


Gorse Hill Primary School Expressive Arts & Design Key Skills – EYFS Statutory Framework Sept 2021

Expressive Arts & Design Overview – EYFS Statutory Framework Sept 2021


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

Creating with Materials	Being Imaginative and Expressive (More Music & Drama)
<p>CM1 - Safely use and explore a variety of materials.</p> <p>CM2 - Safely use and explore a variety of tools and techniques.</p> <p>CM3 - Experiment with: colour design texture form and function</p> <p>CM4 - Share their creations, explaining the process they have used.</p> <p>CM5 - Make use of props and materials when role playing characters in narratives and stories.</p>	<p>IE1 - Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>IE2 - Sing a range of well-known nursery rhymes and songs.</p> <p>IE3 - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
ELG Fine Motor Skills	The Natural World
<p>FMS1 - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>FMS2 - Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>FMS3 - Begin to show accuracy and care when drawing.</p>	<p>NW1 - Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>NW2 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>NW3 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Gorse Hill Primary School: Art Progression of Skills – KS1


KS1 Art National Curriculum objectives: In this unit, children will be taught to:				
Work of artists	Exploring and evaluating ideas:	Drawing:	Digital Media:	3D Design:
<p>A1 study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms.</p> <p>A2 evaluate and analyse creative works using the language of art, craft and design.</p>	<p>E1 record and explore ideas from first hand observations.</p> <p>E2 ask and answer questions about starting points for their work.</p> <p>E3 develop and share their ideas, try things out and make changes.</p> <p>E4 describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>E5 think critically about their art and design work.</p>	<p>D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks.</p> <p>D2 draw lines and shapes from observations using different surfaces.</p> <p>D3 invent lines and shapes in drawing.</p> <p>D4 investigate tone by drawing light/dark lines, patterns and shapes.</p> <p>D5 investigate pattern and texture by describing, naming, rubbing and copying.</p>	<p>DM1 explore ideas using digital sources i.e. internet, iPads.</p> <p>DM2 record visual information digitally.</p> <p>DM3 use a simple graphics package to create images and effects with lines, shapes, colour and texture.</p>	<p>3D1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading.</p> <p>3D2 explore sculpture with a range of malleable media.</p> <p>3D3 work safely with materials and tools.</p> <p>3D4 experiment with constructing and joining recycled, natural and man-made materials.</p>
Painting:	Printing:		Textiles:	Collage:
<p>P1 use a variety of tools and techniques i.e. brush sizes and types.</p> <p>P2 mix and match colours to artefacts and objects.</p> <p>P3 work on different scales.</p> <p>P4 experiment with tools and techniques e.g. layering, mixing</p> <p>P5 name and mix primary colours, shades and tones.</p> <p>P6 create textured paint by adding material, i.e. sand or plaster.</p>	<p>PR1 print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables.</p> <p>PR2 take simple prints i.e. mono printing.</p> <p>PR3 design and build repeating patterns and recognise pattern in the environment.</p> <p>PR4 create simple printing blocks for press print.</p> <p>PR5 experiment with overprinting motifs and colour.</p>		<p>T1 choose fabrics/threads based on colour, texture and shape.</p> <p>T2 cut and shape fabric using scissors/snips.</p> <p>T3 apply shapes with glue or stitching.</p> <p>T4 apply decoration using beads, buttons, feathers etc.</p> <p>T5 apply colour with printing, dipping, fabric crayons.</p> <p>T6 create fabrics by weaving materials, i.e. grass through twigs.</p>	<p>C1 create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.</p> <p>C2 collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour.</p> <p>C3 arrange and glue materials to different backgrounds.</p> <p>C4 fold, crumple, tear and overlap papers.</p>

Gorse Hill Primary School: Art Progression of Skills – Lower KS2

Lower KS2 Art National Curriculum objectives: In this unit, children will be taught to:				
Work of artists	Exploring and evaluating ideas:	Drawing:	Digital Media:	3D Design:
<p>A1 study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms.</p> <p>A2 evaluate and analyse creative works using the language of art, craft and design.</p>	<p>E1 create sketch books to record their observations and use them to review and revisit ideas.</p> <p>E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.</p> <p>E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>E4 think critically about their art and design work.</p>	<p>D1 draw for a sustained periods of time.</p> <p>D2 use a sketchbook to collect and develop ideas from a range of sources.</p> <p>D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc.</p> <p>D4 experiment with different grades of pencil to achieve varied tone.</p> <p>D5 create texture and pattern in drawing with a range of implements.</p>	<p>DM1 explore ideas using digital sources i.e. internet, ipads.</p> <p>DM2 record, collect and store visual information digitally.</p> <p>DM3 present recorded visual images using software e.g. Photostory, Powerpoint.</p> <p>DM4 use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.</p>	<p>3D1 plan, design and make models from observation or imagination.</p> <p>3D2 develop skills in joining, extending and modelling clay.</p> <p>3D3 use papier mache to create simple 3D effects.</p> <p>3D4 experiment with constructing and joining recycled, natural and manmade materials.</p> <p>3D5 create textures and patterns in malleable materials including clay.</p>
Painting:	Printing:		Textiles:	Collage:
<p>P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.</p> <p>P2 create different effects and textures with paint.</p> <p>P3 use language of and mix primary and secondary colours and use tints and shades.</p>	<p>PR1 create printing blocks using relief or impressed method.</p> <p>PR2 develop print techniques i.e. mono-printing, block printing, relief or impressed method.</p> <p>PR3 create repeating patterns</p> <p>PR4 print with two colour overlays.</p>		<p>T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>T2 develop skills in stitching, cutting and joining.</p>	<p>C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.</p>

Gorse Hill Primary School: Art Progression of Skills – Upper KS2

Upper KS2 Art National Curriculum objectives: In this unit, children will be taught to:

Work of artists	Exploring and evaluating ideas:	Drawing:	Digital Media:	3D Design:
<p>A1 explore the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms.</p> <p>A2 evaluate and analyse creative works using the language of art, craft and design.</p>	<p>E1 create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.</p> <p>E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>E4 think critically about their art and design work.</p>	<p>D1 work on sustained, independent, detailed drawings.</p> <p>D2 develop close observational skills.</p> <p>D3 use a sketchbook to collect and develop ideas.</p> <p>D4 experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing.</p> <p>D5 use different techniques for different purposes i.e. shading, hatching, blending.</p> <p>D6 develop drawing using tonal contrast and mixed media.</p> <p>D7 begin to use simple perspective in their work i.e. by using single focal point on horizon.</p> <p>D8 begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.</p>	<p>DM1 explore ideas using digital sources i.e. internet, ipads.</p> <p>DM2 record, collect and store visual information digitally.</p> <p>DM3 present recorded visual images using software e.g. Photostory, Powerpoint.</p> <p>DM4 use a graphics package to import or create/manipulate images.</p> <p>DM5 create digital layered images from original ideas in sketchbooks.</p>	<p>3D1 shape, form, model and construct from observation and imagination.</p> <p>3D2 use recycled, natural and manmade materials to create sculptures.</p> <p>3D3 plan a sculpture through drawing and other preparatory work.</p> <p>3D4 develop skills in using clay including slabs, coils, slips etc.</p> <p>3D5 produce patterns and textures in malleable materials.</p>
Painting:	Printing:		Textiles:	Collage:
<p>P1 develop a painting from a drawing.</p> <p>P2 experiment with different media and materials for painting.</p> <p>P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry.</p> <p>P4 mix and match colours to create atmosphere and light effects.</p> <p>P5 identify, mix and use primary, secondary, complimentary and contrasting colours.</p>	<p>PR1 create printing blocks using sketchbook ideas.</p> <p>PR2 develop techniques i.e. mono-printing, block printing, relief/impressed method.</p> <p>PR3 experiment with overprinting motifs and colour.</p>		<p>T1 use fabrics to create 3D structures.</p> <p>T2 experiment with a range of media to overlap and layer creating textures, effects and colours.</p>	<p>C1 add collage to a printed or painted background.</p> <p>C2 use a range of media to create collages.</p> <p>C3 use different techniques, colours and textures when designing and making pieces of work.</p> <p>C4 use collage as a means of extending work from initial ideas.</p>