaving).
- I can make a simple felt.

- I can use sewing skills when working with and creating textiles.
- I explore textile techniques such as appliqué and embroidery.
- I can make a simple felt and use sewing and textile techniques to enhance my final piece.

- I can experiment with and use a range of techniques when creating textiles (e.g. dyeing materials, pinning, stapling fabrics etc.)
- I explore and choose media to enhance my textile work such as sewing on beads or manipulating wool and threads.
- I can use felting techniques to develop textile projects

- I can investigate, explore and use different materials (e.g. cutting and sticking, crumpling, folding and coiling to create a collage, montage or mosaic)

- I can investigate the way materials look and its texture to inform my ideas.
- I can use my explorations to create a collage, montage or mosaic.

- I can use a range of materials and techniques taking into account the way that they look and feel when creating a collage, montage or mosaic.
- I can use traditional methods and materials to create a mosaic.
- I can combine tactile and visual qualities of media in my work

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

EYFS

Handling, manipulating and enjoying using materials.

Simple collages, using paper, pasta, beans and larger tactile things.

Selects, sorts, tears and glues items down.

Textiles		
Use a variety of different materials to create collage	Print on to material to create a pattern or design	Weaving

Collage and Texture		
Use pre-cut paper and glue stick to create a collage	Use PVA glue and a variety of materials (uncut)	Use natural materials to create a collage- decide on the best way to stick it

Simple paper and/or material weaving using a card loom.

Mix colours and paint strips of paper to weave with.

Add objects to the weaving - buttons, twigs, dried flowers.

Explore colour in weaving.

Build on skills of using various materials to make collages – using some smaller items.

Use texture to provide information – e.g. manmade, natural materials, a 'journey' of

Build on experiences in Year 1.

Develop skills of overlapping and overlaying to create effects.

Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.

Simple appliqué work attaching material shapes to fabric with running stitches.

Start to explore other simple stitches - backstitch, cross-stitch.

Use various collage materials to

Build on all previous experiences.

Use smaller eyed needles and finer threads.

Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.

Awareness of the nature of materials and surfaces – fragile, tough, durable.

Tie dyeing, batik – ways of colouring or patterning material.

Look at artists

Build on all previous experiences.

Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.

Start to place more emphasis on observation and design of textural art.

Use initial sketches to aid work.

Continue experimenting with creating mood, feeling, movement and areas of interest.

Interpret stories, music, poems and use environment and townscapes as stimuli.

Select and use materials to achieve a specific outcome.

Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.

Consider methods of making fabric.

Look at work of other artists using textiles

Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.

Applies knowledge of different techniques to express feelings.

Use found and constructed materials.

Work collaboratively on a larger scale.

		<p>where they have been etc.</p> <p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth</p> <p>Discuss how textiles create things – curtains, clothing, decoration</p>	<p>make a specific picture.</p>		<p>Look at fabrics from other countries and discuss. Compare with own.</p> <p>Discuss different types of fabric.</p>		
<u>3D form</u>	Foundation Stage.	<ul style="list-style-type: none"> I can create a 3D sculpture (e.g. using play dough, plasticine, clay etc.). I can explore the properties of materials and use what I have discovered in my work. 		<ul style="list-style-type: none"> I can design and create 3D sculpture using different materials. I can choose and use a range of media after exploration of their properties and limitations.(e.g. recycled, natural materials). I can make my work aesthetically pleasing by using appropriate finishing techniques (tidy, colour, texture) 		<ul style="list-style-type: none"> I can design and create 3D sculpture using and choosing a range of materials and techniques. I use structural materials such as wire to give my work stability. I can include considered tactile and textural qualities to my work. I can consider the need of aesthetic qualities in my work and apply them. 	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Handling, feeling, manipulating materials.</p> <p>Junk Modelling. Constructing and building from simple objects.</p> <p>Pulls apart and reconstructs.</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models</p>	<p>Make informed choices about the technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Develop skills in using clay including slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>

Pattern

Media - painted, printed, dyed, rubbed, imprinted, embossed etc.

Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns.

Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah. Simple symmetry – folding painted butterflies.

(spots and stripes) use junk and painting materials to create spot and stripe collages

Print Making (on paper)

Use fingers, hands, feet to create a print
Use sponges and rollers to create a print

Use natural and manmade objects to create print.
Print to create a pattern
Print to create a repeating pattern

Awareness and discussion of patterns around them – pattern hunt.

Experiment creating repeating patterns on paper using drawing or printing of own design.

Link to Maths

Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.

Look at natural and manmade patterns and discuss.

Discuss regular and irregular – what does it mean?

Search for pattern around us in world, pictures, objects.

Use the environment and other sources to make own patterns, printing, rubbing.

Use sketchbooks to design own motif to repeat.

Create own patterns using ICT.

Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground.

Consider different types of mark making to make patterns.

Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)

Link to Maths

Organise own patterns.
Use shape to create patterns.

Create own abstract pattern.
Patterns reflect personal experiences and expression.









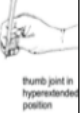



Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.

Look at various artists creation of pattern and discuss effect

Discuss own and artists work, drawing comparisons and reflecting on their own creations.

EYFS			OTHER SKILLS & KNOWLEDGE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Famous Artists Talk about the work of a famous artist and discuss what they think about it.			COMPOSITION	I can answer a question about the composition of my work		I plan out and compose my ideas before making a final decision		I consider the composition of my work and use compositional rules for the desired effect. (e.g. Rule of thirds)	
Recognise the style of a famous artist and talk about the techniques that they use.				I can explore ideas put to me. I can make a collection of ideas I can use the natural environment to influence my ideas		I can explore ideas and collect information to inform and use in my work. I can use the man-made or natural environment to influence my ideas		I can explore ideas and collect a variety of information in a sketch book to help me to develop my work. I can consider the use of unexpected result from my explorations I can use tools and media correctly and safely	
ELG: Creating with Materials Safely use and explore a variety of materials, tools, and techniques, experimenting with: Colour, Design, Texture, Form Function Share their creations, explaining the process they have used. https://padlet.com/MrsAskew/EYFS_GSFederati/on/wish/2204832734 Link to statutory framework			EVALUATION	I can talk about my ideas and the art work I have created. I can suggest ways I can improve my work. I can say what I like about my peers art work.		I can talk about the art work I have created and say how I have been influenced I can or suggest how I would adapt and improve my work. I can comment constructively on my peers work		I can compare and comment on ideas, methods and approaches I have used in my own work. I can use the appropriate language of art, craft and design. I can adapt my work or suggest improvements to create what I set out to achieve. I can use the comments of my peers in a positive manner to adapt, change or enhance my work	
				DIGITAL MEDIA	I can take digital photographs of things which visually interest me. I can use art software packages to create a picture.		I can use digital media and photography in my art work. I can use software to make, edit and change an image.		I can experiment with a range of digital media to create a stated effect I wish to achieve. I can use digital media and software packages to enhance my art work. I can compose and take photographs developed around a theme.

PENCIL GRIP & CONTROL Progression Map

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP - 3 FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
 <p>FISTED GRIP 1-2 years old Children who hold the pencil like a fist, usually using their whole arm.</p>	 <p>DIGITAL PRONATE GRIP 2-3 years old The hand is held in a pronated position. The pencil is held between the thumb and index finger. The hand is flat on the table.</p>	 <p>4 FINGER GRIP 3-4 years old The hand is held in a pronated position. The pencil is held between the thumb and index finger. The hand is flat on the table. The high index.</p>	 <p>hooked wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joint of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p>STATIC TRIPOD GRIP 4-6 years old This is a tripod grip where the thumb, index finger and middle finger rest on the pencil.</p>	 <p>the lateral tripod</p>	 <p>DYNAMIC TRIPOD GRIP 6-7 years old Children who begin to hold the pencil like this are able to move the pencil efficiently, accurately.</p>
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p> <div data-bbox="943 794 1480 1038" style="background-color: #800080; color: white; text-align: center; padding: 20px; border-radius: 15px;"> <p>Reception Age Range</p> </div>						<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>		

https://padlet.com/MrsAskew/EYFS_GSFederation/wish/2204903118 Link to pencil grip progression