

Exploring & Developing Ideas						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expressive Arts and Design is one of the seven areas of the Early Years Foundation Stage and is used to develop each child's imagination, creativity and their ability to explore, play and use a wide selection of media and materials. Children do this in a variety of ways including playing with colours, textures and design and through learning how to use tools and basic techniques, which can be built upon as they progress throughout our school. In Reception, by providing opportunities and encouragement, the children are able to represent, understand and share their thoughts, ideas, and feelings through a range of art activities.	Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. Children produce creative work, exploring their ideas and recording experiences.		Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children create sketchbooks to record their observations and use them to review and revisit ideas.		Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve. Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children create sketchbooks to record their observations and use them to review and revisit ideas.	
Children manipulate materials to achieve a planned effect. (Exploring Media & Materials - 40-60)	Children can respond positively to ideas and starting points.		Children can use sketchbooks to record ideas.		Children can review and revisit ideas in their sketchbooks.	
Children construct with a purpose in mind, using a variety of resources. (Exploring Media & Materials - 40-60)	Children can explore ideas and collect information.		Children can explore ideas from first-hand observations.		Children can offer feedback using technical vocabulary.	
Children select the appropriate resources and adapt work where necessary. (Exploring Media & Materials - 40-60)	Children can describe differences and similarities and make links to their own work.		Children can question and make observations about starting points, and respond positively to suggestions.		Children can think critically about their art and design work.	
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Exploring Media & Materials - ELG)	Children can try different materials and methods to improve.		Children can adapt and refine ideas.		Children can use digital technology as sources for developing ideas.	
Children develop a preference for forms of expression. (Being Imaginative - 30-50)	Children can use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.		Children can use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.		Children can use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.	
Children capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. (Being Imaginative - 30-50)						
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. (Being Imaginative - ELG)						
Children represent their own ideas, thoughts and feelings through art. (Being Imaginative - ELG)						

Drawing							
Reception	Y1	Y2	Y3	Y4	Y5	Y6	
Expressive Arts and Design is one of the seven areas of the Early Years Foundation Stage and is used to develop each child's imagination, creativity and their ability to explore, play and use a wide selection of media and materials. Children do this in a variety of ways including playing with colours, textures and design and through learning how to use tools and basic techniques, which can be built upon as they progress throughout our school. In Reception, by providing opportunities and encouragement, the children are able to represent, understand and share their thoughts, ideas, and feelings through a range of art activities.	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. Children become proficient in drawing techniques. Children use drawing to develop and share their ideas, experiences and imagination.		Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. Children become proficient in drawing techniques. Children improve their mastery of art and design techniques, including drawing, with a range of materials.		Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. Children become proficient in drawing techniques. Children improve their mastery of art and design techniques, including drawing, with a range of materials.		
Children draw lines and circles using gross motor movements. (Moving & Handling - 30-50)	Children can draw lines of varying thickness.		Children can experiment with showing line, tone and texture with different hardness of pencils.		Children can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.		
Children hold pencils between thumb and two fingers, no longer using whole-hand grasp. (Moving & Handling - 30-50)	Children can use dots and lines to demonstrate pattern and texture.		Children can use shading to show light and shadow effects.		Children can depict movement and perspective in drawings.		
Children hold pencil near point between first two fingers and thumb and uses it with good control. (Moving & Handling - 30-50)	Children can use different materials to draw, for example pastels, chalk, felt tips.		Children can use different materials to draw, e.g. pastels, chalk, felt tips.		Children can use a variety of tools and select the most appropriate.		
Children handle equipment and tools effectively, including pencils. (Moving & Handling - ELG)	Children can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.		Children can show an awareness of space when drawing.		Children can use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.		
Children choose particular colours to use for a purpose. (Being Imaginative - 40-60)			Children can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.				
Children create simple representations of events, people and objects. (Being Imaginative - 40-60)							
Children represent their own ideas, thoughts and feelings through art. (Being Imaginative - ELG)							

Painting						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expressive Arts and Design is one of the seven areas of the Early Years Foundation Stage and is used to develop each child's imagination, creativity and their ability to explore, play and use a wide selection of media and materials. Children do this in a variety of ways including playing with colours, textures and design and through learning how to use tools and basic techniques, which can be built upon as they progress throughout our school. In Reception, by providing opportunities and encouragement, the children are able to represent, understand and share their thoughts, ideas, and feelings through a range of art activities.	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.  Children become proficient in painting techniques. Children use painting to develop and share their ideas, experiences and imagination.		Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. Children become proficient in painting techniques. Children improve their mastery of art and design techniques, including painting with a range of materials.		Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. Children become proficient in painting techniques. Children improve their mastery of art and design techniques, including painting with a range of materials.	
Children explore colour and how colours can be changed. (Exploring Media & Materials - 30-50)	Children can name the primary and secondary colours.		Children can use varied brush techniques to create shapes, textures, patterns and lines.		Children can create a colour palette, demonstrating mixing techniques.	
Children explore what happens when they mix colours. (Exploring Media & Materials - 40-60)	Children can experiment with different brushes (including brushstrokes) and other painting tools.		Children can mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.		Children can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.	
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour. (Exploring Media & Materials - ELG)	Children can mix primary colours to make secondary colours;		Children can create different textures and effects with paint.		Children can use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	
Children capture experiences and responses with a range of media, such as paint. (Being Imaginative - 30-50)	Children can add white and black to alter tints and shades.		Children can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.			
Children choose particular colours to use for a purpose. (Being Imaginative - 40-60)	Children can use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.					
Children create simple representations of events, people and objects. (Being Imaginative - 40-60)						
Children represent their own ideas, thoughts and feelings through art. (Being Imaginative - ELG)						

Printing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reception						
Expressive Arts and Design is one of the seven areas of the Early Years Foundation Stage and is used to develop each child's imagination, creativity and their ability to explore, play and use a wide selection of media and materials. Children do this in a variety of ways including playing with colours, textures and design and through learning how to use tools and basic techniques, which can be built upon as they progress throughout our school. In Reception, by providing opportunities and encouragement, the children are able to represent, understand and share their thoughts, ideas, and feelings through a range of art activities.	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. Children become proficient in other art, craft and design techniques – printing. Children develop a wide range of art and design techniques in using colour and texture.		Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. Children improve their mastery of art and design techniques with a range of materials – printing.		Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. Children improve their mastery of art and design techniques with a range of materials – printing.	
Children use one-handed tools and equipment, e.g. rollers, stamps, sponges. (Moving & Handling - 30-50)	Children can copy an original print.		Children can use more than one colour to layer in a print.		Children can design and create printing blocks/tiles.	
Children handle tools and objects safely and with increasing control. (Moving & Handling - 40-60)	Children can use a variety of materials, e.g. sponges, fruit, blocks.		Children can replicate patterns from observations.		Children can develop techniques in mono, block and relief printing.	
Children handle equipment and tools effectively. (Moving & Handling - ELG)	Children can demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.		Children can make printing blocks.		Children can create and arrange accurate patterns.	
Children manipulate materials to achieve a planned effect. (Exploring Media & Materials - 40-60)	Children can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.		Children can make repeated patterns with precision.		Children can use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.	
Children use simple tools and techniques competently and appropriately. (Exploring Media & Materials - 40-60)			Children can use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.			
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Exploring Media & Materials - ELG)						

Collage						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
Expressive Arts and Design is one of the seven areas of the Early Years Foundation Stage and is used to develop each child's imagination, creativity and their ability to explore, play and use a wide selection of media and materials. Children do this in a variety of ways including playing with colours, textures and design and through learning how to use tools and basic techniques, which can be built upon as they progress throughout our school. In Reception, by providing opportunities and encouragement, the children are able to represent, understand and share their thoughts, ideas, and feelings through a range of art activities.	Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. Children become proficient in other art, craft and design techniques – collage. Children develop a wide range of art and design techniques in using texture, line, shape, form and space.		Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. Children improve their mastery of art and design techniques with a range of materials – collage.		Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. Children improve their mastery of art and design techniques with a range of materials – collage.	
Children begin to be interested in and describe the texture of things. (Exploring Media & Materials - 30-50)	Children can use a combination of materials that have been cut, torn and glued.		Children can select colours and materials to create effect, giving reasons for their choices.		Children can add collage to a painted or printed background.	
Children experiment to create different textures. (Exploring Media & Materials - 40-60)	Children can sort and arrange materials.		Children can refine work as they go to ensure precision.		Children can create and arrange accurate patterns.	
Children understand that different media can be combined to create new effects. (Exploring Media & Materials - 40-60)	Children can add texture by mixing materials.		Children can learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.		Children can use a range of mixed media.	
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Exploring Media & Materials - ELG)	Children can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.		Children can use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.		Children can plan and design a collage.	
Children create simple representations of events, people and objects. (Being Imaginative - 40-60)					Children can use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.	
Children choose particular colours to use for a purpose. (Being Imaginative - 40-60)						
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. (Being Imaginative - ELG)						
Children represent their own ideas, thoughts and feelings through art. (Being Imaginative - ELG)						



Sculpture / 3D						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
Expressive Arts and Design is one of the seven areas of the Early Years Foundation Stage and is used to develop each child's imagination, creativity and their ability to explore, play and use a wide selection of media and materials. Children do this in a variety of ways including playing with colours, textures and design and through learning how to use tools and basic techniques, which can be built upon as they progress throughout our school. In Reception, by providing opportunities and encouragement, the children are able to represent, understand and share their thoughts, ideas, and feelings through a range of art activities.	Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. Children become proficient in sculpting techniques. Children use sculpture to develop and share their ideas, experiences and imagination.		Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. Children become proficient in sculpting techniques. Children improve their mastery of art and design techniques, including sculpting with a range of materials.		Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. Children become proficient in sculpting techniques. Children improve their mastery of art and design techniques, including sculpting with a range of materials.	
Handles tools, objects, construction and malleable materials safely and with increasing control. (Moving & Handling - 30-50)	Children can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.		Children can cut, make and combine shapes to create recognisable forms.		Children can plan and design a sculpture.	
Children construct with a purpose in mind, using a variety of resources. (Exploring Media & Materials - 30-50)	Children can use a variety of techniques, e.g. rolling, cutting, pinching.		Children can use clay and other malleable materials and practise joining techniques.		Children can use tools and materials to carve, add shape, add texture and pattern.	
Children manipulate materials to achieve a planned effect. (Exploring Media & Materials - 30-50)	Children can use a variety of shapes, including lines and texture.		Children can add materials to the sculpture to create detail.		Children can develop cutting and joining skills, e.g. using wire, coils, slabs and slips.	
Children use simple tools and techniques competently and appropriately. (Exploring Media & Materials - 40-60)	Children can use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.		Children can use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.		Children can use materials other than clay to create a 3D sculpture.	
Children select the appropriate resources and adapt work where necessary. (Exploring Media & Materials - 40-60)						Children can use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Children select tools and techniques needed to shape, assemble and join materials they are using. (Exploring Media & Materials - 40-60)						
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Exploring Media & Materials - ELG)						
Children create simple representations of events, people and objects. (Being Imaginative - 40-60)						
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. (Being Imaginative - ELG)						
Children represent their own ideas, thoughts and feelings through art. (Being Imaginative - ELG)						

Textiles							
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Expressive Arts and Design is one of the seven areas of the Early Years Foundation Stage and is used to develop each child's imagination, creativity and their ability to explore, play and use a wide selection of media and materials. Children do this in a variety of ways including playing with colours, textures and design and through learning how to use tools and basic techniques, which can be built upon as they progress throughout our school. In Reception, by providing opportunities and encouragement, the children are able to represent, understand and share their thoughts, ideas, and feelings through a range of art activities.</p>	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect. Children become proficient in other art, craft and design techniques – textiles. Children develop a wide range of art and design techniques in using colour, pattern and texture.</p>		<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. Children improve their mastery of art and design techniques with a range of materials – textiles.</p>		<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. Children improve their mastery of art and design techniques with a range of materials – textiles.</p>		
	<p>Children can show pattern by weaving.</p>		<p>Children can select appropriate materials, giving reasons.</p>		<p>Children can experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</p>		
	<p>Children can use a dyeing technique to alter a textile's colour and pattern.</p>		<p>Children can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p>		<p>Children can add decoration to create effect.</p>		
<p>Children begin to be interested in and describe the texture of things. (Exploring Media &amp; Materials - 30-50)</p>	<p>Children can decorate textiles with glue or stitching, to add colour and detail.</p>		<p>Children can develop skills in stitching, cutting and joining.</p>		<p>Children can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p>		
	<p>Children can use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>		<p>Children can use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>				

Work of other Artists						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. Children understand 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.		Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. Children learn about great artists, architects and designers in history.		Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. Children learn about great artists, architects and designers in history.	
	Children can describe the work of famous, notable artists and designers.		Children can use inspiration from famous artists to replicate a piece of work.		Children can give detailed observations about notable artists', artisans' and designers' work.	
	Children can express an opinion on the work of famous, notable artists.		Children can reflect upon their work inspired by a famous notable artist and the development of their art skills.		Children can offer facts about notable artists', artisans' and designers' lives.	
	Children can use inspiration from famous, notable artists to create their own work and compare.		Children can express an opinion on the work of famous, notable artists and refer to techniques and effect.		Children can use key vocabulary to demonstrate knowledge and understanding in this strand: eg, Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.	
	Children can use key vocabulary to demonstrate knowledge and understanding in this strand: eg, Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.		Children can use key vocabulary to demonstrate knowledge and understanding in this strand: eg, Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, —John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.			