



Expressive Arts and Design Progression Framework EYFS to Year 2 (Intent)

Expressive Arts and Design	
In EYFS	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.
It is typical in Nursery to...	<ul style="list-style-type: none"> •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things.
It is typical in Reception to...	<ul style="list-style-type: none"> •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using.
Expressive Arts and Design ELG: 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.

KS1 National Curric <i>(Stat Req’s / strands)</i>	Drawing	Painting	3D/Sculpture	Textiles	Print Making
Year 1 – Emerging knowledge, skills and concepts	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range	Experiment with a variety of media; different brush sizes and tools such as sponges, paper, strips of card, toothbrushes etc. Begin to control the types of	Experiment with a variety of malleable media such as clay, papier mache, salt dough, modroc. Shape and model materials for a purpose, e.g. pot, tile	Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Use one type of stitch –	Explore printing simple pictures with a range of hard and soft materials e.g. cork, polystyrene tiles/shapes, sponge. Explore press printing using

	<p>of media. Experiment drawing on different surfaces with a range of media. Start to record simple explorations in a sketch book. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching (cross hatching to create density), scribbling, stippling (dots) and blending to create light/ dark lines. Investigate textures exploring, describing and naming, taking rubbings and copying. Learn to draw familiar objects – people, faces, houses etc. Look at and talk about their own work and that of other artists and the techniques they have used.</p>	<p>marks made with the range of paint and/or media. Experiment with textures of paint sharing ideas. (Use glue, sand, sawdust to create varying effects.) Paint on different surfaces with a range of media. Record simple media explorations in a sketch book. Start to mix a range of secondary colours, moving towards predicting resulting colours. Look at and talk about their own work and that of other artists and the techniques they have used.</p>	<p>from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading using fingers and appropriate tools. Use tools and equipment safely and in the correct way. Impress and apply simple decoration techniques: impressed, painted, applied. Look at and talk about their own work and that of other artists and the techniques they have used.</p>	<p>running stitch in binka, card circles, move on to free stitching. Explain how to thread a needle and have a go with larger needles. Have some experience of weaving: paper weaving, string bound around clothes ailer, weave in and out with paper, cloth etc understand the process and some techniques. Begin to identify different types and textures of fabric and materials for collage and explore creating and making Use appropriate language to describe colours, media, equipment and textures. Look and talk about what they have produced, describing simple techniques and media used. Look at work of artists</p>	<p>polystyrene tiles and rollers etc Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics. Look at and talk about own work and that of other artists and the techniques they had used.</p>
<p>Year 2 – Expected by the end of KS1</p>	<p>Control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Select appropriate media and type of mark making for a purpose. Select different surfaces to draw on with a range of media. Use a sketchbook to plan and develop simple ideas and use to review and revisit</p>	<p>Control the types of marks made with a range of painting techniques (using variety of media) e.g. layering, mixing media, and adding texture. Independently select appropriate brushes or tools, considering appropriate size and articulating a reason for the choice. eg small brush for small marks, sponge for colour wash.</p>	<p>Use equipment and media with increasing confidence. Make and use slip to fasten clay. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Explore surface patterns/ textures and use them when appropriate.</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Continue to gain experience in weaving, both 3D and 2D i.e. grass through twigs, carrier bags on a bike wheel. Use a sketchbook to plan and develop simple ideas and making simple informed</p>	<p>Learn to use simple printing techniques and know and understand key vocabulary regarding printing, monoprints, collogrags, marbling, block and reduction prints. Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. Design motifs and make stamps to print with. Understand repeated and</p>

	<p>ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Continue to Investigate textures. Explore and produce a range of patterns. Explore the work of a range of artists, craft makers and designers, describing differences and similarities and making links to their own drawing. Discuss their own work and work of peers, expressing thoughts and feelings.</p>	<p>Use a sketchbook to plan and develop ideas and continue to store information on colour mixing and the colour wheel. Begin to mix colour shades (black) and tones (grey), tint (white). Explore the work of a range of artists, craft makers and designers, describing differences and similarities and making links to their own painting. Discuss their own work and work of peers, expressing thoughts and feelings.</p>	<p>Explore the work of a range of artists, craft makers and designers, describing differences and similarities and making links to their own 3D work. Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.</p>	<p>choices in media. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Gain experience in applying colour with printing, dipping, fabric crayons. Create and use dyes i.e. tea, coffee, fruits. Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.</p>	<p>rotated patterns in print. Discuss own work and others work, reviewing, evaluating and expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.</p> <p>Focus Artists: Sarah Jameson Natascha Maksimovic</p>
<p>NC Attainment Targets</p>	<p>KS1 Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing 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. 				

SEND guidance specific to Art:

Practical, experiential learning wherever possible to promote depth of understanding and engagement- Differentiation of equipment where required eg a child with significant challenges in motorskills may be given playdough where others are using hard clay- Consideration of sensory processing challenges where required eg if a pupil finds debris on their hands particularly challenging but they can be encouraged to handle malleable materials/paint using gloves or tools this should be accommodated- Pre-teaching (and regular revisiting) of target vocabulary- Complexity of instructional language used differentiated according to individual needs- Visuals to support all teaching eg demonstration of appropriate use of a material/tool- Opportunities for free- expression and exploration to develop sense of self.



Art Key Vocabulary

	Drawing	Painting	3D/Sculpture	Textiles	Print Making	
EY						
Y1	Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Mirror image Nature Made environment Charcoal Coloured pencil Drawing pencil Felt tip pen Marker	Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade e.g. different shades of red, green, blue, yellow Bright	Model Cut Stick Fold Bend Attach Assemble Statue Stone Shell Wood metal	Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool	Yarn Thread Fur Tweed Silk Satin Net Weave Fabric Colour Pattern	Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth
Y2	<i>Thick</i> <i>Thin</i> <i>Soft</i> <i>Broad</i> <i>Narrow</i> <i>Fine</i> <i>Pattern</i> <i>Line</i> <i>Shape</i> <i>Detail</i> <i>Nature</i> <i>Made environment</i> Comparison Still life <i>Charcoal</i> <i>Coloured pencil</i> <i>Drawing pencil</i> <i>Felt tip pen</i> <i>Marker</i>	Secondary (colour) <i>Light</i> <i>Dark</i> <i>Thick</i> <i>Thin</i> <i>Tone</i> <i>Warm</i> <i>Cold</i> <i>Shade e.g. different shades of red, green, blue, yellow</i> <i>Bright</i> Colour wash	sculpture model material clay malleable squeeze bend roll squash squash press curve form attach impress texture pinch coil slip smooth rough	Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool	Yarn Mixed media Collage Appliqué Layers Combine Opinion Thread Fur Tweed Silk Satin Net Weave	<i>Print</i> <i>Print making</i> <i>Monoprint</i> <i>Texture</i> <i>Collograph</i> <i>Review</i> <i>Block printing</i> <i>Rotated pattern</i> <i>Repeated pattern</i> <i>Reverse</i> <i>Shape</i> <i>Motif</i> <i>Surface</i> <i>Pressure</i> <i>Decoration</i> <i>Cloth</i> <i>Marbling</i> <i>Rubbing</i> <i>Pressure</i> <i>Stamp</i> <i>Collage</i> <i>Reduction</i>

Spiritual, Moral, Social and Cultural Development: Art

Pupils at Great Moor Infant School will analyse, engage with and question their own and others work, identify how values and meanings are expressed and shared. Pupils are encouraged to express themselves through their art, which is supported by strong research into the wider world around them.

Spiritual Development	Moral Development	Social Development	Cultural Development	British Values
<ul style="list-style-type: none"> • To show respect for other cultures and their values by looking at artists and art from other cultures. • To develop a sense of fascination and enjoyment of the world by studying art. • To see the relationship between our lives and those of others by looking at examples of art from our own and other cultures. • Express their own feelings and thoughts through art. • To enquire and communicate their ideas, meanings and feelings. • To trust in their own judgements throughout art. 	<ul style="list-style-type: none"> • To develop tolerance and respect through working together. • To dispel stereotypes and myths about another culture. • To respect cultural diversity. 	<ul style="list-style-type: none"> • To work collaboratively with other children to create a piece of art. • To practise with a partner. • To hold 'art exhibitions'- the children have the opportunity to view their peers work and that of other artists and express their feelings on this to one another. 	<ul style="list-style-type: none"> • To compare similarities and differences between our culture and another by comparing art from other countries and art in our own culture (Aboriginal art within black history month). • To see the relationship between our lives and those of others. • To respect cultural diversity. 	<ul style="list-style-type: none"> • To show respect for and tolerance of other cultures and their values by looking at artists and art from other cultures. • To show respect for each other's work. • To have the freedom to express their own ideas creatively • To take care whilst working so that other children's work is not damaged • To plan and work collaboratively on group projects, displays listening to and considering each other's ideas. • To celebrate their own, and others, talents.