



Art and Design



Early Learning Goals

Expressive Art and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Physical Development

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

	Before starting Reception, children should:	During Reception, the children will learn to:	By the end of Reception, children should:
Expressive art and design	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> 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.
Physical development	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Understanding the World	<ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. 	<p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants.

National Curriculum Expectations:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

	By the end of Year 2	By the end of Year 4	By the end of Year 6
	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas 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] About great artists, architects and designers in history. 	

Exploring and Developing Ideas	<ul style="list-style-type: none"> I can respond positively to ideas and starting points; I can explore ideas and collect information; I can describe differences and similarities and make links to their own work; I can try different materials and methods to improve; <p>Key vocabulary: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<ul style="list-style-type: none"> I can use sketchbooks to record ideas; I can explore ideas from first-hand observations; I can question and make observations about starting points, and respond positively to suggestions; I can adapt and refine ideas; <p>Key vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<ul style="list-style-type: none"> I can review and revisit ideas in their sketchbooks; I can offer feedback using technical vocabulary; I can think critically about their art and design work; I can use digital technology as sources for developing ideas; <p>Key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>
Drawing	<ul style="list-style-type: none"> I can draw lines of varying thickness; I can use dots and lines to demonstrate pattern and texture; I can use different materials to draw, for example pastels, chalk, felt tips; <p>Key vocabulary: line drawing, detail, pastels, drawings, line, bold, size, space.</p>	<ul style="list-style-type: none"> I can experiment with showing line, tone and texture with different hardness of pencils; I can use shading to show light and shadow effects; I can use different materials to draw, e.g. pastels, chalk, felt tips; I can show an awareness of space when drawing; <p>Key vocabulary: light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<ul style="list-style-type: none"> I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; I can depict movement and perspective in drawings; I can use a variety of tools and select the most appropriate; <p>Key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>
Painting	<ul style="list-style-type: none"> I can name the primary and secondary colours; I can experiment with different brushes (including brushstrokes) and other painting tools; I can mix primary colours to make secondary colours; I can add white and black to alter tints and shades; <p>Key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<ul style="list-style-type: none"> I can use varied brush techniques to create shapes, textures, patterns and lines; I can mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; I can create different textures and effects with paint; <p>Key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone.</p>	<ul style="list-style-type: none"> I can create a colour palette, demonstrating mixing techniques; I can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; <p>Key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour.</p>

Sculpture	<ul style="list-style-type: none"> I can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; I can use a variety of techniques, e.g. rolling, cutting, pinching; I can use a variety of shapes, including lines and texture; <p>Key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<ul style="list-style-type: none"> I can cut, make and combine shapes to create recognisable forms; I can use clay and other malleable materials and practise joining techniques; I can add materials to the sculpture to create detail; <p>Key vocabulary: rectangular, concrete, terrace, architect, 2D shape, shape, form, shadow, light.</p>	<ul style="list-style-type: none"> I can plan and design a sculpture; I can use tools and materials to carve, add shape, add texture and pattern; I can develop cutting and joining skills, e.g. using wire, coils, slabs and slips; I can use materials other than clay to create a 3D sculpture; <p>Key vocabulary: form, structure, texture, shape, mark, soft, join.</p>
Collage	<ul style="list-style-type: none"> I can use a combination of materials that have been cut, torn and glued; I can sort and arrange materials; I can add texture by mixing materials; <p>Key vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<ul style="list-style-type: none"> I can select colours and materials to create effect, giving reasons for their choices; I can refine work as they go to ensure precision; I can learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; <p>Key vocabulary: texture, shape, form, pattern, mosaic.</p>	<ul style="list-style-type: none"> I can add collage to a painted or printed background; I can create and arrange accurate patterns; I can use a range of mixed media; I can plan and design a collage; <p>Key vocabulary: shape, form, arrange, fix.</p>
Printing	<ul style="list-style-type: none"> I can copy an original print; I can use a variety of materials, e.g. sponges, fruit, blocks; I can demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; <p>Key vocabulary: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<ul style="list-style-type: none"> I can use more than one colour to layer in a print; I can replicate patterns from observations; I can make printing blocks; I can make repeated patterns with precision; <p>Key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<ul style="list-style-type: none"> I can design and create printing blocks/tiles; I can develop techniques in mono, block and relief printing; I can create and arrange accurate patterns; <p>Key vocabulary: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>
Work of Other Artists	<ul style="list-style-type: none"> I can describe the work of famous, notable artists and designers; I can express an opinion on the work of famous, notable artists; I can use inspiration from famous, notable artists to create their own work and compare; <p>Key artists: Kandinsky, William Morris, Michelle Reader, L S Lowry, George Seurat, Jean Metzinger</p>	<ul style="list-style-type: none"> I can use inspiration from famous artists to replicate a piece of work; I can reflect upon their work inspired by a famous notable artist and the development of their art skills; I can express an opinion on the work of famous, notable artists and refer to techniques and effect; <p>Key artists: Paul Cezanne, Andy Goldsworthy Shen Zhou, Frida Kahlo</p>	<ul style="list-style-type: none"> I can give detailed observations about notable artists', artisans' and designers' work; I can offer facts about notable artists', artisans' and designers' lives; <p>Key artists: Richard Symonds, Claude Monet, Orla Gori, Charles Fazzino, Anthony Gormley, Annagret Soltau, Derek Gores</p>