



**Long Term Individual Subject Curriculum Plan 2025-26**

**Art and Design**

	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
Y6	<b><u>Flanders Field</u></b>	<b><u>Art of Africa</u></b>	<b><u>Cityscapes</u></b>
	<b><u>Drawing, Painting</u></b>	<b><u>Drawing, Painting, Sculpture</u></b>	<b><u>Drawing and Painting</u></b>

Knowledge & Skills	<ul style="list-style-type: none"> <li>• Drawing can be used to represent people, places and objects in different ways.</li> <li>• There is a need to experiment with paint and its effects.</li> <li>• Working on a large scale does not necessarily mean working with a large piece of paper.</li> <li>• They can control the use of tools (thick and thin brushes) and their suitability for different tasks</li> <li>• The work of others throughout history has influenced what they see today</li> <li>• Explore the roles and purposes of artists (Paul Nash), craftspeople and designers working in different times and cultures.</li> <li>• Be able to select from a range of drawing tools and use with increased control to create a specific effect</li> <li>• Use paint skills to create a piece of work – using a combination of strokes of colours to create</li> <li>• Work from a variety of sources, inc. those researched independently.</li> <li>• Show an awareness of how paintings are created (composition) and what effect they can have.</li> <li>• The design process is a necessary starting point for sculpture</li> <li>• Materials have their limitations – clay can dry out easily and break</li> <li>• Sculpture may require different stages of completion.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing can be used to represent people, places and objects in different ways.</li> <li>• Drawing from life produces a more accurate representation of a moving figure.</li> <li>• Objects in a still life may be partially hidden to the eye.</li> <li>• There is a need to experiment with painting styles.</li> <li>• To develop skills in colour mixing it is necessary to consolidate prior knowledge.</li> <li>• Select from a range of drawing tools and use with increased control to create a specific effect - a distorted or blurred image.</li> <li>• Use drawing as a starting point that may, or may not, be taken forward into work with other media – designing, planning or producing a sketch.</li> <li>• To appreciate and understand the contribution of famous artists - Esther Mahlangu</li> <li>• Draw backgrounds and patterns that complement a piece of multiple media art.</li> <li>• Use paint skills to create a piece of work from the imagination.</li> <li>• Materials have limitations – (i.e clay will dry out and possibly crack)</li> <li>• Plan sculpture through drawing and other preparatory work.</li> <li>• To be able to use a colour wheel to create different tones and contrasting colours.</li> <li>• Use a flat brush to apply tones of paint in order to create a shaded effect.</li> <li>• Create original pieces that show a range of influences and styles</li> <li>• Recognise different functions of drawing and the purpose of drawing in the wider world and history.</li> <li>• Look at, and talk about, drawings from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of first hand observation, experience and imagination, and exploring ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>• The roles and purposes of artists (Charles Fazzino, Leonid Afremov), craftspeople and designers working in different times and cultures.</li> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>• Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>• Develop their own style of drawing through: line, tone, pattern, texture - will be able to use a palette knife to create a variety of textures in paint.</li> <li>• Develop their own style using tonal contrast and mixed media.</li> <li>• Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</li> <li>• Work in a sustained and independent way to develop their own style of artwork. This style may be through development of colour, tone and shade.</li> <li>• Purposely control the types of marks made and experiment with different textures and effects inc. blocking in colour, washes, thickened paint creating different textures.</li> <li>• Mix colours, shades and tones with confidence building on prior knowledge understanding which works well in their work and why.</li> <li>• Annotate work in sketch books.</li> </ul>
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Vocabulary	Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint Weight Still life Traditional Modern Abstract Composition Arrangement Complimentary Tonal Shading Line Shape Pose Position Proportion Balance	Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint Weight Still life Traditional Modern Abstract Imaginary Natural Made Inanimate Composition Arrangement Complimentary Tonal Shading	<b>Drawing:</b> Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight. <b>Painting:</b> Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.
Y5	<b><u>Autumn – Viking Art</u></b>  <b><u>Drawing and Sculpture</u></b>	<b><u>Spring - Greek Vases</u></b>  <b><u>Drawing, Painting and Sculpture</u></b>	<b><u>Summer - Inventors - Leonardo Da Vinci</u></b>  <b><u>Drawing</u></b>

- A variety of source material can be used for their work.
- Drawing can be used as a starting point that may be taken forward into work with other media.
- Certain colours and textures complement each other.
- Basic skills must be mastered and built upon in order to achieve a successful end result (a Viking piece of jewellery)
- To have an awareness of the potential limitations of the uses of materials (clay)
- Select and use materials to achieve a specific outcome.
- Work in a sustained and independent way from observation, experience and imagination.
- Use a variety of drawing tools (different grades of pencils) and media, using increased control.
- Recognise different functions of drawing and the purpose of drawing in the wider world and history.
- Look at, and talk about, drawings from other periods and cultures

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- Appreciate that different artists draw in different ways – each have their own style and technique depending on purpose and intent.
- There are different functions and purposes of drawing in the wider world.
- Begin to understand how particular styles, materials and methods express personal views within time periods.
- There are similarities and differences in the styles adopted by artists across a range of times and cultures, comparing DaVinci with other artists they have met previously.
- Use a choice of techniques to depict movement, perceptive, shadows and reflections
- Explore different pencil grades and experiment with paint application, colour and scale
- Sketch (lightly) before painting to combine line and colour
- Use the qualities of different paints to create visually interesting pieces
- Combine colours, tone and tints to enhance the mood of the piece
- Give details (including own sketches) about the style of notable artists, artisans and designers – DaVinci
- Show how the work of those studied was influential in both society and to other artists

Vocabulary	Viewpoint, Distance, Direction, Angle, Perspective, Bird's eye view, Alter, Modify, Interior, Exterior, Image, Subject, Expression, Personality, Realistic, Proportion, Surface texture, Balance, Scale, Transform, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment.	Viewpoint, Direction, Angle, Perspective, Alter, Modify, Interior, Exterior, Natural form, Image, Subject, Portrait, Traditional, Representational, Imaginary, Modern, Abstract, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Realistic, Proportion, Surface texture, Balance, Scale, Transform, Composition, Structure, Construct, Flexible, Pliable, Solid, Slip, Attachment.	Viewpoint, Direction, Angle, Perspective, Alter, Modify, Interior, Exterior, Natural form, Image, Subject, Portrait, Traditional, Representational, Imaginary, Modern, Abstract, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Realistic, Proportion background, mid-ground and foreground
Y4	<u><b>Autumn -Indian Art</b></u>  <u><b>Drawing, Painting, Sculpture and Printing</b></u>	<u><b>Spring - Still Life – Plant Art</b></u>  <u><b>Drawing, Painting and Sculpture</b></u>	<u><b>Summer - Famous Buildings Around the World</b></u>  <u><b>Drawing, Painting and Collage</b></u>

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| <ul style="list-style-type: none"> <li>• Understand that art and design has different roles within different cultures.</li> <li>• There are different functions of drawing and the purpose of drawing in the wider world, i.e. cultural importance and relevance</li> <li>• Different brush strokes can impact the finished painting.</li> <li>• Images can be collected, observed and used as inspiration</li> <li>• Prints may be altered by rotation, overlaying and adapting the original – using different colour, size, add texture.</li> <li>• Prints can be extended and continuous</li> <li>• The design process is a necessary starting part for any sculpture - using 2d form in sketchbooks.</li> <li>• Materials have very different qualities that may not always be appropriate for their work.</li> <li>• Understand the limitations of materials - clay will dry out and any unsecured attachments will fall off.</li> <li>• Annotate sketches to explain and elaborate ideas</li> <li>• Use shading to show light and shadow, and hatching and cross hatching to show tone and texture</li> <li>• Use paints in a variety of ways to produce different effects. E.g. sprinkling powder paint on a wash to create a water effect.</li> <li>• Use layers of two or more colours</li> <li>• Use precise repeating patterns</li> <li>• To work on their own and collaboratively with others, on projects and on different scales.</li> <li>• Explore and work from images from the natural and designed world to produce textured pieces, i.e within Indian culture.</li> </ul> | <ul style="list-style-type: none"> <li>• Drawing is a two dimensional representation of a three dimensional world</li> <li>• Drawing can be used as a starting point for other processes</li> <li>• Different brush strokes result in the impact of the finished painting.</li> <li>• Images can be collected and used as inspiration.</li> <li>• The design process is a necessary starting part for any sculpture.</li> <li>• Materials have very different qualities that may not always be appropriate for their work.</li> <li>• Make and match colours with increasing accuracy.</li> <li>• Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• Understand the limitations of materials - clay will dry out and any unsecured attachments will fall off.</li> <li>• Make informed choices in drawing inc. paper and media.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> <li>• Annotate sketches to explain and elaborate ideas</li> <li>• Use shading to show light and shadow</li> <li>• Use hatching and cross hatching to show tone and texture</li> <li>• Use watercolour paint to produce washes for backgrounds and then add the detail</li> <li>• Experiment with creating mood</li> <li>• Use clay and other mouldable materials</li> <li>• Include texture that conveys feelings, expression or movement</li> </ul> | <ul style="list-style-type: none"> <li>• working in different times and cultures -Sir Christopher Wren, Jørn Utzon and others in relation to the buildings and cultural sites listed.</li> <li>• Drawing is a two dimensional representation of a three dimensional world</li> <li>• Drawing can be used as a starting point for other processes and the design process is a necessary starting part for a piece of work.</li> <li>• Different brush strokes result in the impact of the finished painting.</li> <li>• Images can be collected and used as inspiration.</li> <li>• Inspiration for collage can be drawn from real life.</li> <li>• Colour and texture can be representational as well as realistic</li> <li>• Make informed choices in drawing inc. paper and media.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> <li>• Annotate sketches to explain and elaborate ideas</li> <li>• Use shading to show light and shadow and hatching and cross hatching to show tone and texture</li> <li>• Use watercolour paint to produce washes for backgrounds and then add the detail</li> <li>• Experiment with creating mood using different media and colours.</li> <li>• Make selections from a range of materials to suit a design purpose.</li> <li>• Include texture that conveys feelings, expression or movement</li> </ul> |
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Vocabulary	Mughal painting, Rajput painting, Mysore painting, Tanjore painting, Kangra painting, Madhubani painting and Pattachitra murals, miniatures, Plan Distance Direction Form Texture Tone Weight Pressure Portrait Past Present Appearance Character Personality Shape Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective	Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Past Present Appearance Character Personality Shape Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective	Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Past Present Appearance Character Personality Shape Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract
Y3	<b><u>Autumn - Stone Age art and investigating patterns.</u></b> <b><u>Drawing, Painting, Printing</u></b>	<b><u>Spring - Observational Figure Drawings</u></b> <b><u>Drawing and Painting</u></b>	<b><u>Summer - Roman Mosaics</u></b> <b><u>Sculpture</u></b>

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| <ul style="list-style-type: none"> <li>• To explore artists who use patterns in their work, Mondrian, Kandinsky (revise from Y1 unit Colour Creations and explore the different aspects of their work in relation to this topic) Haring, Klimt and Matisse.</li> <li>• Drawing can be used to plan and develop ideas and as a starting point for other processes – plans for models.</li> <li>• It is important to carefully observe when drawing from life, noting scale, shape and position of the original.</li> <li>• Objects look smaller in the background and some parts of the object may not be seen.</li> <li>• There is an appropriate vocabulary to describe the colour and consistency of paint and that paint is used in different ways for different effects</li> <li>• Scale can be altered to give a different effect.</li> <li>• Brushes must be used appropriately and looked after in order to obtain the best results.</li> <li>• Use different hardness of pencils to show line, tone and texture and to sketch lightly.</li> <li>• Represent objects with correct proportions considering perspective and scale.</li> <li>• With guidance, add revisions and detail to work as skills develop.</li> <li>• Make some independent decisions about colour using key vocabulary by mixing colours effectively</li> <li>• Use a number of brush techniques using thick and thin brushes, to produce shapes.</li> <li>• Begin to understand and identify complimentary colours and warm and cold colours.</li> </ul> | <ul style="list-style-type: none"> <li>• Drawing can be used to develop ideas and as a starting point for other processes.</li> <li>• It is important to carefully observe when drawing from a range of sources.</li> <li>• There is an appropriate vocabulary to describe the colour and consistency of paint.</li> <li>• Scale can be altered to give a different effect.</li> <li>• Brushes must be used appropriately and looked after in order to obtain the best results.</li> <li>• Mix a range of tones from limited colours and use a wider colour vocabulary – add white to red, blue or green to extend a range of tones.</li> <li>• Apply paint using thick and thin brushes utilising a range of techniques including colour washing, adding thick layers of paint to build textures and using the paint brush to create different effects like stippling or dotting.</li> <li>• Use different hardness of pencils to show line, tone and texture and to sketch lightly</li> <li>• Represent figures and objects with correct proportions</li> <li>• With guidance, add detail to work as skills develop over unit.</li> <li>• Make some independent decisions about colour</li> <li>• Begin to understand and identify complimentary colours and warm and cold colours.</li> <li>• Replicate some of the techniques observed in the examples given in lesson 1.</li> </ul> | <ul style="list-style-type: none"> <li>• Drawing can be used to plan and develop ideas and as a starting point for other processes – plans for models.</li> <li>• Increase control and knowledge of tools; their suitability for different tasks and how to store and care for them safely, (pencils, scissors, modelling tools)</li> <li>• Explore a range of sources (lesson 1) and use a variety of learnt approaches as they create ideas for 3D work.</li> <li>• With guidance, add revisions and detail to work as skills develop.</li> <li>• Use different hardness of pencils to show line, tone and texture and to sketch lightly forming the base of a design.</li> <li>• Use clay and other mouldable materials for a purpose – to discuss and observe how mosaics are made.</li> <li>• Work independently with a wider range of materials, mosaic tiles (if using), card, foam, adhesive.</li> <li>• Add materials to provide interesting detail based on original design.</li> </ul> |
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Vocabulary	Frame Position Boundary Label Line Symbol Practical Impractical Change Improve Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Foreground Middleground Imprint Impression Mould Background Surface Absorb Stencil Negative image Positive image	Content, subject and ideas; form, composition and arrangement; materials, processes and techniques, position, boundary, abstract, natural, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald, turquoise, watery, intense, strong, opaque, translucent, wash, tint shade, background, foreground and middle ground.	Mosaic, Roman, floor, tile, tessera/tesserae, interstices, glass, paper, design, pattern Viewpoint Detail Decoration Natural Form Two-dimensional Three-dimensional Tiles
Y2	<p><b><u>Autumn - Earth Art</u></b></p> <p><b><u>Earth Art</u></b></p>	<p><b><u>Spring</u></b></p> <p><b><u>Figure drawing developed into clay</u></b></p>	<p><b><u>Summer – Seaside Art</u></b></p> <p><b><u>Collage using papers, fabric materials, drift wood</u></b></p>

Knowledge	<ul style="list-style-type: none"> <li>• g can be used to develop ideas.</li> <li>• Drawing can be used as a starting point for other processes.</li> <li>• Ideas and feelings can be expressed and represented through painting.</li> <li>• Printed images are reproducible and appear on textiles, wallpaper etc.</li> <li>• Images can be made in a variety of way, not just drawn or painted.</li> <li>• Their own technical skills can be improved through self-evaluation.</li> <li>• There is a specific vocabulary relating to sculpture and 3D materials that can be used to compare and comment on different approaches.</li> <li>• Sculpture does not have to be permanent and may take place outside the classroom.</li> <li>• Recognise the variety of textiles in different times and cultures.</li> <li>• Identify methods used in the production of textiles.</li> <li>• Look at and talk about drawings from other periods and cultures</li> <li>• Understand that drawing and has different purposes in different cultures</li> <li>• Combine and manipulate materials to explore structure and form.</li> <li>• Makes experimental assemblages or sculptures on a large or small scale.</li> <li>• Experiment with combinations of materials.</li> <li>• Use scissors accurately to cut out shapes for attaching.</li> </ul> <p>Combine materials into a mixed media image.</p>	<p>Show that drawings can be used as a starting point for other processes.</p> <p>Children will observe and record proportions in relation to scale.</p> <p>Develop an understanding of specific vocabulary relating to sculpture and 3D materials that can be used to compare and comment on different approaches.</p> <p>Be able to evaluate their own work in terms of how they could change it and whether they feel it was successful or not.</p> <p>Draw things they see, know and remember and be able to do so confidently.</p> <p>Develop, and use expressively, an increasing range of marks, lines and patterns.</p> <p>Explore and experiment with scale.</p> <p>Use a wide variety and develop control over a range of media.</p> <p>Select from, arrange and mix a variety of drawing media.</p>	<p>Understand that visual ideas and images can be represented using different materials.</p> <p>To collect different materials to assemble and create images discussing possible uses of these materials for creating their seaside images.</p> <p>To understand the evaluation process. To describe what they like and what they would change next time. Mix materials to create texture Joining, positioning and manipulating materials with some independence</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc</p>
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Vocab	Nature, natural materials, manmade, environment, comparison, still life, sculpture, structure, construct, model, stone, curve, form, impress, texture, stencil layered favourite, Positive Negative Stencil Tearing Overlapping Layering Surface Torn Multiples Versions Direct prints Peeling Run Response Commercial abstract	Nature, manmade, environment, comparison, still life, sculpture, structure, construct, model, stone, curve, form, clay, impress, texture.	Mixed media, collage, layers, combine, opinion, horizon
Y1	<p><b><u>Autumn - Colour Creations</u></b></p> <p><b><u>Painting</u></b></p>	<p><b><u>Spring - Sparks and Flames</u></b></p> <p><b><u>Drawing, Painting and Sculpture</u></b></p>	<p><b><u>Summer - Self Portraits</u></b></p> <p><b><u>Drawing, Painting and Sculpture</u></b></p>

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| <ul style="list-style-type: none"> <li>• It is important to experiment with shades and tones to develop skills.</li> <li>• Ideas and feelings can be expressed through painting.</li> <li>• The colour and consistency of paint can be best described using appropriate vocabulary.</li> <li>• It is useful to talk about the work of the artists Mondrian and Kandinsky in relation to the topic.</li> <li>• Differences are valuable and all end products do not have to look the same.</li> <li>• Colours can be identified, grouped and categorised – primary and secondary colours.</li> <li>• Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>• Begin to explore the use of line, shape and colour</li> <li>• Use thick and thin brushes</li> <li>• Mix primary colours to make secondary</li> <li>• Mix paints from a limited range of colours to create different effects.</li> <li>• Combine materials and tools and enjoy how to achieve different effects</li> </ul> | <ul style="list-style-type: none"> <li>• Understand images can be created by using layers of materials.</li> <li>• Different effects and materials can be assembled to create images.</li> <li>• It is important to experiment with shades and tones to develop skills.</li> <li>• It is useful to talk about the work of the artist, Alexander Calder in relation to topic - (Calder's sculptures often use bright, primary colours and dynamic shapes. The movement of his sculptures can be seen as a visual representation of energy and excitement, which can be linked to the idea of sparks and flames).</li> <li>• Differences are valuable and all end products do not have to look the same.</li> <li>• Colours can be identified, grouped and categorised – primary and secondary colours.</li> <li>• Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>• Begin to explore the use of line, shape and colour.</li> <li>• Combining materials and tools and enjoy how to achieve different effects.</li> <li>• Use combination of materials that are cut, torn and glued.</li> <li>• Use scissors accurately to cut out shapes for attaching.</li> <li>• Create images from imagination, experience or observation to create a scene in keeping with topic.</li> <li>• Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that drawing can be used to develop ideas</li> <li>• Understand ideas and feelings can be expressed through drawing and painting.</li> <li>• Understand that the colour and consistency of paint can be best described using appropriate vocabulary.</li> <li>• See that it is useful to talk about the work of the artists, Holbein, Gainsborough, Cezanne and Vincent van Gogh and describe their work.</li> <li>• Accept that differences are valuable and all end products do not have to look the same.</li> <li>• Can use images and symbols to name and describe feelings.</li> <li>• Represent familiar objects by combining shapes.</li> <li>• Colour own work neatly following lines to add detail to artwork</li> <li>• Draw lines of different sizes and thickness</li> <li>• Use thick and thin brushes</li> <li>• Combine materials inc. pencils and pastels to achieve different effects.</li> <li>• Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>• Explore sculpture with a range of malleable media, especially clay</li> <li>• Change the surface of a malleable material.</li> <li>• Understand the safety and basic care of materials and tools</li> </ul> |
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Vocabulary	Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, charcoal, coloured pencil, drawing pencil, charcoal, pastel, felt tip pen, Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade e.g. different shades of red, green, blue, yellow Bright, complimentary	Foreground Middle Ground Background Colour Pattern Shape Texture Glue Stick Scissors Layer	Compare and contrast self portraits, different, like, dislike, similar Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Mirror image Nature Made environment Charcoal Coloured pencil Drawing pencil Felt tip pen Marker Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade e.g. different shades of red, green, blue, yellow Bright Model Cut Stick Fold Bend Attach Assemble						
Reception Nursery	<div>Expressive Arts and Design – Exploring Media and Materials - Art</div> <table><tr><th>EYFS Development Bands</th><th>Key Learning</th><th>Vocabulary</th></tr><tr><td><b>Birth To Five Matters</b>  <b>Range 3</b> <b>Creating with materials</b> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression  Notices and becomes interested in the transformative effect of their action on materials and resources  Understand that young children’s creative and expressive processes are part of their development of thinking and communicating as well as being important in their own right.</td><td><u>Observation</u> – look closely at the world through real experiences, objects and artefacts, in natural and made environments.  <u>Communication</u> – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch and feel.  <u>Aesthetic Awareness</u> – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.  <u>Physical Skill</u> – manipulate and control a range of tools and equipment for different purposes.  <u>Art Processes and Techniques</u> – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.</td><td>See, hear, smell, touch, natural, manmade, artefacts, texture, shape, colour, pattern, size, features, painting, drawing, collage, sculpture, tools, materials, printing, clay, model, tone, form, line, space, adaptations, refine, floor, easel, tables, walls, appreciation, artists, craft, mix, pressing, dabbing, fabric, hard, soft, apron, pallet, brushes, pastels, water colours, rollers, tint, brush strokes, thick, gentle, twirl, spread, firm, shade, contrast, mono tones, pressure, pinch, flatten, twist, roll, bend, 2d, 3d</td></tr></table>			EYFS Development Bands	Key Learning	Vocabulary	<b>Birth To Five Matters</b>  <b>Range 3</b> <b>Creating with materials</b> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression  Notices and becomes interested in the transformative effect of their action on materials and resources  Understand that young children’s creative and expressive processes are part of their development of thinking and communicating as well as being important in their own right.	<u>Observation</u> – look closely at the world through real experiences, objects and artefacts, in natural and made environments.  <u>Communication</u> – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch and feel.  <u>Aesthetic Awareness</u> – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.  <u>Physical Skill</u> – manipulate and control a range of tools and equipment for different purposes.  <u>Art Processes and Techniques</u> – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.	See, hear, smell, touch, natural, manmade, artefacts, texture, shape, colour, pattern, size, features, painting, drawing, collage, sculpture, tools, materials, printing, clay, model, tone, form, line, space, adaptations, refine, floor, easel, tables, walls, appreciation, artists, craft, mix, pressing, dabbing, fabric, hard, soft, apron, pallet, brushes, pastels, water colours, rollers, tint, brush strokes, thick, gentle, twirl, spread, firm, shade, contrast, mono tones, pressure, pinch, flatten, twist, roll, bend, 2d, 3d
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	<p>Become familiar with the properties and characteristics of materials and tools.</p> <p>Observe, analyse and document the processes involved in a child's creative and expressive processes, to support greater understanding, inform planning and share with families, carers, and other professionals.</p> <p><b>Range 4</b> Creating with materials</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas Being imaginative and expressive</p> <p>Uses everyday materials to explore, understand and represent his world – his ideas, interests and fascinations</p> <p><b>Range 5</b></p> <ul style="list-style-type: none"> <li>• Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> </ul>	<p><u>Evaluation</u> – talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.</p>	
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	<ul style="list-style-type: none"><li>• Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li><li>• Uses tools for a purpose</li></ul> <p>Range 6</p> <ul style="list-style-type: none"><li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li><li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li><li>• Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</li></ul> <p><b>Statutory Framework Early years Foundation Stage Curriculum 2021</b></p> <p>Statutory 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.</p>		
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