



Drawing			
	EYFS	Year 1	Year 2
Unit	Marvellous marks	Make your mark	Tell a story
Key Vocabulary	colour marks Lines space texture smooth rough shiny patterned jagged soft hard	2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly line mark making narrative observe optical art pastel printing shade shadow straight texture vertical wavy	blending charcoal concertina cross hatching emoji emotion expression frame hatching illustrations illustrator lines mark-making re-tell scribbling sketch stippling storyboard texture thick thin
Formal Elements	<ul style="list-style-type: none"> • Colour: The names of a wide range of colours. Colours can be mixed to make new colours. • Shape: Know the names of simple shapes in art. • Lines: Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'. 	<ul style="list-style-type: none"> • Shape: Know a range of 2D shapes and confidently draw these. • Line: Know that drawing tools can be used in a variety of ways to create different lines. Know lines can represent movement in drawings. • Texture: Know that texture means 'what something feels like'. • Know different marks can be used to represent the textures of objects. • Know different drawing tools make different marks. 	<ul style="list-style-type: none"> • Form: That 'composition' means how things are arranged on the pages. • Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern. • Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. • Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.



		EYFS	EYFS Framework Children at the expected level of development will:	Year 1	Year 2
National Curriculum Subject Content	Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
	Using sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas.
	Knowledge of artists	<ul style="list-style-type: none"> Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. 	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. 	<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.
	Evaluating and analysing	<ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. 	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	<ul style="list-style-type: none"> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.
		<ul style="list-style-type: none"> Explore the properties of clay. Use modelling tools to cut and shape soft materials e.g. playdough, clay. 	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, 	<ul style="list-style-type: none"> Wrap objects/shapes with wool. Measure a length. Tie a knot, thread and plait. Make a box loom. Join using knots. 	<ul style="list-style-type: none"> Use different materials and marks to replicate texture. Manipulate materials and surfaces to create textures. E.g. scratching with tools or blending with fingers.



EYFS & KS1 Progression of Skills and Knowledge in Art & Design

		<ul style="list-style-type: none"> • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. 	<p>experimenting with colour, design, texture, form and function.</p> <p>ELG: Physical development: Fine motor skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • Weave with paper on a paper loom. • Weave using a combination of materials 	<ul style="list-style-type: none"> • Use marks and lines to show expression on faces. • Make a concertina book. • Use drawing to tell a story. • Use charcoal to avoid snapping and to achieve different types of lines. • Use drawing pens.
...in order to:					
		<ul style="list-style-type: none"> • Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. • Cut, thread, join and manipulate materials safely, focusing on process over outcome. 		<ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures • Explore and analyse a wider variety of ways to join and fix materials in place. 	<ul style="list-style-type: none"> • Further demonstrate increased control with a greater range of media. • Make choices about which materials and techniques to use to create an effect. • Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.



Painting					
Unit	EYFS	Year 1	Year 2		
	Paint my world	Colour Splash	Life in colour		
Key Vocabulary	<ul style="list-style-type: none"> dab dot texture shiny silky slimy slippery smooth squelchy 	<ul style="list-style-type: none"> sticky wet collage landscape rip tear cut stick 	<ul style="list-style-type: none"> blend hue kaleidoscope pattern mix primary colour print 	<ul style="list-style-type: none"> secondary colour shade shape space texture thick 	<ul style="list-style-type: none"> collage detail mixing overlap primary colour secondary colour surface texture
Formal Elements	<ul style="list-style-type: none"> • Colour: The names of a wide range of colours. • Know colours can be mixed to make new colours. • Shape: The names of simple shapes in art. • Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it. • Tone: There are different shades of the same colour and identify colours as 'light' or 'dark' 	<ul style="list-style-type: none"> • Colour: Know that the primary colours are red, yellow and blue. • Know primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> – Red + yellow = orange – Yellow + blue = green – Blue + red = purple • Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. • Tone: Know that there are many different shades (or 'hues') of the same colour. • Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. 	<ul style="list-style-type: none"> • Colour: Different amounts of paint and water can be used to mix hues of secondary colours. • Colours can be mixed to 'match' real life objects or to create things from your imagination. • Form: That 'composition' means how things are arranged on the page. • Shape: Collage materials can be shaped to represent shapes in an image. • Pattern: Patterns can be used to add detail to an artwork. • Texture: Collage materials can be chosen to represent real-life textures. • Collage materials can be overlapped and overlaid to add texture. • Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. • Painting tools can create varied textures in paint. • Different amounts of paint and water can be used to mix hues of secondary colours. 		



		EYFS	EYFS Framework Children at the expected level of development will:	Year 1	Year 2
National Curriculum Subject Content	Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
	Using sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas.
	Knowledge of artists	<ul style="list-style-type: none"> Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. 	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects. 	<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.
	Evaluating and analysing	<ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. 	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	<ul style="list-style-type: none"> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.
		<ul style="list-style-type: none"> Explore paint, using hands as a tool. 	ELG: Expressive Arts and design: Creating with materials	<ul style="list-style-type: none"> Combine primary coloured materials to make secondary colours. 	<ul style="list-style-type: none"> Mix a variety of shades of a secondary colour.



EYFS & KS1 Progression of Skills and Knowledge in Art & Design

	<ul style="list-style-type: none"> Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>ELG: Physical development: Fine motor skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> Mix secondary colours in paint. Choose suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour. 	<ul style="list-style-type: none"> Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials e.g. cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it.
...in order to:				
	<ul style="list-style-type: none"> Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. 		<ul style="list-style-type: none"> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. 	<ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.



Sculpture and 3D				
	EYFS		Year 1	Year 2
Unit	Creation station		Paper play	n/a – Not covered in Year 2
Key Vocabulary	pinch roll slimy slippery smooth squash sticky stretch squelchy	twist 3D bark collage landscape leaves petals seed pods	twigs 3D design evaluate model plan reflect sculpture	artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag
Formal Elements	<ul style="list-style-type: none"> Form: Know modelling materials can be shaped using hands or tools. Shape: Know the names of simple shapes in art. Texture: Know simple terms to describe what something feels like (e.g. bumpy). 		<ul style="list-style-type: none"> Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Know that three dimensional art is called sculpture. Shape: Know paper can be shaped by cutting and folding it. Texture: Know different drawing tools make different marks. 	

		EYFS	EYFS Framework Children at the expected level of development will:	Year 1
National Curriculum Subject Content	Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	Explore their own ideas using a range of media.
	Using sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	Use sketchbooks to explore ideas.



EYFS & KS1 Progression of Skills and Knowledge in Art & Design

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge of artists</p>	<ul style="list-style-type: none"> Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. 	<p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evaluating and analysing</p>	<ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. 	<p>ELG: Expressive Arts and design: Creating with materials</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
	<ul style="list-style-type: none"> Explore the properties of clay. Use modelling tools to cut and shape soft materials e.g. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour. 	<p>ELG: Expressive Arts and design: Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>ELG: Physical development: Fine motor skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> Wrap objects/shapes with wool. Measure a length. Tie a knot, thread and plait. Make a box loom. Join using knots. Weave with paper on a paper loom. Weave using a combination of materials
...in order to:			
	<ul style="list-style-type: none"> Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focusing on process over outcome. 		<ul style="list-style-type: none"> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures Explore and analyse a wider variety of ways to join and fix materials in place.



Craft and Design			
	EYFS	Year 1	Year 2
Unit	Seasonal Crafts – Christmas, Easter & Summer	n/a – Not covered in Year 1	Map It Out
Key Vocabulary	cutter knead press push roll rolling pin salt dough squash combine dab mix pour spread sprinkle decoration pattern threading wool		abstract composition curator design design brief evaluate felt fibre gallery imaginary inspired landmarks mosaic overlap pattern shape stained glass texture
Formal Elements	<ul style="list-style-type: none"> • Pattern: Know when they have made a pattern with objects/colours/drawn marks and be able to describe it. • Texture: Know simple terms to describe what something feels like (e.g. bumpy). • Tone: Know there are different shades of the same colour and identify colours as 'light' or 'dark'. • Shape: Know the names of simple shapes in art. 		<ul style="list-style-type: none"> • Pattern: know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. • Know that patterns can be used to add detail to an artwork. • Line: Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. • Form: Know that 'composition' means how things are arranged on the page. • Shape: Know that shapes can be organic (natural) and irregular. • Texture: Know that collage materials can be chosen to represent real-life textures. • Know that collage materials can be overlapped and overlaid to add texture. • Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.



		EYFS	EYFS Framework Children at the expected level of development will:	Year 2
National Curriculum Subject Content	Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
	Using sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	Experiment in sketchbooks, using drawing to record ideas.
	Knowledge of artists	<ul style="list-style-type: none"> Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. 	ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used.
	Evaluating and analysing	<ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. 	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.
		<ul style="list-style-type: none"> Explore differences when cutting a variety of materials. Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card e.g. stick, clip, tie, tape. Apply craft skills e.g. cutting, threading, folding to make their own artworks. 	ELG: Expressive Arts and design: Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Physical development: Fine motor skills <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; 	<ul style="list-style-type: none"> Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours.



EYFS & KS1 Progression of Skills and Knowledge in Art & Design

	<ul style="list-style-type: none">Design something on paper ready to make in three dimensions.	<ul style="list-style-type: none">Begin to show accuracy and care when drawing.	<ul style="list-style-type: none">Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.Apply paint or ink using a printing roller.Smooth a printing tile evenly to transfer an image.Try out a variety of ideas for adapting prints into 2D or 3D artworks.
	...in order to:		
	<ul style="list-style-type: none">Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.Cut, thread, join and manipulate materials safely, focusing on process over outcome.		<ul style="list-style-type: none">Further demonstrate increased control with a greater range of media.Make choices about which materials and techniques to use to create an effect.Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.