



Early Years Foundation stage Early Learning Goals	Key stage 1 National curriculum expectation	Key stage 2 National curriculum expectation
<p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>● Share their creations, explaining the process they have used;</li> <li>● Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>● To use a range of materials creatively to design and make products</li> <li>● To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>● 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.</li> </ul>	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>● To create sketch books to record their observations and use them to review and revisit ideas</li> <li>● 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]</li> <li>● About great artists, architects and designers in history.</li> </ul>



<b>Drawing</b> (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)						
<b>Possible Artists:</b> Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat						
Eyfs	Year1	Year2	Year3	Year4	Year5	Year6
<p>Enjoy using a variety of media.</p> <p>Use and begin to control a range of media. Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, tipping, and blending to create light/ dark lines.</p> <p>Beginning to use key vocabulary to demonstrate knowledge and understanding in this strand: portrait,</p>	<p>Draw lines of varying thickness.</p> <p>Use dots and lines to demonstrate pattern and texture.</p> <p>Use different materials to draw, for example pastels, chalk, felt tips.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building,</p>	<p>Developing intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes, E.g chalk, pastels</p> <p>Begin to show an awareness of space when drawing.</p> <p>Beginning to use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone,</p>	<p>Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use different materials to draw, e.g. pastels, chalk, felt tips.</p> <p>Show an awareness of space when drawing.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture,</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Use a variety of tools and select the most appropriate.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>Depict movement and perspective in drawings.</p> <p>Use a variety of tools and select the most appropriate.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>



	self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space	pastels, drawings, line, bold, size, space.	shadow, line, pattern, texture, form, shape, tone, outline.	form, shape, tone, outline.		
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**Painting** (watercolour, ready mixed, acrylic, )  
**Possible Artists:** Klimt, Priet Mondrian, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte.

EYFS	Year1	Year2	Year3	Year4	Year5	Year6
<p>Enjoy using a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces</p>	<p>Name the primary and secondary colours.</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools.</p> <p>Mix primary colours to make secondary colours.</p> <p>Add white and black to alter tints and shades.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Name primary and secondary colours.</p> <p>Begin to mix colour shades and tones.</p> <p>Continue to control the types of marks made with the range of media. Use a brush to</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.</p> <p>Create different textures and effects with paint.</p> <p>Beginning to use key vocabulary to</p>	<p>To become proficient in painting techniques.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.</p> <p>Create different textures and effects with paint.</p>	<p>To become proficient in painting techniques.</p> <p>Create a colour palette, demonstrating mixing techniques;</p> <p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding</p>



<p>and in different ways i.e. coloured, sized and shaped paper.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>Start to develop a painting from a drawing.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to look at working in the style of a selected artist (not copying).</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p>	<p>which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p>
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**Sculpture** (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )



**Possible Artists:** ( Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy a range of malleable media such as clay, paper Mache, Salt dough. Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, mod roc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques:</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p>	<p>Cut, make and combine shapes to create recognisable forms.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Use clay and other malleable materials and practise joining techniques.</p> <p>Add materials to the sculpture to create detail.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace,</p>	<p>Cut, make and combine shapes to create recognisable forms.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Use clay and other malleable materials and practise joining techniques.</p> <p>Add materials to the sculpture to create detail.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form,</p>	<p>Use tools and materials to carve, add shape, add texture and pattern.</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p> <p>Use materials other than clay to create a 3D sculpture.</p> <p>Use materials other than clay to create a 3D sculpture.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p>Use tools and materials to carve, add shape, add texture and pattern.</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p> <p>Use materials other than clay to create a 3D sculpture.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>Use sketchbooks Plan a sculpture through drawing and other preparatory work.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p>



	<p>impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Explore carving as a form of 3D art</p>	<p>architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p>	<p>shadow, light, marionette puppet.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p>	<p>Use sketchbooks</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p>	
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**Printing** (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)  
**Possible Artists:** Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden,

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Rubbings</p> <p>Print with variety of objects</p> <p>Print with block colours</p>	<p>Copy an original print.</p> <p>Use a variety of materials, e.g. sponges, fruit, blocks.</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p>	<p>Copy an original print.</p> <p>Use a variety of materials, e.g. sponges, fruit, blocks.</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p>	<p>Use more than one colour to layer in a print.</p> <p>Replicate patterns from observations.</p> <p>Make printing blocks.</p> <p>Make repeated patterns with precision.</p>	<p>Use more than one colour to layer in a print.</p> <p>Replicate patterns from observations.</p> <p>Make printing blocks.</p> <p>Make repeated patterns with precision.</p>	<p>Design and create printing blocks/tiles.</p> <p>Develop techniques in mono, block and relief printing.</p> <p>Create and arrange accurate patterns.</p> <p>Use key vocabulary to</p>	<p>Design and create printing blocks/tiles.</p> <p>Develop techniques in mono, block and relief printing.</p> <p>Create and arrange accurate patterns.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape,</p>



	Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;	tile, colour, arrange, collograph;
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**Textile** (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)

**Possible Artists:** Ashley, Fassett, African/Indian, Adire,

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handling, manipulating and enjoying using materials.	Show pattern by weaving.	Show pattern by weaving.	Select appropriate materials, giving reasons.	Select appropriate materials, giving reasons.	Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.	Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.
Sensory experience	Use a dyeing technique to alter a textile's colour and pattern.	Use a dyeing technique to alter a textile's colour and pattern.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.	Add decoration to create effect.	Add decoration to create effect.
Simple collages	Decorate textiles with glue or stitching, to add colour and detail.	Decorate textiles with glue or stitching, to add colour and detail.	Develop skills in stitching, cutting and joining.	Develop skills in stitching, cutting and joining.	Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.	Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
Simple weaving	Use key vocabulary to	Use key vocabulary to				



	<p>demonstrate knowledge and understanding in this strand:                      textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>demonstrate knowledge and understanding in this strand:                      textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand:                      pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand:                      pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>this strand: colour, fabric, weave, pattern.</p>	
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