

	EYFS EAD Expressive arts and Design Birth to Five Matters	KS1 Year 1 & 2	KS2 Lower Year 3 & 4	KS2 Upper Year 5 & 6
Art movements to be studied		<ul style="list-style-type: none"> Abstract art Surrealism 	<ul style="list-style-type: none"> Impressionism Cubism 	<ul style="list-style-type: none"> Pop art Graffiti art
Developing ideas	<p>Reception Range 5/6</p> <ul style="list-style-type: none"> 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. (Creating with materials) <p>Nursery Range 4</p> <ul style="list-style-type: none"> Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations (Being imaginative and expressive) <p>ELG</p> <ul style="list-style-type: none"> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Creating with materials)</i> 	<ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artworks using visual language 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketch book Use the qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language
Drawing	<p>Nursery Range 4</p> <ul style="list-style-type: none"> Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects (Creating with materials) <p>Reception Range 5/6</p> <ul style="list-style-type: none"> 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 (Creating with materials) 	<ul style="list-style-type: none"> Draw lines of different sizes and thickness Draw on different surfaces with a range of media Show pattern and texture by adding dots and lines Show different tones by using coloured pencils Experiment with viewfinders Draw on a large and small scale Combine drawing media to achieve different effects 	<ul style="list-style-type: none"> Use different drawing pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Use hatching and cross hatching to show tone and texture Begin to show an awareness of objects having a third dimension Show an ability to represent objects with the correct proportions 	<ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Use lines to represent movement
Painting	<p>Nursery Range 4</p> <ul style="list-style-type: none"> Enjoys and responds to playing with colour in a variety of ways, for example combining colours (Creating with materials) <p>Reception Range 5/6</p> <ul style="list-style-type: none"> Continues to explore colour and how colours can be changed (Creating with materials) 	<ul style="list-style-type: none"> Use thick and thin brushes and explore different ways of using them Mix primary colours to make secondary Add white to colours to make tints and black to colours to make tones Create colour wheels Experiment with different paints and adding water Work on different scales 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paints to produce washes for backgrounds then add detail Experiment with creating mood with colour Work on a range of scales 	<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists

Sculpture	<p>Nursery Range 4</p> <ul style="list-style-type: none"> • Uses 3D and 2D structures to explore materials and/or to express ideas (Creating with materials) <p>Reception Range 5/6</p> <ul style="list-style-type: none"> • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces (Creating with materials) • Uses tools for a purpose (Creating with materials) 	<ul style="list-style-type: none"> • Use a combination of shapes • Include lines and texture • Use rolled up paper, straws, paper, card and clay as materials • Use techniques such as rolling, cutting, moulding and carving • Experiment with constructing and joining 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) • Include texture that conveys feelings, expression or movement • Use clay and other mouldable materials • Add materials to provide interesting detail • Create surface patterns and textures in malleable material • Scale up designs and work in groups to make life size structures 	<ul style="list-style-type: none"> • Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations • Use tools to carve and add shapes, texture and pattern • Combine visual and tactile qualities • Use frameworks (such as wire or moulds) to provide stability and form • Work in groups on a variety of scales
Printing		<ul style="list-style-type: none"> • Use repeating or overlapping shapes and patterns • Mimic print from the environment (e.g. wallpapers) • Use objects to create prints (e.g. fruit, vegetables or sponges) • Press, roll, rub and stamp to make prints 	<ul style="list-style-type: none"> • Use layers of two or more colours • Replicate patterns observed in natural or built environments • Make printing blocks (e.g. from string glued to a block) • Make precise repeating patterns 	<ul style="list-style-type: none"> • Build up layers of colours • Create an accurate pattern, showing fine detail • Use a range of visual elements to reflect the purpose of the work • Compare their pattern making with a variety of printmakers
Collage		<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued • Sort and arrange materials on different backgrounds • Mix materials to create texture • Work on different scales 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage • Use collage as a means of collecting ideas and information and building a visual vocabulary 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned) • Combine visual and tactile qualities • Use ceramic mosaic materials and techniques
Textiles		<ul style="list-style-type: none"> • Use weaving to create a pattern • Join materials using glue and/or a stitch • Use plaiting • Use dip dye techniques • Match and sort fabrics and threads for colour, texture, length, size and shape 	<ul style="list-style-type: none"> • Shape and stitch materials • Use basic cross stitch and back stitch • Colour fabric • Create weavings • Quilt, pad and gather fabric 	<ul style="list-style-type: none"> • Show precision in techniques • Choose from a range of stitching techniques • Combine previously learned techniques to create pieces
Digital Media		<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations)
Take inspiration from the greats (classic and modern)	<p>ELG</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used (Creating with materials) 	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers • Use some of the ideas of artists studies to create pieces 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans, designers and architects • Show how the work of those studied was influential in both society and to other artists • Create original pieces that show a range of influences and styles