









# Expressive Arts and Design/Art and Design Technology – EYFS – KS1






		Fine Motor Skills/Creating with Materials	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	Art and Design KS1
Specific Area of Learning <b>Expressive Arts and Design</b>	<b>3- &amp; 4-year-olds</b>	<p>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.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order 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>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Drawing self-portraits</p> <p>Drawing and painting pictures of their family.</p> <p>Transient art – Art without Glue using a variety of resources both natural and man-made. Inspired by Autumn</p> <p>Art work inspired by books</p> <p>Creating art inspired by a work of art from a famous Artist, e.g Kandinsky / Vincent Van Gough</p> <p>Designing and creating a house for an animal.</p> <p>Adapting work where necessary.</p> <p>Child-led activities</p> <p>Leaf man link – Creating their own pictures using Autumn leaves.</p> <p>Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, wool, material etc...to name some.</p> <p>Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale.</p>	<p>Artist</p> <p>Draw</p> <p>Pencil</p> <p>Brush</p> <p>Colour</p> <p>Paint</p> <p>Shade</p> <p>Pattern</p> <p>Picture</p> <p>Pastels</p> <p>Design</p> <p>Create</p> <p>Texture</p> <p>Design</p> <p>Build</p> <p>Cut</p> <p>Join</p> <p>Measure</p> <p>Tools</p> <p>Explain / Evaluate</p>	<p>To use a range of materials creatively to design and make product.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Explore 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</p> <p style="text-align: center;"><b>Design</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p style="text-align: center;"><b>Make</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p style="text-align: center;"><b>Technical knowledge</b></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
	<b>Children in Reception</b>	<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>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors,</p>	<p>Craft Area enables children to self-select resources that they need/want to test out including masking tape and glue to join.</p> <p>Children can self-select from a range of tools and materials in the continuous provision. Children learn by experimenting with tools such as scissors and hole punches.</p> <p>They make use of fixing and joining materials such as sellotape, masking tape, string, split pins, treasury tags, pipe cleaners and glue.</p> <p>Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it.</p>		
	<b>ELG</b>	<p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>			

## EYFS Art and Design Technology – Knowledge and Skills breakdown

<b>Nursery</b>						
<b>Term</b>	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Drawing</b>	<b>Colour</b>	<b>Materials</b>	<b>Joining Materials</b>	<b>Design</b>	<b>Drawing</b>
<b>Nursery</b>	<p>I can experiment with marks.</p> <p>I can talk about what I have drawn.</p>	<p>I can identify colours.</p> <p>I can explore colour mixing.</p>	<p>I can explore different materials to create something new.</p> <p>I am beginning to use materials to create something with a purpose in mind.</p> <p>I can talk about my creations.</p>	<p>I can understand what resources I need to join materials appropriately.</p> <p>I can join different materials successfully.</p> <p>I am beginning to use one-handed tools and equipment.</p>	<p>I can talk about the features of my creations.</p>	<p>I am beginning to use a comfortable tripod grip.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc</p> <p>I can begin to create closed shapes to represent objects</p>
<b>Vocabulary</b>	Line, shapes, draw, pen, pencil, crayon	Colour, mix, paint, brush, change, dark, light, bumpy, smooth	Materials, create, make, explore	Build, join, fold, construct, create, scissors, masking tape, glue	Design, ideas, create	Lines, shapes, features, draw, pen, pencil, crayon, feelings
<b>Work of Art Focus</b>	<p>Julian Opie</p> 	<p>Jackson Pollock</p> <p>Red composition</p> 	<p>Thomas Harle</p> <p>Three winter trees</p> 	<p>Van Gogh</p> <p>Sunflowers</p> 	<p>Jennifer Angus</p> <p>Insect artworks</p> 	<p>Edgar Degas</p> <p>Beach scene</p> 

<p><b>Lau Lau</b></p>	<p>So nice to see you here It's a good day I'm walking</p> <p>Colour so nice and bright Happy face Me and you Friend of mine Lovely hand</p>	<p>So nice to see you here It's a good day The wind rhyme Raindrops</p> <p>Lots and lots I'm baking On the race track Here there and everywhere</p>	<p>Singing pen I draw a little ring Snowflakes Candle Snowman Put on your skates Clouds dance Hedgehog</p>	<p>Singing pen I draw a little ring Flower A riddle A triangle and a circle Puppy dog</p>	<p>Magic spell Stop and draw The sun Clouds and the sun Mummy bee</p> <p>A worm called Michael Snail Butterfly</p>	<p>Magic spell Stop and draw The sun Clouds and the sun Slip slop slop Little house A trip to an island Dust bunny</p>
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## Reception

Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
Theme	Drawing	Colour	Materials	Joining Materials	Design	Drawing
Reception	<p>I can understand how to use lines to enclose a shape.</p> <p>I can use a dominant hand to draw.</p> <p>I can use a comfortable tripod grip.</p> <p>I can draw recognisable pictures.</p>	<p>I know how to mix primary colours to make a secondary colour.</p> <p>I am beginning to colour-mix purposefully so I can match the colours I see and want to represent.</p>	<p>I can plan what I want to make, before making it.</p> <p>I can share my creations and explain the process I have used to make them.</p> <p>I can safely use and explore a variety of tools and materials.</p>	<p>I can successfully join materials in a variety of ways.</p> <p>I can share my creations and explain the process I have used to make them.</p> <p>I can use one-handed tools and equipment safely and confidently.</p>	<p>I can return to and build on my previous learning to refine my ideas and develop my ability to represent them.</p>	<p>I can complete an observational drawing.</p> <p>I show accuracy and care when drawing.</p> <p>I can add detail to my drawings.</p>
Vocabulary	<p>Lines, shapes, draw, <b>pen, pencil, crayon</b>, straight, round, curved, details, <b>dots, soft, hard</b>, light, dark</p>	<p>Colour, mix, paint, brush, change, dark, light, primary, secondary, artist</p>	<p>Materials, create, make, safely, explore, tools, designer, bumpy, smooth</p>	<p>Build, join, fold, construct, create, scissors, Sellotape, glue, tools, safely, designer</p>	<p>Plan, design, ideas, create, explain, evaluate, designer</p>	<p>Lines, shapes, features, draw, pen, pencil, crayon, feelings, straight, round, curved, dots, soft, hard, features, artist</p>
Work of Art Focus	<p>Gustav Klimt Tree of Life</p> 	<p>Kandinsky Circles in Circles</p> 	<p>Van Gogh Starry Night</p> 	<p>Picasso Pizza on a garden Table</p> 	<p>Paul Klee Castle and Sun</p> 	<p>Sue Dickinson Zebras</p> 