



Art & Design Curriculum



Early Years Foundation Stage

Expressive arts and design

	Children will be learning to...	Examples of how to support this...
Birth – three	Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for babies and young children to explore.
	<p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>Stimulate babies’ and toddlers’ early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • invite them to submerge their fingers in cornflour • play with a stick in the mud • place hands and feet in paint • use tablets or computers • introduce colour names
	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>Stimulate young children’s interest in modelling.</p> <p>Suggestions: provide a wide range of found materials (‘junk’) as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered.</p> <p>Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them.</p>
3 & 4-year olds	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Offer opportunities to explore scale.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, tabletop or easel <p>Listen and understand what children want to create before offering suggestions.</p>



		<p>Provide a selection of small and large loose parts for the children to explore. Model how to use these parts to create patterns and representations. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</p> <p>Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.</p>
	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.</p> <p>Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”</p> <p>Give value to the process of creation, not just the finished product (process over product.)</p> <p>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.</p>
<p>Reception</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>



		<p>Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</p> <p>Continue to provide access to loose parts with an emphasis on process rather than product art.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p>
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Early Learning Goal: Creating with Materials

Children at the expected level of development will:

- 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.*



Key Stage 1

Purpose of study

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.

Art & Design		
	Drawing & Painting, 3D/Collage/Textiles, Printing/Photography	Evaluating
Year 1	<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 	<ul style="list-style-type: none"> 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

	Drawing & Painting	3D/Collage/Textiles	Printing/Photography	Evaluating
	<ul style="list-style-type: none"> Use a variety of tools and resources correctly (e.g. loading, washing and storing paintbrushes) Uses lines to represent objects seen, remembered or imagined. Explores tone using different grades of pencil pastel and chalk. Experiments with and enjoys mixing colour. Creates patterns using different tools and colours. 	<ul style="list-style-type: none"> Becoming more aware of the feel, form, texture and pattern of various materials. Experiments with a purpose using basic tools on a range of materials. Engages in more complex activities e.g. cutting and sewing a range of materials. Has an idea of adhesives and decides which might be the most effective for the task. Uses loose parts to explore form, pattern, colour and shape. 	<ul style="list-style-type: none"> Is aware that there are famous or specialist photographers. Develops an awareness of scale, perspective, movement and colour in photography. Extends repeating patterns – overlapping, using two contrasting colours etc. Explores and recreates patterns and texture with a range of materials e.g. sponges, leaves or fruit. 	<ul style="list-style-type: none"> Say what they like about their own or another child’s work. Identify how their own or their peers work makes them feel. Identify what they would like to change and develop about their work. Talk about the process, not just the finished product.



Art & Design

Art & Design			
Drawing & Painting, 3D/Collage/Textiles, Printing/Photography	Evaluating		
Year 2	<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 		
Drawing & Painting	3D/Collage/Textiles	Printing/Photography	Evaluating
<ul style="list-style-type: none"> Uses line and tone to represent objects. Uses colour to express moods and feelings. Controls the range of marks and lines made when drawing and representing shape. Represents things observed, remembered or imagined using colour. 	<ul style="list-style-type: none"> Compares and re-creates form and shape (e.g. with clay). Creates texture, contrast, colour and specific effects with a range of tools/ materials. Is able to create texture and specific effects with a range of tools. Develops an awareness of contrast in texture and colour. Uses loose parts to explore form, pattern, colour and shape. 	<ul style="list-style-type: none"> Explores images through mono-printing on a variety of papers. Create own print blocks/ equipment for printing. Use iPads to capture and edit images. Alters images e.g. jigsaws, positive and negative shapes. 	<ul style="list-style-type: none"> Identify what they might change in their own work next time. Plan, make and then complete written evaluation of their work. Talk about the process, not just the finished product.