



Live, love and learn in the light of Christ.
 St Francis of Assisi Church of England Primary School
 Expressive Art and Design Implementation



NATIONAL CURRICULM		
EYFS	KEY STAGE 1	KEY STAGE 2
<p>ELG – Expressive Arts and Design. Children to be given opportunities to investigate and experiment through play and exploration. Through active learning, children should concentrate and develop resilience if they encounter difficulties. Children should be encouraged to recognise and enjoy their achievements being encouraged to express and develop their own ideas and create strategies on how to do things.</p> <p>Communicating ideas.</p> <ul style="list-style-type: none"> • Respond to colours, shapes, materials and tools. • Talk about their creations. <p>Exploring and using tools and materials to work purposefully.</p> <ul style="list-style-type: none"> • Create simple representations of; everyday objects, people, familiar surroundings and individual creative ideas. • Enjoy being able to make / create / draw. • Work spontaneously. • Develop concentration and control when experimenting with tools and materials. <p>Knowledge and understanding.</p> <ul style="list-style-type: none"> • Recognise key features of their own and others’ work. • Be introduced to the skills they have used to create their art work. 	<p>Communicating ideas.</p> <ul style="list-style-type: none"> • Develop an awareness of how ideas can be expressed through art. • Show interest and curiosity when observing an artists’ piece of work. • Begin to use a sketchbook to record own ideas. • Begin to create imitations of artists’ work. <p>Exploring and using tools and materials to work purposefully.</p> <ul style="list-style-type: none"> • Develop basic skills of concentration and control through experimentation of line, colour, shade and pattern. • Develop creativity by experimenting with tools and materials available to them. • Begin to use materials purposefully to achieve particular characteristics or qualities. <p>Knowledge and understanding.</p> <ul style="list-style-type: none"> • Recognise and describe key features of their own and others’ work. • Understand the skills they have used to create their art work. • Develop an awareness of different forms of art including cultures, historical and modern art. • Being to ask questions to develop own thoughts and ideas. 	<p>Communicating ideas.</p> <ul style="list-style-type: none"> • Gather resources and sources to review information related to their ideas. • Independently develop ideas showing interest, curiosity, originality and imagination. • Use sketchbooks to investigate, record, annotate and analyse ideas. • Reflect upon their initial ideas and be confident in evaluating and developing their own creations. <p>Exploring and using tools and materials to work purposefully.</p> <ul style="list-style-type: none"> • Independently choose a range of suitable tools and materials for their creations. • Develop use of practical skills through experimenting and testing. • Experiment with and review choices of materials and tools giving reasons for their choices. • Use suitable materials purposefully and safely to reflect their intentions and what they hope to achieve. <p>Knowledge and understanding.</p> <ul style="list-style-type: none"> • Research and discuss ideas of various artists. • Be confident in making comparisons and links with their own work to that of the artist they have studied. • Understand how to describe, interpret and explain the characteristics of their own and others’ work. • Have an understanding of a variety of art including cultures, historical and modern art. • Develop confidence in own creativity and imagination, expressing ideas and opinions about current knowledge and research.



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Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Working creatively					
N	Mark making		First experimentation with printing		First experimentation with colours	
R	Child led – colour experimentation		Child led – experimentation with materials		Child led – drawing	
1	Painting (colour experimentation)		Drawing skills Line styles, shapes and patterns		Collage Seascape	
2	Mixing and applying paint Texture		3D models and sculpture		Drawing skills Portraits Lines and tones	
3	Painting (Watercolour) Colour wheel		Sketching (Observational)		3D models and sculpture	
4	Drawing skills Proportion and shades		Collage Mixed media		Printing (Ink)	
5	3D models and sculpture		Painting (Oil)		Sketching (Charcoal) Still life	
6	Colour experimentation (marble, ink, moods, hues, shades)		Drawing Perspective, graphic and movement		Painting (Variety of materials) Blending, monochrome and tones	



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Early Years		Key Stage 1		Key Stage 2			
Nursery	Foundation	Year 1 or Year A	Year 2 or Year B	Year 3	Year 4	Year 5	Year 6
<p>*Has an awareness of everyday surroundings relating to shapes, colour, objects, buildings and people.</p>	<p>ELG – Children to be given opportunities to investigate and experiment through play and exploration. Through active learning, children should concentrate and develop resilience if they encounter difficulties. Children should be encouraged to recognise and enjoy their achievements being encouraged to express and develop their own ideas and create strategies on how to do things. *Begins to recognise own achievements and creativity. *Experiments with tools and materials around them. *Uses imagination to create / draw / make. *Enjoys exploring with own creativity</p>	<p>Communicating ideas.</p> <ul style="list-style-type: none"> • Develop an awareness of how ideas can be expressed through art. • Show interest and curiosity when observing an artists' piece of work. • Begin to use a sketchbook to record own ideas. • Begin to create imitations of artists' work. <p>Exploring and using tools and materials to work purposefully.</p> <ul style="list-style-type: none"> • Develop basic skills of concentration and control through experimentation of line, colour, shade and pattern. • Develop creativity by experimenting with tools and materials available to them. • Begin to use materials purposefully to achieve particular characteristics or qualities. <p>Knowledge and understanding.</p> <ul style="list-style-type: none"> • Recognise and describe key features of their own and others' work. • Understand the skills they have used to create their art work. • Develop an awareness of different forms of art including cultures, historical and modern art. • Being to ask questions to develop own thoughts and ideas. 	<p>Communicating ideas.</p> <ul style="list-style-type: none"> • Gather resources and sources to review information related to their ideas. • Independently develop ideas showing interest, curiosity, originality and imagination. • Use sketchbooks to investigate, record, annotate and analyse ideas. • Reflect upon their initial ideas and be confident in evaluating and developing their own creations. <p>Exploring and using tools and materials to work purposefully.</p> <ul style="list-style-type: none"> • Independently choose a range of suitable tools and materials for their creations. • Develop use of practical skills through experimenting and testing. • Experiment with and review choices of materials and tools giving reasons for their choices. • Use suitable materials purposefully and safely to reflect their intentions and what they hope to achieve. <p>Knowledge and understanding.</p> <ul style="list-style-type: none"> • Research and discuss ideas of various artists. • Be confident in making comparisons and links with their own work to that of the artist they have studied. • Understand how to describe, interpret and explain the characteristics of their own and others' work. • Have an understanding of a variety of art including cultures, historical and modern art. • Develop confidence in own creativity and imagination, expressing ideas and opinions about current knowledge and research. 				



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	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketchbook		<ul style="list-style-type: none"> *use of sketchbook to practise, create and experiment with ideas *create imitations *communicating own ideas through labelling *Use work of artist and discuss the way lines, shapes, shadows etc have been drawn *use artwork, prints, textiles, sculpture, ceramics as a starting point in their sketchbooks 	<ul style="list-style-type: none"> *planning own ideas *adding description, colour and shading to communicate ideas *begin to self-assess own ideas *talk about their peers' work of art *use sketchbooks to research artists, craftspeople and designers *use artwork, prints, textiles, sculpture, ceramics as a starting point for research * explain to a teacher the choices they have made for their own creation *make changes to their work 	<ul style="list-style-type: none"> *to plan for their own ideas *use basic annotations to communicate own ideas, experimenting, making changes and providing reasons for choices *to observe and describe an artists' piece of work *use sketchbooks to make notes, collect ideas from artists, designers and experiment with skills, applicators and tools. *begin to self-assess to make improvements *make positive reflections on peers' work using art vocabulary *compare own ideas to that of an artists' piece of work to develop own ideas 	<ul style="list-style-type: none"> *to research, plan and organise ideas *develop use of various techniques when planning and give reasons for these *explore, experiment and make suitable choices when planning for the use of media, tools and applications *observe, describe and annotate an artists' piece of work *compare own ideas from an artist of interest and explore ways of expressing their own opinions and ideas *start to explore links with artists work using colour, subject and feelings. *use knowledge of drawings from ancient times in their own work 	<ul style="list-style-type: none"> *develop individual creativity by planning and annotating own ideas using various techniques *review and revisit own ideas to make amendments and reflect on current ideas for progression *use various and appropriate techniques, materials and applications when planning and give reasons for these *observe, describe and annotate an artists' piece of work and make links with own ideas -develop knowledge of art history Renaissance, Baroque, Arts and Crafts, Art Nouveau, Art Deco, Impressionism, Pop Art, abstract 	<ul style="list-style-type: none"> *to improve their mastery of planning and making annotations for their own designs *use sketchbooks as a way of experimenting, researching and showing progression from initial thoughts and ideas *to reflect upon work of their own and their peers' in a critical way to make improvements *use knowledge of art history in their own work Develop their own line of enquiry from an art period or artist



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drawing	<ul style="list-style-type: none"> *exploring with different drawing tools pens, pencils, crayons, wax, pastels, chalk etc to make purposeful marks *creates simple representations of people, events and objects *experiment with all drawing tools to make purposeful drawings of things that interest the children *begin to draw from observations and memory 	<ul style="list-style-type: none"> *basic drawing skills including horizontal, vertical and curved lines, use of shapes to identify outlines and simple patterns. *Shading – light and dark. *experimenting with use of pressure to create faint and dark lines when sketching. *Colouring techniques – colouring in the lines, colouring/shading in one direction. 	<ul style="list-style-type: none"> *basic drawing skills reviewing line styles, shape, pattern, shading and tones. *Using various line styles and shapes for outlines and sketches. *shading – pencil pressure, use of colour for shading. *begin to draw simple shapes for portrait features *draw from memory and imitate from digital media * experimenting with black and white for shading techniques. 	<ul style="list-style-type: none"> *develop tinting and highlighting skills. *Use of black and white to create darker and lighter shades – using different pencil grades, chalks and pastels *experiment with line style, shape, proportion and perspective. 	<ul style="list-style-type: none"> *use tinting and highlighting for different effects. *sketch using imagination, memory and observational skills – figures, buildings, faces *Develop use of proportion, perspective and line skills. 	<ul style="list-style-type: none"> *use tinting, shading, monochrome and highlighting for different effects *use of different grades of pencils, charcoal, pastels and chalks to create develop shading techniques. *Develop use of proportion, perspective and line skills. *sketch using foreground, middle and background *begin to draw still life objects *use of visual representations to capture detail 	<ul style="list-style-type: none"> *use skills of line, shade and tinting to achieve own creations. *develop skills of drawing shapes, edges, space and shadows *develop drawing in perspective *master skills of pressure to draw vanishing points *use drawing techniques accurately including highlighting, shading and pressure to capture detail *use research, digital media, memory, imagination and visual representations *draw showing movement
painting	<ul style="list-style-type: none"> *can handle paintbrushes and make marks on paper *explores how paint mixes *know primary colour names *explores colour and how colours can be changed *explore what happens when they mix colours *choose colours for a purpose *know all colour names 	<ul style="list-style-type: none"> *choose different size brushes to experiment *know how to mix two colours to make a third *explore paints and adding materials to paint *explore primary colours. *begin to mix secondary colours. *experiment with painting materials to create different effects. *exploring different brush sizes and other painting tools to create different effects. 	<ul style="list-style-type: none"> *Experiment with primary and secondary colours. *Use paint to begin tinting and highlighting. *Explore with texture and applying paint *using a variety of brushes. 	<ul style="list-style-type: none"> *begin to experiment with watercolour, metallic and powder paints *use of brushes for different effects. * mixing colours to create warm and cold tones. 	<ul style="list-style-type: none"> *Developing knowledge of mixing colours *Exploring different brush strokes and other tools to create texture and effects. *Experiment with shading and tones. 	<ul style="list-style-type: none"> *Using a range of painting surfaces e.g. canvas, card, wood *Use of oil paints to experiment with texture and application of paint. *use a variety of paints. 	<ul style="list-style-type: none"> *Using a range of painting surfaces *Choosing suitable types of paint, experimenting with different types of materials, thickness, blending, texture, effect and application *use of colour to explore moods, hues, shades, monochrome and tones



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sculpture	<ul style="list-style-type: none"> *experiment with building and constructing models *experiment and handle play dough and plasticine to manipulate the materials *join construction pieces together to build and balance *cut shapes from play dough using pastry cutters *cut along straight and wavy lines 	<ul style="list-style-type: none"> *pull apart and reconstruct 3d shapes *make models e.g. play dough, blocks, junk, natural *Know what a sculptor is by looking at examples *use tools safely and correctly *Exploring different materials *Creating 3D collage by experimenting with different effects 	<ul style="list-style-type: none"> *Know what a sculptor is by looking at examples *construct 3d shapes experimenting with building, joining and balancing *cut straight / wavy lines in a variety of contexts *using scissors to cut to size *use tools safely and correctly *exploring with tools and materials *modelling and sculpting to create different shapes and textures 	<ul style="list-style-type: none"> *know how to build models with a variety of materials *design models in sketchbooks making choices for tools and materials *cutting accurately for purpose *Experiments with methods of joining, building and balancing *choosing suitable tools and materials *applying, layering, modelling and sculpting to create different shapes *creating imitations of designs from research *use tools safely and correctly 	<ul style="list-style-type: none"> *design models in sketchbooks with materials and with use of annotations to describe choices of designs, tools and materials *using research to imitate and design own creations *make models for purpose *applying, layering, modelling and sculpting to create different shapes, patterns and textures *cutting accurately using different tools *begin to explore the use of adhesives *Use of different materials e.g. clay, fabrics, paper, cardboard, ceramic *Creating 3D collage by experimenting with different effects *use tools safely and correctly 	<ul style="list-style-type: none"> *use research to begin own designs *use of sketchbook to annotate and evaluate *know which adhesives to use *working on different scales and sizes *choose appropriate tools and use these safely and correctly 	<ul style="list-style-type: none"> *Design models and have a plan of action *use of sketchbook to annotate and evaluate *choose, experiment and evaluate the best materials and tools to use *know how to scale up or down
Artists, craftspeople, designers, architects	<p>Paul Cezanne Andy Goldsworthy Piet Mondrian Jackson Pollock Van Gogh Brendan Jamison</p>	<p>Wassily Kandinsky Van Gogh Henri Matisse</p>	<p>Antony Gormsley Georges Seurat Anish Kapoor William Morris</p>	<p>Andy Warhol Barbara Hepworth Georgia O’Keeffe Henri Rousseau Jackson Pollock Paul Cezanne</p>	<p>Banksy Gustav Klimt Joan Miro Pablo Picasso William Morris</p>	<p>Andy Warhol Brendan Jamison Eva Rothschild Frank Bowling Marc Quinn Andy Goldsworthy</p>	<p>Henri Rousseau Wassily Kandinsky Pablo Picasso Steve McQueen</p>
Language of art, craft and design	<ul style="list-style-type: none"> *introduce art and design forms of all kinds *captures experiences *talk to teacher to say what they have created *talk to teacher to say what they have painted and what they like about it 	<ul style="list-style-type: none"> *discuss what they like and don’t like *discuss work of artists and designers *talk about their peers’ works of art 	<ul style="list-style-type: none"> *discuss what they like and don’t like and say why *self assess own work *discuss work of artists and designers *talk about their peers’ works of art *explain to teachers choices of their work 	<ul style="list-style-type: none"> *start to self assess in a critical way to make changes to their work. *evaluate peer’s work using art vocab. *match some ideas from artists to their own work with colour, texture and line *begin to understand symbolism in art engravings 	<ul style="list-style-type: none"> *discuss and analyse work of artists and designers *self assess critically to make own improvements *use all art vocab to respond to peers and artists’ work *calligraphy 	<ul style="list-style-type: none"> *develop knowledge of art history *Renaissance, Baroque, Arts and Crafts, Art Nouveau, Art Deco, Impressionism, Pop Art, abstract 	<ul style="list-style-type: none"> *use knowledge of art history in their own work *Develop their own line of enquiry from an art period or artist