



Art & Design Skills & Curriculum Coverage EYFS and Key Stage I

YEAR A		EYFS		
EYFS FRAMEWORK	<p>EYFS Framework 2021 Physical Development “Repeated and varied opportunities to explore and play with...arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.”</p> <p>Early Learning Goals Physical Development Fine Motor Skills * Hold a pencil effectively. * Use a range of small tools... including paint brushes. * Begin to show accuracy and care when drawing.</p> <p>EYFS Framework 2021 Expressive Arts & Design “The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important the children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.”</p> <p>Early Learning Goals Expressive Arts & Design Creating with Materials * 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.</p>			
		<p>The History of Britain</p> <p>Painting – Van Gogh. Home and Family Portraits. Junk Modelling- Homes</p> <p>Yr I- ▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g. with a</p>	<p>Is the whole world weather like Britain?</p> <p>Nature Sculptures</p> <p>Yr I- ▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g.</p>	<p>What on Earth is Our Planet</p> <p>Fabrics & Collage</p> <p>Yr I- ▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g.</p>
Produce creative work, exploring their ideas and recording their experiences				



Art & Design Skills & Curriculum Coverage EYFS and Key Stage 1

	<p>range of media on different scales.</p> <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales. 	<p>with a range of media on different scales.</p> <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales. 	<p>with a range of media on different scales.</p> <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales.
<p>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</p>	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers.
<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply



Art & Design Skills & Curriculum Coverage EYFS and Key Stage 1

	<ul style="list-style-type: none"> ▶ Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet. 	<p>acrylic paint thickly to add texture.</p> <ul style="list-style-type: none"> ▶ Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet. 	<p>acrylic paint thickly to add texture.</p> <ul style="list-style-type: none"> ▶ Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.
<p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in their 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in



Art & Design Skills & Curriculum Coverage EYFS and Key Stage 1

	<p>own work and in the work of others.</p> <ul style="list-style-type: none">▶ Talk about what they might change in their own work. <p>Yr 2-</p> <ul style="list-style-type: none">▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'.▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.▶ Adapt and make changes to their work and the tools they use as it develops.▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.	<p>their own work and in the work of others.</p> <ul style="list-style-type: none">▶ Talk about what they might change in their own work. <p>Yr 2-</p> <ul style="list-style-type: none">▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'.▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.▶ Adapt and make changes to their work and the tools they use as it develops.▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.	<p>their own work and in the work of others.</p> <ul style="list-style-type: none">▶ Talk about what they might change in their own work. <p>Yr 2-</p> <ul style="list-style-type: none">▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'.▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.▶ Adapt and make changes to their work and the tools they use as it develops.▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Art & Design Skills & Curriculum Coverage EYFS and Key Stage I

YEAR B	EYFS		
<p align="center">EYFS FRAMEWORK</p>	<p>EYFS Framework 2021 Physical Development “Repeated and varied opportunities to explore and play with...arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.”</p> <p>Early Learning Goals Physical Development Fine Motor Skills * Hold a pencil effectively. * Use a range of small tools... including paint brushes. * Begin to show accuracy and care when drawing.</p> <p>EYFS Framework 2021 Expressive Arts & Design “The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important the children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.”</p> <p>Early Learning Goals Expressive Arts & Design Creating with Materials * 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.</p>		
	<p align="center">History of Britain</p>	<p align="center">Hot and Cold World</p>	<p align="center">The Planet</p>
<p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>Colour & Digital Art</p>	<p>Joan Miró</p>	<p>Sculptures</p>
	<p>Yr I-</p> <ul style="list-style-type: none"> ▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g. with a range of media on different scales. 	<p>Yr I-</p> <ul style="list-style-type: none"> ▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g. with a range of media on different scales. 	<p>Yr I-</p> <ul style="list-style-type: none"> ▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g. with a range of media on different scales.



Art & Design Skills & Curriculum Coverage EYFS and Key Stage 1

	<p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales. 	<p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales. 	<p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales.
Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers.
Become proficient in drawing, painting, sculpture and other art, craft and design techniques	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. ▶ Begin to demonstrate control of 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. ▶ Begin to demonstrate control of 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. ▶ Begin to demonstrate control of



Art & Design Skills & Curriculum Coverage EYFS and Key Stage I

	<p>given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</p> <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet. 	<p>given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</p> <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet. 	<p>given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</p> <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.
<p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in their own work and in the work of others. ▶ Talk about what they might change in their own work. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in their own work and in the work of others. ▶ Talk about what they might change in their own work. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in their own work and in the work of others. ▶ Talk about what they might change in their own work. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.



Art & Design Skills & Curriculum Coverage EYFS and Key Stage 1

	<ul style="list-style-type: none">▶ Adapt and make changes to their work and the tools they use as it develops.▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.	<ul style="list-style-type: none">▶ Adapt and make changes to their work and the tools they use as it develops.▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.	<ul style="list-style-type: none">▶ Adapt and make changes to their work and the tools they use as it develops.▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Art & Design Skills & Curriculum Coverage EYFS and Key Stage I

YEAR C		EYFS	
EYFS FRAMEWORK	<p>EYFS Framework 2021 Physical Development “Repeated and varied opportunities to explore and play with...arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.”</p> <p>Early Learning Goals Physical Development Fine Motor Skills * Hold a pencil effectively. * Use a range of small tools... including paint brushes. * Begin to show accuracy and care when drawing.</p> <p>EYFS Framework 2021 Expressive Arts & Design “The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important the children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.”</p> <p>Early Learning Goals Expressive Arts & Design Creating with Materials * 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.</p>		
	Produce creative work, exploring their ideas and recording their experiences	All Roads lead to Home	Survival
	LS Lowry- Landscapes	Sculptures with nature	Art- Fabricate (in conjunction with D&T).
	Yr 1- <ul style="list-style-type: none"> ▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g. with a range of media on different scales. 	Yr 1- <ul style="list-style-type: none"> ▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g. with a range of media on different scales. 	Yr 1- <ul style="list-style-type: none"> ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g. with a range of media on different scales. Yr 2- <ul style="list-style-type: none"> ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.



Art & Design Skills & Curriculum Coverage EYFS and Key Stage 1

	<p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales. 	<p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales. 	<ul style="list-style-type: none"> ▶ Show confidence in working creatively e.g. with a range of media on different scales.
<p>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</p>	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. 	
<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. ▶ Begin to demonstrate control of 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. ▶ Begin to demonstrate control of 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. ▶ Begin to demonstrate control of



Art & Design Skills & Curriculum Coverage EYFS and Key Stage I

	<p>given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</p> <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet. 	<p>given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</p> <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet. 	<p>given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</p> <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.
<p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in their own work and in the work of others. ▶ Talk about what they might change in their own work. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in their own work and in the work of others. ▶ Talk about what they might change in their own work. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in their own work and in the work of others. ▶ Talk about what they might change in their own work. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.



Art & Design Skills & Curriculum Coverage EYFS and Key Stage 1

	<ul style="list-style-type: none">▶ Adapt and make changes to their work and the tools they use as it develops.▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.	<ul style="list-style-type: none">▶ Adapt and make changes to their work and the tools they use as it develops.▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.	<ul style="list-style-type: none">▶ Adapt and make changes to their work and the tools they use as it develops.▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Art & Design Skills & Curriculum Coverage EYFS and Key Stage 1

YEAR D		EYFS		
EYFS FRAMEWORK	<p>EYFS Framework 2021 Physical Development “Repeated and varied opportunities to explore and play with...arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.”</p> <p>Early Learning Goals Physical Development Fine Motor Skills * Hold a pencil effectively. * Use a range of small tools... including paint brushes. * Begin to show accuracy and care when drawing.</p> <p>EYFS Framework 2021 Expressive Arts & Design “The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important the children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.”</p> <p>Early Learning Goals Expressive Arts & Design Creating with Materials * 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.</p>			
	Produce creative work, exploring their ideas and recording their experiences	No Place like Home	Lets Grow our own	Oh We do Like to be Beside the Seaside
LS Lowry Landscapes		Drawings & Sculptures of food - Giuseppe Arcimboldo, James Parker	Textiles and Sketching, Minibeasts, Collage Minibeasts	
Yr 1- <ul style="list-style-type: none"> ▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g. with 		Yr 1- <ul style="list-style-type: none"> ▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g. with 	Yr 1- <ul style="list-style-type: none"> ▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g. with 	



Art & Design Skills & Curriculum Coverage EYFS and Key Stage I

	<p>a range of media on different scales.</p> <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales. 	<p>a range of media on different scales.</p> <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales. 	<p>a range of media on different scales.</p> <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales.
Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work.
Become proficient in drawing, painting, sculpture and other art, craft and design techniques	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.



Art & Design Skills & Curriculum Coverage EYFS and Key Stage I

	<ul style="list-style-type: none"> ▶ Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet. 	<ul style="list-style-type: none"> ▶ Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet. 	<ul style="list-style-type: none"> ▶ Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.
<p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in their own work and in the work of others. ▶ Talk about what they might change in their own work. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in their own work and in the work of others. ▶ Talk about what they might change in their own work. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. 	<p>Yr 1-</p> <ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in their own work and in the work of others. ▶ Talk about what they might change in their own work. <p>Yr 2-</p> <ul style="list-style-type: none"> ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.



Art & Design Skills & Curriculum Coverage EYFS and Key Stage 1

	<ul style="list-style-type: none">▶ Adapt and make changes to their work and the tools they use as it develops.▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.	<ul style="list-style-type: none">▶ Adapt and make changes to their work and the tools they use as it develops.▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.	<ul style="list-style-type: none">▶ Adapt and make changes to their work and the tools they use as it develops.▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------