

Art (CUSP) – Expressive Art and Design, Physical Development

Fine Motor Skills ELG

- Use a range of small tools, including scissors and paintbrushes.
- Begin to show accuracy and care when drawing.

Creating with Materials ELG

- 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.

Pre-Reception	Reception	EYFS Vocabulary	EYFS End Points- to access Year 1 Curriculum	Year 1 Curriculum CUSP
<ul style="list-style-type: none"> - Mark make using a range of tools such as crayons, pencils, paint brushes, dabbers etc. - Explore the craft area in provision using a range of different tools - Engage in adult-led crafts 	<ul style="list-style-type: none"> - Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel. - Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. - Know what colour they want to represent and how to mix primary colours get to their chosen colour. - Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint in continuous provision. - Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. - Accurately use a paint brush (appropriate grip). - When drawing themselves, represent all of the different face / body parts - Share their creations explaining the process they have used, e.g. colours, fixings and materials using mostly accurate vocabulary. 	<ul style="list-style-type: none"> - Pencil - Paintbrush - Wax crayon - Pencil crayon - Chalk - Pastel -Line - Mark making - Colour - Primary colours - Warm colour - Cool colour - Colour mixing - Shape - Pattern - Paper - String - Model 	<ul style="list-style-type: none"> - know that pencils and other tools and mediums make marks on paper. - know the names the primary colours and know that these cannot be mixed. - know that holding a paintbrush and a pencil closer to the point gives more control of mark-marking - know that paint, sometimes mixed, to fill in initial shapes. - know to choose colours that are appropriate for the subject being painted eg. Green for grass, blue for sea/sky - know which primary colours to mix to get secondary colours 	<p>Autumn:</p> <ul style="list-style-type: none"> - Drawing - Painting <p>Spring:</p> <ul style="list-style-type: none"> - Printmaking - Textiles <p>Summer:</p> <ul style="list-style-type: none"> - 3D - Collage



	<ul style="list-style-type: none"> - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Say what works well / why they are proud / pleased about their creation and what they might do to make it even better. - Create collaboratively, sharing ideas, resources and skills. - Talk about colours, shapes, patterns and texture in different pieces of art. 			
<p>EYFS to Year 1 transition:</p> <p>When children start with us in reception, they make a self-portrait based on their own appearance. We use this as our baseline assessment for Expressive Arts and Design and continue to use it to check progression. This allows us to work on representation, pencil grip, shapes etc. if needed. Reception children have open access to the paint station and crafting area with prompt around for mixing colour as we only provide primary colours. At the start of the year, adults model mixing paints and we have checkpoints throughout the year. When children paint in provision, we have high quality discussion around the colours they have used and how they got to that point. The children are also exposed to many different textures for model in the crafting area where they mould and use different materials to build models. This links to our Year 1 art curriculum with our painting unit focussing on primary colours and drawing on different materials in the Autumn term.</p>				