



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

ART FROM EYFS TO KEY STAGE 1

IF YOU CAN DREAM IT, YOU CAN DO IT!



Art and Design Long-Term Sequence Early Years Foundation Stage to Key Stage 1

Specific Area - Expressive Arts and Design	Early Learning Goals	Key Vocabulary to be developed in EYFS	Examples of how this is achieved	Art and Design KS1 National Curriculum
	<p>ELG Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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>Range of materials make, hard, soft, small, big, build, join, plastic, paper, cardboard, material, wood, foil, fabric, fixing</p> <p>Tool and fixings scissors, tape, glue, together, safe, stapler, hole punch, treasury tag, tools, goggles, safely, trowel, drill, vice, saw, split pins, safety equipment</p> <p>Painting brushes, sponges, rollers, red, blue, yellow, choose, tools, mix, try, feeling (and revise colour), match, technique, watercolour, powder, grip</p> <p>Drawing/line draw, pencil, chalk, line, felt tip, shape, lines, drawing, wavy, straight, detail, dark, light, thick, thin, observe</p> <p>Sculpting dough/playdough, roll, ball, pat, plasticine, squash, squeeze, pull, push, clay, papier mâché, twist, stretch, flatten</p> <p>Colour/Pattern/Texture/Shape feel, hard, soft, sticky, primary colours, black and white, mix, lumpy, smooth, rough, gloopy, pattern, texture, lighter, darker, shade, AB/ABC Pattern (plus most common colours).</p> <p>Artists/wider concepts like, don't like, artist, colour (know the primary colours, black and white and some others), dislike, art show, illustrator, simple shape names (and names of colours), art gallery, opinion, because, texture, pattern, shape (and all common colours)</p>	<ul style="list-style-type: none"> Teaching pupils to stretch, squash, roll, tear, scrunch and join materials. Modelling imaginative construction. Explaining choices of materials and shapes. Scissor use and safety. Cutting tape safely on and off a cutter. Teaching the different types of fixing and which to use in different scenarios, including different types of glue and tape. The correct use of cutlery. Safe use of hole punches, staplers, trowels, hammer, hand drills, hand vice and saw. Finger painting and using other body parts to paint, modelling how to press and lift (not smudge). Modelling how to use rollers, sponges, brushes and different types of paint/modelling correct paint brush grip. Exploring how to mix colours (primary to secondary and shades – black and white). Mark making with different media, e.g. chalks, water, pens, pencils, crayons and in different materials such as shaving foam, sand, paint, mud. Drawing different lines, e.g. straight, wavy, zig zag/modelling how to make lines darker/lighter. Exploring how to sculpt different shapes modelling vocabulary, e.g. roll like a ball, roll out like a sausage, stretch, twist, flatten, pull, squeeze, stick together. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Stories that could unlock this learning include:

