

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

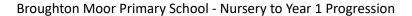
Fine Motor Skills ELG

- 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
- Mark make using a range of	- Accurately use a range of small tools - scissors, cutlery,	- Pencil	- know that pencils and other	Autumn:
tools such as crayons, pencils,	stapler, hole punch, trowel.	- Paintbrush	tools and mediums make	- Drawing
paint brushes, dabbers etc.	- Use a range of fixings explaining choices – staples /	- Wax crayon	marks on paper.	- Painting
- Explore the craft area in	stapler, hole punch, treasury tags, split pins, different glues,	- Pencil crayon	- know the names the primary	
provision using a range of	Sellotape, masking tape.	- Chalk	colours and know that these	Spring:
different tools	- Know what colour they want to represent and how to mix	- Pastel	cannot be mixed.	- Printmaking
- Engage in adult-led crafts	primary colours get to their chosen colour.	-Line	- know that holding a	- Textiles
	- Self-select different types of paint for a purpose, e.g.	- Mark making	paintbrush and a pencil closer	
	ready mix, watercolour, powder paint in continuous	- Colour	to the point gives more	Summer:
	provision.	- Primary colours	control of mark-marking	- 3D
	- Self-select different tools for painting linked to purpose,	- Warm colour	- know that paint, sometimes	- Collage
	e.g. brushes, sponges, rollers.	- Cool colour	mixed, to fill in initial shapes.	
	- Accurately use a paint brush (appropriate grip).	- Colour mixing	- know to choose colours that	
	- When drawing themselves, represent all of the different	- Shape	are appropriate for the subject	
	face / body parts	- Pattern	being painted eg. Green for	
	- Share their creations explaining the process they have	- Paper	grass, blue for sea/sky	
	used, e.g. colours, fixings and materials using mostly	- String	- know which primary colours	
	accurate vocabulary.	- Model	to mix to get secondary	
			colours	





- Return to and build on their previous	earning, refining		
ideas and developing their ability to rep	resent them.		
- Say what works well / why they are pr	oud / pleased about		
their creation and what they might do t	o make it even		
better.			
- Create collaboratively, sharing ideas, r	esources and skills.		
- Talk about colours, shapes, patterns a	nd texture in		
different pieces of art.			

EYFS to Year 1 transition:

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.