



Birth to 5 Matters Statements

Skill development

Range 1-2

• Experiments with a range of media - tools, materials - through multi-sensory exploration

Range 3

- · Continues to explore and experiment with an increasing range of media through multi-sensory exploration and expression
- · Notices and becomes interested in the transformative effect of their action on materials and resources

Range 4

- Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects
- · Uses 3D and 2D structures to explore materials and/or to express ideas

Range 5

- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
- · Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- · Uses tools for a purpose

Range 6

• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Statutory 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.





Art in EYFS is based on exploration and experimentation.

Expressive arts and design involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art. Cross-curricular links are made to really bring the expressive nature of this subject to life.

Exploring and using media and materials: children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.

Children in the Early Years are encouraged to explore and use a range of media and materials whilst also developing their creativity, imagination and critical thinking.





KS1

Pupils should be taught:

 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.

By the end of Key Stage 1 pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape,
 form and space







	Year 1	Year 2		
Exploring and developing ideas	Continue the exploration of imaginative ideas and creative work.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.		
	 Question and make thoughtful observations about starting points and select ideas to use in their work. 	 Question and make thoughtful observations about starting points and select ideas to use in their work - discussion peer/whole class. 		
	Describe what can be seen and give an opinion about the work of an artist	 Suggest how artists have used colour, pattern and shape - using vocabulary specific to skills 		
	 Ask questions about a piece of art - using vocabulary specific to skills 	 Know how to create a piece of art in response to the work of another artist 		





Evaluating and developing work Drawing	 Develop sketch books. Develop artistic/visual vocabulary to discuss work. Begin to suggest improvements to own work. Experiment with a wider range of materials. Present work in a variety of ways. 	 Select and develop ideas confidently, using suitable materials confidently. Improve quality of sketchbook with some annotations. Select own images and starting points for work. Continue to develop artistic/visual vocabulary when talking about own work and that of others. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
	Drawing use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Using pencil to create lines - straight and curved - to sketch from observation • Am I confident at using a pencil to create lines of different thickness in drawings? • Mood\creation in sketches - self portraits	using pencil
		 Do I know how to study an example before drawing/sketching it myself?













Painting	 Can I select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques Know the names of the primary and secondary colours. Know how to associate colours with different moods - colour wheel creation 	 Can I spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context Can I investigate mark-making using thick brushes, sponge brushes for particular effects Know how to mix paint to create all the secondary colours Know how to create brown with paint Know how to create tints with paint by adding white and know how to create tones with paint by adding black Become more confident with talking about colour with different moods, styles of artists - choices of warm/cold colours
Printing - Design Technology overlap	 Experimenting with different materials - different shapes/bases to creta different effects int their work. Can I explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves Demonstrate most techniques, e.g. rolling, pressing, stamping and rubbing 	 Can I apply paint/ink to a shape or surface to experiment with printing and improving the quality and placement of the image. Can I print by marking onto an ink block/paint, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing
Textiles and Collage - Design Technology overlap	 Can I experiment with different materials/textures to create an original piece? Can I weave in a simple loom and build constructed 	 Can I sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist





	textile surfaces	Decorate textiles with glue or stitching, to add colour and detail
Sculpture- Design Technology overlap	 Can I handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things Can I model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features. Can I respond to sculptures and craft artists to help them adapt and make their own work using vocabulary provided. Can I feel, recognise and control surface experimenting with basic tools on rigid / pliable materials 	 Can I handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things Can confidently model in malleable/plastic materials and control form to assemble more complex shapes or forms e.g. bodies/heads and add surface features. Can I confidently respond to sculptures and craft artists to help them adapt and make their own work using vocabulary provided. Can I use clay independently to construct a simple function form - smoothing and joining clay - using lines and textures







Knowledge of artists	Use the work of artists to replicate ideas or inspire their own work. • describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art • use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development	Use the work of artists to replicate ideas or inspire their own work. • suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist • continue to use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development





By the end of Key Stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;





 know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

	Lower KS2		Upper KS2	
Exploring and developing ideas	Year 3 Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Using sketchbooks to record their observations • Exploration of art from different eras	Year 4 Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • experiment with the styles used by other artists/eras • explain some of the features of art from historical periods. • know how different artists developed their specific techniques	Year 5 Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • research the work of an artist and use their work to replicate a style The last Vikings' recreation (Charles Keeping) • Norse art • William Morris	used and how it has





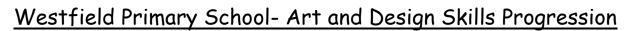
Drawing	Drawing	Drawing	Drawing	Drawing
	use drawing, painting and	use drawing, painting and	use drawing, painting and	use drawing, painting and
	sculpture to develop and share	sculpture to develop and share	sculpture to develop and share	sculpture to develop and share
	their ideas, experiences and	their ideas, experiences and	their ideas, experiences and	their ideas, experiences and
	imagination	imagination	imagination	imagination
	 Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, 	 Make informed choices in drawing. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Proportion focus. 	 Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to continue to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Proportion - perspective - introduce connections. 	 Demonstrate a wide variety of ways to make different marks/lines/sketches. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Perspective mastery, fore/back and middle ground





	colour, shape and pattern.			
Painting	Mix a variety of colours	Make and match colours	Demonstrate a secure	Create shades and tints
_	and know which primary	with increasing accuracy.	knowledge about primary	using black and white.
	colours make secondary	Use more specific colour	and secondary, warm and	Choose appropriate paint,
	colours.	language e.g. tint, tone,	cold, complementary and	paper and implements to
		shade, hue.	contrasting colours – associating	adapt and extend their
	Use a developed colour		with mood creation.	work.
	vocabulary.	Choose paints and		
		implement appropriately.		Carry out preliminary
	Experiment with different	Plan and create different	Create imaginative work	studies, test media and
	effects and textures inc.	effects and textures with	from a variety of sources.	materials and mix
	blocking in colour,	paint according to what		appropriate colours.
	washes, thickened paint	they need for the task.	Continue to discuss effects of	
	etc.		choice of colour - replicating a	Work from a variety of
		Show increasing	style.	sources, inc. those
	Work confidently on a	independence and	Choice of colours for mood	researched
	range of scales e.g. thin	creativity with the painting	creation.	independently.
	brush on small picture etc.	process.		
	Associate colours with different	Effects of choice of colour -		Show an awareness of
	moods,	replicating a style.		how paintings are created
				(composition).
		Know how to replicate famous		Confidently discuss why different
		artists' styles with use of		colours show different moods -
		different types of paint -		sets scene for era in time, etc.
		application of paint - watercolours		

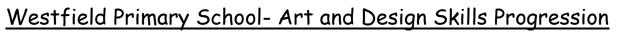






Printing – Design Technology overlap	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print.	Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want.	Explore a variety of different techniques. Choose the printing method appropriate to task. Build up layers and colours/textures.	Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work.
Textiles and Collage - Design Technology overlap	Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Experiment with a range of media e.g. overlapping, layering etc.	Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage.	Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.
Sculpture - Design Technology overlap	Make informed choices about the sculpting technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. a use some tools and		that it has been sculpted, modelled or constructed	Create a sculpture/pottery form in a contemporary way and from ancient times - discuss differences in style and materials used Plan a sculpture through







	materials to carve, add shape, add texture and pattern;	qualities involved in large scale. C Use all tools and materials to carve, add shape, add texture and pattern; Use objects around us to form sculptures.	drawing and other preparatory work. d Confidently choose the use tools and materials to carve, add shape, add texture and pattern;
Knowledge of artists	Use the work of artists to replicate ideas or inspire their suggest how artists have used colour, pattern and something the colour in response to the colour in th	shape	Create sculptures with increasing independence.
	 continue to use key vocabulary to demonstrate known to previous and future learning and skill developments By end of Year 6- Children can: give detailed observations about notable artists', artists 	wledge and understanding in t nt.	his strand, and relate learning





b	offer facts about notable artists', artisans' and designers' lives;	