

EYFS Curriculum Skills (using Development Matters as guidance)

In addition to the Prime Areas of Learning (Communication and Language, Physical Development and Personal, Social and Emotional Development) the following areas of learning are deemed stepping stones

| Area of Learning | Age Group     | Development Matters Statement   |
|------------------|---------------|---|
| EUMM             | ELG           | They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  |
| EUMM             | Exceeding ELG | Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.      |
| BI               | ELG           | 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 design and technology, art, music, dance, role play and stories. |
| BI               | Exceeding ELG | Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.    |
| MH               | ELG           | They handle equipment and tools effectively, including pencils for writing.   |
| MH               | Exceeding ELG | They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.   |

to the Key Stage 1 curriculum in this topic.

|   | Year 1   | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
|---|--|---|--|--|---|---|
| <u>Drawing</u><br>(Pencil, charcoal, inks, chalk, pastels, ICT software)  | <i>Extend the variety of drawings tools (T3)</i><br><i>Explore different textures (T4)</i><br><i>Observe and draw landscapes (T4)</i><br>Observe patterns (T4) | Experiment with tools and surfaces (T4)<br>Draw a way of recording experiences and feelings(T4)<br>Discuss use of shadows, use of light and dark(T4)<br>Sketch to make quick records (T4)     | Experiment with various pencils. (T2, T3 and T6)<br>Close observations<br>Draw both positive and negative shapes. (T2, T3 and T6)<br>Initial sketches as preparation for painting. (T2, T3 and T6) | Identify and draw the effect of light. (T2)<br>Use scale a proportion for accurate drawings of people. (T2)<br>Use different scales for drawing. (T1 and T3)<br>Computer drawings. | The effect of light from different directions on objects. (T5)<br>Interpret the texture of a surface. (T4)<br>Increasingly accurate drawings of people. (T2)<br>Understand the concept of perspective. (T2) | The effect of light from different directions on people and objects. (T4)<br>Increasingly accurate drawing of objects and people. (T5)<br>Understand and use the concept of perspective. (T5) |
| <u>Colour</u><br>(painting, ink, dye, textiles, pencils, crayon, pastels) | Name all the colours (T3)<br>Mixing of colours (T3)<br>Find collections of colour (T3)<br>Applying colour with a range of tools (T3)                           | Begin to describe colours by objects (T2)<br>Make as many tones of one colour as possible (using white) (T2)<br>Darken colours without using black (T2)<br>Using colour on a large scale (T2) | Colour mixing. (T1)<br>Colour wheels. (T1)<br>Introduce different types of brushes. (T3)<br>Introduce different techniques: dotting, scratching, and splashing. (T3 and T6)                        | Colour mixing with tint and tone. (T3)<br>Use correct brush for paint used. (T3)<br>Colour to reflect mood of painting. (T3)   | Hue of different colours. (T3)<br>Explore the use of texture in colour. (T2 and T5)<br>Use colour for purpose. (T2)   | Use the mood of colour. (T1 and T2)<br>Use different textures in colour. (T1 and T2)<br>Use colour for purpose. (T1 and T2)<br>Use colour to express feelings. (T1 and T2)                    |
| <u>Texture</u><br>(textiles, clay, sand, plaster, stone)                  | Collage (T4)<br>Sort according to specific qualities (T5)<br>How textiles create things (T5)   | Overlapping and overlaying to create effects<br>Use large eye needles- running stitch<br>Simple applique work<br>Collage (DT T3)  | Use smaller eyed needles and finer threads. (Covered in DT T4)<br>Weaving. (Covered in DT T4)  | Use different stiches.<br>Observations of design is textural arts. (T1)<br>Compare different fabrics. (T1)<br>Experiment creating different moods or movements. (T3)               | Use stories, music and poems for inspiration. (T5)<br>Independently select materials to use. (T2)<br>Look at artists using textiles   | Develops embellishing final piece.<br>Applies knowledge of techniques to express feelings. (T1)<br>Work collaboratively on a larger scale. (T2)   |

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| <p><b><u>Form</u></b><br/>(3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>                      | <p>Construct (T2)<br/>Use materials to known objects for a purpose(T2)<br/>Make simple joins(DT)<br/>Carve (T4)<br/>Pinch and roll coils and slabs using a modelling media. (T4)</p> | <p>Awareness of natural and man-made forms (T6)<br/>Expression of personal experiences and ideas (T6)<br/>To shape and form from direct observation (malleable and rigid materials) (T6)<br/>Decorative techniques<br/>Replicate patterns and textures in a 3D form (T6)<br/>Work that of other sculptors (T6)</p> | <p>Shape, form, model and construct (malleable and rigid materials). (T4)<br/>Understand different adhesive methods for construction. (T3 and T4)<br/>Understand aesthetic change finished piece. (T3 and T4)</p> | <p>Discuss own work to plan and develop. (T5)<br/>Experiment with natural and manmade surfaces and pattern. (T1)</p>                   | <p>Discuss and evaluate own work. (T6)<br/>Select own form appropriate for project. (T6)<br/>Discuss properties of media. (T6)<br/>Look at work of different sculptors. (T6)</p> | <p>Discuss and evaluate own work. (T3)<br/>Select own form appropriate for project with reasons.<br/>Discuss and evaluate properties of media.<br/>Look at and evaluate work of different sculptors.</p> |
| <p><b><u>Printing</u></b><br/>(found materials, fruit/vegetables, wood blocks, press printing, lino, string)</p> | <p>Create patterns (T3)<br/>Relief printing (T4)</p>   | <p>Print with a growing range of objects (T5)<br/>Identify the different forms printing takes (T5)</p>   | <p>Relief and impressed printing. (T5 and T6)<br/>Experimenting with different textures and patterns. (T5 and T6)<br/>Monoprinting. (T5 and T6)<br/>Colour mixing through overlapping prints. (T5 and T6)</p>     | <p>Record patterns and textures. (T6)<br/>Interpret natural and manmade patterns. (T6)<br/>Modify and adapt readymade prints. (T6)</p> | <p>Combine prints. (T1)<br/>Design own print. (T1)<br/>Make connections between different prints. (T1)<br/>Discuss and evaluate own and others work. (T1)</p>                    | <p>Use a variety of techniques to draw parts of a larger piece. (T5 and T6)<br/>Explore printing techniques used by various artists. (T6)</p>  |
| <p><b><u>Pattern</u></b><br/>(paint, pencil, textiles, clay, printing)</p>                                       | <p>Awareness and discussion of patterns (T3)<br/>Repeating patterns (T3)</p>   | <p>Experiment with regular and irregular pattern (arranging, folding, repeating and overlapping)<br/>Natural and man-made patterns (T6)</p>  | <p>Look for patterns in the environment. (T5 and T6)<br/>Use computers to create patterns. (T1)<br/>Use different surfaces to make patterns. (T5 and T6)<br/>Use symmetry in pattern. (T1)</p>                    | <p>Interpret natural and manmade patterns. (T5)<br/>Use tessellation in work. (T5)</p>   | <p>Create own pattern to reflect expression. (T1)<br/>Create a pattern for a purpose. (T1)</p>   | <p>Create own abstract pattern to reflect personal experiences. (T6)<br/>Create and evaluate pattern for purpose. (T6)</p>   |
| <p><b><u>Artists/Architects/Designers</u></b></p>  | <p>Roy Lichenstien, Edward Tingatinga<br/><br/>Andy, Goldsworthy</p>   | <p>Claude Monet<br/><br/>William Morris<br/><br/><b>Sculpture needed.</b></p>  | <p>Andy Warhol (T1), William Turner (T4), Arcimboldo</p>  | <p>Romero Britto, Vincent Van Gogh<br/><br/>Richard Morris Hunt</p>  | <p>Roald Bradstock, Vincent Van Gogh, Hans Holbein, Leonid Afremov, Salvador Dali, Jackson Pollock</p>   | <p>Kenojuak Ashevak, O Suitok Ipeelee, Jaqualine Hurley<br/><br/>Frank ‘Fraver’ Verlizzo</p>   |