



Expressive Arts/Design & Art Learning Journey (Intent)

EYFS	Expressive Arts and Design	
	<i>Exploring and using materials and media</i>	<i>Being imaginative</i>
	<i>A Unique Child: observing what a child is learning</i>	
Emerging (30 – 50 months)	<ul style="list-style-type: none"> •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. 	<ul style="list-style-type: none"> •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words
Emerging (40 – 60 months)	<ul style="list-style-type: none"> •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> •Create simple representations of events, people and objects •Chooses particular colours to use for a purpose.
Expected (Early learning Goal)	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	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.

KS1 National Curric (Stat Req's / strands)	Drawing	Painting	3D/Sculpture	Textiles	Print Making
Year 1 – Emerging knowledge, skills and concepts	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Experiment drawing on different surfaces with a range of media. Start to record simple explorations in a sketch book. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching (cross hatching to create density), scribbling, stippling (dots) and blending to create light/ dark lines. Investigate textures exploring, describing and naming, taking rubbings and copying. Learn to draw familiar objects – people, faces, houses etc Look at and talk about their own work and that of other artists and the techniques they have used.	Experiment with a variety of media; different brush sizes and tools such as sponges, paper, strips of card, toothbrushes etc. Begin to control the types of marks made with the range of paint and/or media. Experiment with textures of paint sharing ideas. (Use glue, sand, sawdust to create varying effects.) Paint on different surfaces with a range of media. Record simple media explorations in a sketch book. Start to mix a range of secondary colours, moving towards predicting resulting colours. Look at and talk about their own work and that of other artists and the techniques they have used.	Experiment with a variety of malleable media such as clay, papier mache, salt dough, modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading using fingers and appropriate tools. Use tools and equipment safely and in the correct way. Impress and apply simple decoration techniques: impressed, painted, applied. Look at and talk about their own work and that of other artists and the techniques they have used.	Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Use one type of stitch – running stitch in binka, card circles, move on to free stitching. Explain how to thread a needle and have a go with larger needles. Have some experience of weaving: paper weaving, string bound around clothes airer, weave in and out with paper, cloth etc understand the process and some techniques. Begin to identify different types and textures of fabric and materials for collage and explore creating and making Use appropriate language to describe colours, media, equipment and textures. Look and talk about what they have produced, describing simple techniques and media used. Look at work of artists	Explore printing simple pictures with a range of hard and soft materials e.g. cork, polystyrene tiles/shapes, sponge. Explore press printing using polystyrene tiles and rollers etc Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics. Look at and talk about own work and that of other artists and the techniques they had used.
Year 2 – Expected by the end of KS1	Control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Select appropriate media and type of mark making for a purpose. Select different surfaces to draw on with a range of media. Use a sketchbook to plan and develop simple ideas and use to review and revisit ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Continue to investigate textures. Explore and produce a range of patterns. Explore the work of a range of artists, craft makers and designers, describing differences and similarities and making links to their own drawing. Discuss their own work and work of peers, expressing thoughts and feelings.	Control the types of marks made with a range of painting techniques (using variety of media) e.g. layering, mixing media, and adding texture. Independently select appropriate brushes or tools, considering appropriate size and articulating a reason for the choice. eg small brush for small marks, sponge for colour wash. Use a sketchbook to plan and develop ideas and continue to store information on colour mixing and the colour wheel. Begin to mix colour shades (black) and tones (grey), tint (white). Explore the work of a range of artists, craft makers and designers, describing differences and similarities and making links to their own painting. Discuss their own work and work of peers, expressing thoughts and feelings.	Use equipment and media with increasing confidence. Make and use slip to fasten clay. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Explore surface patterns/ textures and use them when appropriate. Explore the work of a range of artists, craft makers and designers, describing differences and similarities and making links to their own 3D work. Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.	Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Continue to gain experience in weaving, both 3D and 2D i.e. grass through twigs, carrier bags on a bike wheel. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Gain experience in applying colour with printing, dipping, fabric crayons. Create and use dyes i.e. tea, coffee, fruits. Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge Develop press printing using polystyrene tiles and rollers etc Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform their work. Discuss own work and others work, expressing thoughts and feelings. Identify changes they might make or how their work could be developed further.
NC Attainment Targets	KS1 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 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. 				