



High Heskett CE School

Art and Design National Curriculum Overview

Early Years:

ELG: Being Imaginative and Expressive

By the end of their time in EYFS, 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

Range 1-2
(Birth to three years old)

- Babies explore media and materials as part of their exploration of the world around them
- Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint.

Range 3 - 4
(Three to four year olds)

- Explores and experiments with a range of media (tools and materials including sound) and whole body movement, through multi-sensorial exploration. Notices and becomes interested in the transformative effect of their action on materials and resources.
- When holding crayons, chalks etc., makes connections between their movement and the marks they make.
- Begins to understand the cause and effect of their actions in mark making.
- Knows that the marks they make are of value.
- Enjoys the sensory experience of making marks.
- Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.
- Enjoys and responds to playing with colour in a variety of ways, for example combining colours.
- Uses 3D and 2D structures to explore materials and/or to express ideas.
- Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.
- Holds a writing tool with thumb and all fingers and may begin to use a three fingered (tripod) grip.
- Distinguishes between the different marks they make.
- Enjoys drawing and writing on paper, on screen and on different textures, such as in sand, playdough and through using touch-screen technology.

Range 5-6
(Reception)

- Continues to explore colour and how colours can be changed.
- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.
- Uses tools for a purpose.
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.
- Sometimes gives meaning to their drawings and paintings.
- Creates their own spatial patterns showing some organisation or regularity.
- Adds to simple linear patterns of two or three repeating items (AB or ABC).
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.
- Creates representations of both imaginary and real-life ideas, events, people and objects.
- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes.
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.
- Responds imaginatively to art works and objects
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention.



- Shows a preference for a dominant hand.
- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.
- Uses familiar objects to create and recreate repeating patterns beyond AB to ABC and perhaps ABB and ABBC.
- Makes border patterns where the repeating pattern continues around an object or frame.
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity.

Key Stage 1

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Know 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.

Key Stage 2

- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Know about great artists, architects and designers in history.