

Great Corby School and Nursery



Art and Design

The EYFS framework is structured very differently to the national curriculum as it is organised across **seven areas of learning** rather than subject areas.

- Communication and Language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the World
- Expressive art and design.

Alongside the seven areas of learning are **the Characteristics of effective teaching and learning**.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- *playing and exploring – children investigate and experience things, and ‘have a go’*
- *active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- *creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

Taken from Development Matters revised 2021

The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

Children are given opportunities to develop their own play and independent exploration through our vision of curiosity and wonder.

Communication and Language and Personal, Social and Emotional Development are intertwined in everything we do.

This document demonstrates which statements from the revised 2021 Development Matters are prerequisite skills for **Art and Design** within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for **Art and Design**.

The most relevant statements for **Art and Design** are taken from the following areas of learning: •Expressive Arts and Design

Art and Design					
Development Matters			Vocabulary	Examples of how this is achieved in EYFS	Art and Design in Key Stage 1
Birth to three	Physical Development	<ul style="list-style-type: none"> • Walk, run, jump and climb (developing gross motor skills) • Use large and small motor skills to do things independently, for example manage and zips, and our drinks. • Develop manipulation and control • Explore different material and tools. 	<ul style="list-style-type: none"> • Artist • Draw • Pencil • Brush • Colour • Paint • Shade • Pattern • Picture • Pastels • Design • Create • Texture 	<ul style="list-style-type: none"> • Drawing self-portraits • Drawing and painting pictures of their family. • Transient art – Art without Glue using a variety of resources both natural and man-made. Inspired by Autumn, theme of dark and light. • Art work inspired by books – The dot, owl babies, Handa’s surprise. • Black History Art – Kente cloth • Creating art inspired by famous Artist, e.g Andy Goldsworthy / Vincent Van Gogh. • Designing and creating a house for an animal. Adapting work where necessary. • Child-led activities e.g Making kites. • Leaf man link – Creating their own pictures using Autumn leaves. • Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make product. • 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. • Explore 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.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Start to make marks intentionally • Explore paint using fingers and other parts of their bodies as well as brushes and other tools • Express ideas and feeling through making marks they make. 			
Three and Four-Year-Olds	Physical Development	<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. 			
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their 			

		<p>ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • 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. • Explore colour and colour mixing. 		<p>watercolours, brusho inks, wool, material etc...to name some.</p> <ul style="list-style-type: none"> • Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. • Craft Area enables children to self-select resources that they need / want to test out including masking tape and glue to join. • Tinkering shed 	
Children in Reception	Physical Development	<ul style="list-style-type: none"> • 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. 			
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create 			

			collaboratively, sharing ideas, resources and skills.			
ELG	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> •Children at the expected level of development will: - 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; •Make use of props and materials when role playing characters in narratives and stories. 			
	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> •Use a range of small tools, including scissors, paint brushes and cutlery; •Begin to show accuracy and care when drawing. 			

Key Stage 1	Key Stage 2
<p data-bbox="521 715 833 746">Pupils should be taught:</p> <ul data-bbox="286 794 1160 1136" style="list-style-type: none"> <li data-bbox="286 794 1070 865">• To use a range of materials creatively to design and make products. <li data-bbox="286 874 1111 944">• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <li data-bbox="286 954 1128 1024">• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <li data-bbox="286 1034 1160 1136">• 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. 	<p data-bbox="1496 715 1807 746">Pupils should be taught:</p> <ul data-bbox="1238 833 2056 1066" style="list-style-type: none"> <li data-bbox="1238 833 2056 903">• To create sketch books to record their observations and use them to review and revisit ideas <li data-bbox="1238 912 2016 1024">• 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] <li data-bbox="1238 1034 1984 1066">• About great artists, architects and designers in history.

Subject Overview Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Children are given opportunities to develop their own play and independent exploration through our vision of curiosity and wonder. Communication and Language and Personal, Social and Emotional Development are intertwined in everything we do.</p> <p>The most relevant statements for Art and Design taken from the following areas of learning:</p> <ul style="list-style-type: none"> •Personal, Social and Emotional Development •Physical Development •Understanding the World. •Expressive Art and Design <p>(See progression documents for more details)</p>					
Class 1	<p><u>Drawing: Make Your Mark</u></p> <p>Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p>	<p><u>Painting and Mixed Media: Colour Splash</u></p> <p>Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p><u>Sculpture and 3D: Paper Play</u></p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque.</p> <p>There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p>	<p><u>Craft and Design: Woven Wonders</u></p> <p>Exploring the idea that they are artists and makers; reflecting on what makes an activity 'art' or 'craft'.</p>		
Class 2	<p><u>Drawing: Growing Artists</u></p> <p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the</p>	<p><u>Painting & Mixed Media: Light and Dark</u></p> <p>Developing colour mixing skills, using shades and tints to show form and create three</p>	<p><u>Sculpture and 3D: Abstract shape and space.</u></p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p>	<p><u>Craft and Design: Ancient Egyptian Scrolls</u></p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.</p>		

	<p>techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p>	<p>dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>		
Class 3	<p><u>Sculpture and 3D: Interactive Installation</u></p> <p>Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p>	<p><u>Craft and Design: Architecture</u></p> <p>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.</p>	<p><u>Painting and Mixed Media: Portraits</u></p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<p><u>Drawing: Make my voice heard</u></p> <p>On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</p>

Subject Overview Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Children are given opportunities to develop their own play and independent exploration through our vision of curiosity and wonder. Communication and Language and Personal, Social and Emotional Development are intertwined in everything we do.</p> <p>The most relevant statements for Art and Design taken from the following areas of learning:</p> <ul style="list-style-type: none"> •Personal, Social and Emotional Development •Physical Development •Understanding the World. •Expressive Art and Design <p>(See progression documents for more details)</p>					
Class 1	<p><u>Drawing: Tell a Story</u></p> <p>Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</p>	<p><u>Sculpture and 3D: Clay houses</u></p> <p>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay</p>	<p><u>Painting and Mixed Media: Life in colour</u></p> <p>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>	<p><u>Craft and Design: Map it out.</u></p> <p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p>		
Class 2	<p><u>Painting and Mixed Media: Prehistoric paintings</u></p> <p>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p><u>Drawing: Power prints</u></p> <p>Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when</p>	<p><u>Sculpting and 3D: Mega Materials</u></p> <p>Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.</p>	<p><u>Craft and Design: Fabric of Nature</u></p> <p>Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of rainforest animal and insect life.</p>		

		developing a drawing into a print		
Class 3	<p><u>Craft and Design: Photo opportunity</u></p> <p>Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.</p>	<p><u>Painting and Mixed Media: Artist Study</u></p> <p>Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</p>	<p><u>Drawing: I need space</u></p> <p>Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style</p>	<p><u>Sculpture and 3D: Making Memories</u></p> <p>Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	They represent their own ideas, thoughts and feelings through art.	Ask and answer questions about the starting points for their work and the processes they have used.	Say how other artist/craft maker/designer have used colour, pattern and shape Create a piece of work in response to another artist's work (not copy)	Compare the work of different artists Explore work from other cultures Explore work from other periods of time	Experiment with different styles which artists have used Explain art from other periods of history	Experiment with different styles which artists have used Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information	Make a record about the styles and qualities in their work Say what their work is influenced by
Evaluating and developing work	Selects appropriate resources and adapts work where Necessary. Children use what they have learnt about media and materials in original ways,	Review what they and others have done and say what they think and feel about it.	When looking at creative work express clear preferences and give some reasons for these. Identify what they might change in their current work/ future work.	Reflect upon what they like and dislike about their work in order to improve it. Identify what they might change in their current work/ future work.	Discuss and review own and others work, expressing thoughts and feelings explaining their views. Adapt their work according to their views and describe how they might	Regularly analyse and reflect on their progress taking account of what they hoped to achieve.	Provide a reasoned evaluation of their own and professional work which takes account of the starting points, intentions and context behind the work.

	thinking about uses and purposes.				develop it further.		
Drawing	Chooses particular colours to use for a purpose	<ul style="list-style-type: none"> *communicate something about themselves in their drawing *create moods in their drawings *draw using pencil and crayons * Use lines of different shapes and thickness * use 2 different grades of pencil 	<ul style="list-style-type: none"> *use three different grades of pencil in their drawing (4B, 8B, HB) *use charcoal, pencil and pastels *create different tones using light and dark *show patterns and texture in their drawings *use a viewfinder to focus on a specific part of an artefact before drawing it 	<ul style="list-style-type: none"> *Show facial expressions in their drawings *use their sketches to produce a final piece of work *write an explanation of their sketch in notes *use different grades of pencil shade, to show different tones and texture 	<ul style="list-style-type: none"> *begin to show facial expressions and body language in their sketches *identify and draw simple objects, and use marks and lines to produce texture *organise line, tone, shape and colour to represent figures and forms in movement *show reflections *explain why they have chosen specific materials to draw with 	<ul style="list-style-type: none"> *identify and draw simple objects, and use marks and lines to produce texture *use shading to create mood and feeling *organise line, tone, shape and colour to represent figures and forms in movement *show reflections *explain why they have chosen specific materials to draw with 	<ul style="list-style-type: none"> *Use sketches communicate emotions and a sense of self with accuracy and imagination *explain why they have combined different tools to create their drawings *explain why they have chosen specific drawing techniques
Painting	Explores what happens when	<ul style="list-style-type: none"> * communicate something about themselves in 	<ul style="list-style-type: none"> *mix paint to create all the secondary colours 	<ul style="list-style-type: none"> *predict with accuracy the colours that they mix 	<ul style="list-style-type: none"> *create all the colours they need 	<ul style="list-style-type: none"> *create a range of moods in their paintings *express their 	<ul style="list-style-type: none"> *explain what their own style is

	<p>they mix colours. Chooses particular colours to use for a purpose</p>	<p>their painting</p> <ul style="list-style-type: none"> *create moods in their painting *choose to use thick and thin brushes as appropriate *paint a picture of something they can see name the primary and secondary colours 	<ul style="list-style-type: none"> *mix and match colours, predict outcomes *mix their own brown *make tints by adding white *make tones by adding black 	<ul style="list-style-type: none"> *Know where each of the primary and secondary colours sits on the colour wheel *Create a background using a wash *use a range of brushes to create different effects 	<ul style="list-style-type: none"> *create mood in their paintings *use shading to create mood and feeling 	<p>emotions accurately through their painting and sketches</p>	<ul style="list-style-type: none"> *use a wide range of techniques in their work *explain why they have chosen specific painting techniques
Printing	<p>Uses simple tools and techniques competently and appropriately.</p>	<ul style="list-style-type: none"> *print with sponges, vegetables and fruit *print onto paper and textile *design their own printing block *create a repeating pattern 	<ul style="list-style-type: none"> *create a print using pressing, rolling, rubbing and stamping *create a print like a designer 	<ul style="list-style-type: none"> *make a printing block *make a 2 colour print 	<ul style="list-style-type: none"> *print using at least four colours *create an accurate print design *print onto different materials 	<ul style="list-style-type: none"> *print using a number of colours *create an accurate print design that meets a given criteria *print onto different materials 	<ul style="list-style-type: none"> *overprint using different colours *look carefully at the methods they use and make decisions about the effectiveness of their printing methods
Textiles/collage	<p>Experiments to create</p>	<ul style="list-style-type: none"> *sort threads and fabrics 	<ul style="list-style-type: none"> *join fabric using glue 	<ul style="list-style-type: none"> *add onto their work to create 	<ul style="list-style-type: none"> *use early textile and 	<ul style="list-style-type: none"> *use textile and sewing skills as part of a project, 	<ul style="list-style-type: none"> *justify the materials they have chosen

	<p>different textures</p> <p>Understands that different media can be combined to create new effects</p>	<ul style="list-style-type: none"> *group fabrics and threads by colour and texture *weave with fabric and thread *cut and tear paper and card for their collages *gather and sort the materials they will need 	<ul style="list-style-type: none"> *sew fabrics together *create part of a class patchwork *create individual and group collages *use different kinds of materials on their collage and explain why they have chosen them *use repeated patterns in their collage 	<p>texture and shape</p> <ul style="list-style-type: none"> *Use more than one type of stitch *join fabric together to form a quilt using padding *use sewing to add detail to a piece of work *add texture to a piece of work *cut very accurately *overlap materials *experiment using different colours *use mosaic use montage 	<p>sewing skills as part of a project</p> <ul style="list-style-type: none"> *use ceramic mosaic *combine visual and tactile qualities 	<p>e.g. hanging, textile book, etc this could include running stitch, cross stitch, backstitch, appliqué and/or embroidery</p> <ul style="list-style-type: none"> *use ceramic mosaic to produce a piece of art *combine visual and tactile qualities to express mood and emotion 	<ul style="list-style-type: none"> *combine pattern, tone and shape?
3D form	<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<ul style="list-style-type: none"> *add texture by using tools *make different kinds of shapes *cut, roll and coil materials such as clay, dough or plasticine 	<ul style="list-style-type: none"> *make a clay pot * join two finger pots together *add line and shape to their work 	<ul style="list-style-type: none"> *work with life size materials *create pop-ups 	<ul style="list-style-type: none"> *experiment with and combine materials and processes to design and make 3D form *sculpt clay and other mouldable materials 	<ul style="list-style-type: none"> *experiment with and combine materials and processes to design and make 3D form *sculpt clay and other mouldable materials 	<ul style="list-style-type: none"> *create models on a range of scales *create work which is open to interpretation by the audience *include both visual and tactile

							elements in their work
Breadth of Study	Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Explore 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.	Explore 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.	Understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work	Begin to explore a range of great artists, architects and designers in history.	Recognise the art of key artists and begin to place them in key movements or historical events. Identify artists who have worked in a similar way to their own work.	Know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked. Know technical vocabulary and techniques for modifying the qualities of materials and processes Artists: Banksy, Peter Hill, Joe Scarborough,
	Artists:	Artists: Hundertwasser,	Artists: Mike Jeffries, Andy Goldsworthy	Artists: Barbara Hepworth, Turner,	Artists: David Mellor, Claude Monet, Paul Cezanne, Henri Matisse,	Artists: Andy Warhol, Norman Rockwell, Jackson Pollock,	

Great Corby Primary School and Nursery

				Prehistoric art (various artists)	David smith, Henry Moore		Pete McKee, Melvyn Evans,
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