



HOW DOES THIS UNIT FIT IN?

EYFS: Expressive Arts and Design and Physical Development

In EYFS Art and Design is taught through Expressive Arts and Design and Physical Development.

Expressive Arts and Design

Throughout the year children are given a range of opportunities to develop their imagination and creativity by working with a range of mediums. Children experiment with media and materials finding out about their properties and modifying and manipulating them. Children Learn about individual pieces and become inspired by art and artists. These skills start from Nursery leading onto Reception.

Expressive Arts and Design: Creating with materials.

Drawing:

- Make marks intentionally and Enjoy mark-making opportunities.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).

Painting and mixed Media:

- Explore paint using fingers and other parts of their bodies as well as brushes and other tools.
- Uses a paintbrush to form lines and circles.
- Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).

Sculpture and 3D:

- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Investigate different materials freely, in order to develop their ideas about how to use them and what to make.
- Join different materials and explore different textures.
- Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).
- Make simple models which express their ideas.
- Uses different textures in creations and will combine media.

Expressive Arts and Design: Craft and Design:

Drawing:

- Uses drawing materials to create pictures with a range of lines and shapes.
- Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).

Painting and Mixed Media:

- Uses a range of different techniques and variety of materials, e.g., paint, collage.
- Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.
- Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).
- Produce more detailed representations and use different techniques and materials to achieve the desired effect (drawings, paintings, models) and can talk about what has been created.
- Uses different textures in creations and will combine media.
- Mixes colours to produce different shades and combines materials to create different textures.

Sculpture and 3D

- Develop their own ideas and then decide which materials to use to express them.
- Makes some independent choices about the resources needed.
- Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).
- Makes some independent choices about the resources needed.
- Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).
- Use a range of tools and equipment and selects the most appropriate tool or joining material for the job.

	<ul style="list-style-type: none"> • Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used sellotape because the glue was too runny to hold something heavy". • Return to and extend their creative learning, e.g., rebuilding a model made the day before but making it stronger.
<p>Expressive Arts and Design: Being Imaginative and Expressive</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Creates sounds, movements, drawings to accompany stories <p>Painting and Media:</p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes <p>Sculpture and 3D:</p> <ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. • Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth 	<p>At the end of Reception, these are the Early Learning Goals that the children should have met for Expressive Arts and Design:</p> <p>Exploring and creating with materials:</p> <ul style="list-style-type: none"> • ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • ELG - Share their creations, explaining the process they have used. • ELG - Make use of props and materials when role playing characters in narratives and stories. <p>Those working at greater depth may:</p> <ul style="list-style-type: none"> • Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose. • Draw inspiration from the work of others as starting points or to improve their own work, e.g., recreating a painting of a famous artist. • Show mastery and confidence in techniques, e.g., colour-mixing.
<p>Physical Development:</p> <p>During Nursery and Reception children are given regular opportunities to develop their fine motor control though adult led activities as well as the continuous and enhanced provision. Activities and resources are carefully planned to help with hand-eye co-ordination. A variety of opportunities to explore and play with small world activities, puzzles, arts and crafts, using small tools, with feedback and support from adults, allow our children to develop their fine motor skills with confidence.</p>	
<p>These skills are taught from Nursery to Reception:</p> <ul style="list-style-type: none"> • Use large muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor, • Develop overall body-strength, balance, coordination and agility. 	
<p>At the end of Reception, these are the Early Learning Goals that the children should have met for Fine Motor Skills:</p>	
<ul style="list-style-type: none"> • ELG - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • ELG - Use a range of small tools, including scissors, paintbrushes and cutlery. • ELG - Begin to show accuracy and care when drawing. 	<p>Those working at greater depth may:</p> <ul style="list-style-type: none"> • Sits writing on or line and begin to show clear ascenders/descenders. • Able to control the size of their letters/numbers. • Uses a knife and fork together confidently to cut food. • Draws detailed pictures. • Can do/undo buttons and zips.

Early Years Outcomes in Kapow units:			
Early Years Foundation Stage (Reception) Kapow Primary's units	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Drawing: Marvellous Marks	<p>Physical development</p> <ul style="list-style-type: none"> -Develop small motor skills so that they can use a range of tools competently, safely and confidently. -Develop overall body-strength, balance, co-ordination and agility. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -ELG: Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery. -ELG: Fine Motor Skills Begin to show accuracy and care when drawing. 	<p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <ul style="list-style-type: none"> -ELG: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	✓ Playing and Exploring
Painting and Mixed Media: Paint my world	<p>Physical development</p> <ul style="list-style-type: none"> -Develop small motor skills so that they can use a range of tools competently, safely and confidently. -ELG: Fine Motor Skills Begin to show accuracy and care when drawing. -ELG: Use a range of small tools, including scissors, paint brushes and cutlery. 	<p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <ul style="list-style-type: none"> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Create collaboratively, sharing ideas, resources and skills. -ELG: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -ELG: Creating with materials Share their creations, explaining the process they have used. 	✓ Playing and Exploring
Sculpture and 3D Creation station	<p>Physical development</p> <ul style="list-style-type: none"> -Develop small motor skills so that they can use a range of tools competently, safely and confidently. -Develop overall body-strength, balance, co-ordination and agility. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -ELG: Use a range of small tools, including scissors, paint brushes and cutlery. -ELG: Begin to show accuracy and care when drawing 	<p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <ul style="list-style-type: none"> -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -ELG: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -ELG: Creating with Materials Share their creations, explaining the process they have used. 	✓ Playing and Exploring

KS1 National Curriculum:	KS2 National Curriculum:
Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture 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. 	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. Pupils should be taught: <ul style="list-style-type: none"> 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

Characteristics of Art and Design (from National Curriculum):

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, 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.

What this looks like

Pupils should 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

Key Stage 1 - National curriculum Art and design content Pupils should be taught:	Year 1 Units			Year 2 Units		
	Drawing	Painting and Mixed Media	Sculpture and 3D	Drawing	Painting and Mixed Media	Sculpture and 3D
	Make Your Mark	Colour splash	Paper Play	Tell a story	Life in colour	Clay houses
To use a range of materials creatively to design and make products	✓	✓	✓	✓	✓	✓
To use drawing, painting and sculpture 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.	✓	✓	✓	✓	✓	✓

Key Stage 2 - National curriculum Art and design content Pupils should be taught:	Year 3 and 4 Units					
	Drawing	Craft and Design	Painting and Mixed Media	Drawing	Painting and Mixed Media	Sculpture and 3D
	Growing artists	Ancient Egyptian scrolls	Prehistoric Painting	Power Prints	Light and dark	Mega materials
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.	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓

Key Stage 2 - National curriculum Art and design content Pupils should be taught:	Year 5 and 6 Units					
	Drawing	Painting and mixed media	Sculpture and 3D	Drawing	Craft and design	Sculpture and 3D
	I need space	Portraits	Interactive installation	Make my voice heard	Photo opportunity	Making memories
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.	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓

Art and Design progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Developing independence, using media safely		Combining media		Junk Modelling, Painting, Chalk, & pencils	
Reception	Drawing Marvellous marks	Drawing Marvellous marks Seasonal Crafts Winter Craft and Christmas Craft	Painting and mixed media Paint my world	Painting and mixed media Paint my world	Sculpture and 3D Creation station	Sculpture and 3D Creation station
Year 1	Painting and mixed media Colour splash		Drawing Make your mark (Omit lesson 3)		Sculpture and 3D Paper play	
Year 2	Drawing Tell a story			Painting and mixed media Life in colour (Need natural resources)		Sculpture and 3D Clay houses
Year 3	Painting and mixed media Prehistoric Painting		Craft and Design Ancient Egyptian scrolls (Omit Lesson 3)			Drawing Growing Artists
Year 4	Drawing Power Prints		Painting Light and dark		Sculpture and 3D Mega materials (Omit lesson 4)	
Year 5	Painting and mixed media Portraits		Drawing I need space			Sculpture and 3D Interactive installation
Year 6	Craft and design Photo opportunity (Omit lesson 4)		Drawing Make my voice heard		Sculpture and 3D Making memories	

Year 1 Objectives	Painting and mixed media Autumn Term Colour splash	Drawing Spring Term Make your mark	Sculpture and 3D Summer Term Paper Play
	<ul style="list-style-type: none"> • Investigate how to mix secondary colours • To apply knowledge of colour mixing when painting • To explore colour when printing • Experiment with paint mixing to make a range of secondary colours • Apply their painting skills when working in the style of an artist • To roll paper to make 3D structures 	<ul style="list-style-type: none"> • Creating a modern style line drawing, experimenting with different resources and using the vocabulary; wavy, vertical, horizontal and cross hatch to describe the lines • Drawing lines to create a water effect using a variety of different materials to create one large collaborative piece of art, using the different styles of drawing lines for effect • To develop an understanding of different drawing materials and how to use them. • To develop an understanding of mark-making. • To apply an understanding of drawing materials and mark-making to draw from observation. 	<ul style="list-style-type: none"> • To roll paper to make 3D structures. • To shape paper to make a 3D drawing. • To apply paper-shaping skills to make an imaginative sculpture. • To work collaboratively to plan and create a sculpture. • To apply painting skills when working in 3D.
Year 2 Objectives	Drawing Autumn Term Tell a story	Painting and mixed media Spring Term Life in colour	Sculpture and 3D Summer Term Clay houses
	<ul style="list-style-type: none"> • To develop a range of mark-making techniques. • To explore and experiment with mark making to create textures. • To develop observational drawing. • To understand how to apply expressions to illustrate a character. • To develop illustrations to tell a story. 	<ul style="list-style-type: none"> • To develop knowledge of colour mixing. • To know how texture can be created with paint. • To use paint to explore texture and pattern. • To compose a collage, choosing and arranging materials for effect. • To evaluate and improve artwork. 	<ul style="list-style-type: none"> • To use impressing and joining techniques to decorate a clay tile. • To use drawing to plan the features of a 3D model. • To make a 3D clay tile from a drawn design

Year 3 Objectives	Painting and mixed media Autumn Term Prehistoric Painting	Craft and Design Spring Term Ancient Egyptian scrolls (Omit Lesson 3)	Drawing Summer Term Growing artists
	<ul style="list-style-type: none"> To understand how prehistoric man made art, and to reflect this style in their work. To scale up drawings and sketches in a different medium. To experiment with the pigments in natural products to make different colours. To select and apply a range of painting techniques. To apply painting skills when creating a collaborative artwork 	<ul style="list-style-type: none"> To investigate the style, pattern and characteristics of Ancient Egyptian art. To apply design skills inspired by the style of an ancient civilisation. To apply understanding of ancient techniques to construct a new material. To apply drawing and painting skills in the style of an ancient civilisation. To apply an understanding of Egyptian art to develop a contemporary response. 	<ul style="list-style-type: none"> To recognise how artists use shape in drawing. To understand how to create tone in drawing by shading. To understand how texture can be created and used to make art. To apply observational drawing skills to create detailed studies. To apply observational drawing skills to create detailed studies. To explore composition and scale to create abstract drawings. To understand how prehistoric man made art, and to reflect this style in their work.
Year 4 Objectives	Drawing Autumn Term Power Prints	Painting and Mixed Media Spring Term Light and dark	Sculpture and 3D Summer Term Mega materials (Omit lesson 4)
	<ul style="list-style-type: none"> To draw using tone to create a 3D effect. To explore proportion and tone when drawing. To plan a composition for a mixed-media drawing. To use shading techniques to create pattern and contrast. To work collaboratively to develop drawings into prints. 	<ul style="list-style-type: none"> To investigate different ways of applying paint and to be able to mix tints and shades of a colour. To use tints and shades to give a three-dimensional effect when painting. To explore how paint can create very different effects. To consider proportion and composition when planning a still life painting. To apply knowledge of colour mixing and painting techniques to create a finished piece. To develop ideas for 3D work through drawing and visualisation in 2D. 	<ul style="list-style-type: none"> To develop ideas for 3D work through drawing and visualisation in 2D. To use more complex techniques to shape materials. To explore how shapes can be formed and joined in wire. To consider the effect of how sculpture is displayed. To choose and join a variety of materials to make sculpture. To understand starting points in a design process. To explore techniques to develop imagery.

Year 5 Objectives	Painting and mixed Media Autumn Term Portraits	Drawing Spring Term I need space	Sculpture and 3D Summer Term Interactive installation
	<ul style="list-style-type: none"> To explore how a drawing can be developed. To combine materials for effect. To identify the features of self-portraits. To develop ideas towards an outcome by experimenting with materials and techniques. To apply knowledge and experience to create a mixed-media self-portrait. To identify and compare features of art installations 	<ul style="list-style-type: none"> To explore the purpose and effect of imagery. To understand and explore decision making in creative processes. To develop drawn ideas through printmaking. To test and develop ideas using sketchbooks. To apply an understanding of drawing processes to revisit and improve ideas. 	<ul style="list-style-type: none"> To identify and compare features of art installations. Investigate the effect of space and scale when creating 3D art. To problem-solve when constructing 3D artworks. To plan an installation that communicates an idea. To investigate how to display their installation piece for an audience. To apply observational drawing skills to interpret forms accurately.
Year 6 Objectives	Craft and design Autumn Term Photo opportunity (Omit lesson 4)	Drawing Spring Term Make my voice heard	Sculpture and 3D Summer Term Making memories
	<ul style="list-style-type: none"> To apply an understanding of composition to create an effective photomontage advertising poster To apply understanding of abstract art through photography. To demonstrate an understanding of design choices made for effect using digital photography techniques. To apply an understanding of photography to design and recreate a famous painting. To demonstrate observation and proportion to create art in a photorealistic style 	<ul style="list-style-type: none"> To explore expressive drawing techniques. To consider how symbolism in art can convey meaning. To apply understanding of the drawing technique chiaroscuro. To evaluate the context and intention of street art. To apply an understanding of impact and effect to create a powerful image. To analyse a famous painting 	<ul style="list-style-type: none"> To analyse how art can explore the concept of self. To explore sculptural techniques. To use creative experience to develop ideas and plan sculpture. To apply an understanding of materials and techniques to work in 3D. To problem solve, evaluate and refine artwork to achieve a chosen outcome. To apply an understanding of composition to create an effective photomontage advertising poster