

Expressive arts and design

Early learning goal

Expressive arts and 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.
- ✿ Make use of props and materials when role playing characters in narratives and stories.

Being imaginative and creative

- ✿ Invent, adapt and recount narratives and stories with peers and their teacher

Highlighted vocabulary from LEAP

highlighted vocabulary from year one

Expressive arts and design



Use a range of tools and materials

- ✿ playdough: cutlery, scissors, utensils
 - ✿ powder paint station
 - ✿ Dough disco
 - ✿ Home corner: cutlery, utensils
 - ✿ Threading, jigsaws, arts and crafts
 - ✿ Woodwork
 - ✿ Mud, sand, slime, cornflour, clay
- Lessons: card making, book making, props, self and family portraits

Vocabulary

- ✿ Cut/snip
- ✿ Paint
- ✿ Cutlery
- ✿ Scissors
- ✿ Utensils
- ✿ Thread
- ✿ Portrait
- ✿ Props
- ✿ Pull
- ✿ balance
- ✿ Mark making
- ✿ Drawing
- ✿ Line
- ✿ Space
- ✿ Circle
- ✿ Squiggle
- ✿ Trace
- ✿ Colour
- ✿ Shape
- ✿ Shape
- ✿ Pigment
- ✿ Attach
- ✿ Rough
- ✿ Smooth
- ✿ Material
- ✿ Construct
- ✿ Decorate
- ✿ Design
- ✿ Hammer
- ✿ Made
- ✿ Designed
- ✿ Created
- ✿ Invented



Drawing

- ✿ Mark making
 - ✿ Arts and crafts
 - ✿ Write dance
 - ✿ Squiggle while you wiggle
- Lessons: card making, book making, story maps, props, self and family portraits



Share creations and explain their process

Children share what they have made using some key vocabulary. Children explain how they made it using some key vocabulary.



Invent and adapt narratives

Children create stories using small world, loose parts and/or making their own props.

Step on words

Horizontal

Vertical

LEAP

LEAP	
Level 1	Pull, paint
Level 2	Hold, stick,
Level 3	Tie, fold, scratch, nail, jigsaw, ruler
Level 4	Knit, sew, wrap

Topics	Books
Use a range of tools/materials	Not a box Not a stick Mud Don't throw that away Mouse paint Mixed When I build with blocks The most magnificent thing Martha maps it out I am not a cereal box non-fiction
Drawing	My family Our class is a family I am an artist
Stories	See all areas of learning books

Progression

F1 autumn

- ✿ Use a range of tools
- ✿ Uses a range of materials
- ✿ Mark making
- ✿ Arranges and places small world objects

F2 autumn

- ✿ Use a range of tools
- ✿ Use arrange of materials to create something they have seen or heard about in books
- ✿ Mark making
- ✿ Drawing
- ✿ Make meanings to the marks they make
- ✿ Arranges and places small world objects in meaningful ways to recreate places/objects from what they have read in books

F1 spring

- ✿ Use a range of tools
- ✿ Uses a range of materials and talks about what they have used
- ✿ Mark making
- ✿ Arranges and places small world objects in meaningful ways

F2 spring

- ✿ Use a range of tools
- ✿ Talks about what materials they have used and what they have created
- ✿ Mark making
- ✿ Drawing
- ✿ Make meanings to the marks they make
- ✿ Arranges and places small world objects in meaningful ways to recreate places/objects from what they have read in books and can talk about what they have created

F1 summer

- ✿ Use a range of tools
- ✿ Uses a range of materials to create something that they have seen
- ✿ Mark making
- ✿ Making meaning to marks they make
- ✿ Arranges and places small world objects in meaningful ways to recreate places/objects from what they have read in books

F2 summer

- ✿ Use a range of tools
- ✿ Talks about what materials they have used and what they have created using previously taught and new vocabulary
- ✿ Mark making
- ✿ Drawing
- ✿ Make meanings to the marks they make
- ✿ Arranges and places small world objects to invent and recount narratives

EYFS disciplinary knowledge linked to year one

Disciplinary knowledge						
Line	Shape	Value	Colour	Texture	Space	Form
<i>Exploring marks that span the distance between two points – straight or curved, 2D or 3D, implied or abstract</i> (A1)	<i>Exploring the result of closed lines – shapes that are two dimensional, geometric or organic</i> (A2)	<i>Exploring the lightness and darkness of a colour</i> (A3)	<i>Exploring hue and intensity</i> (A4)	<i>Understanding the way something feels, or looks like it would feel</i> (A5)	<i>Understanding the way in which line, shape, forms and colour can be manipulated to create space</i> (A6)	<i>When a shape acquires depth and becomes three dimensional it takes on form</i> (A7)
Develops an understanding of using lines to enclose a space.	Uses their own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.	Experiments with powder paints, exploring the different colour and shades they can make.		Develops their own ideas through experimentation with diverse materials, e.g. loose parts, powder paint, sensory and block play.	Create arches and enclosures when building using trial and improvement to select blocks. Investigates turning and flipping objects in order to make shapes fit and create models: predicting and visualising how they will look.	Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.

Year one

Media: Sculpture

Disciplinary knowledge: Disciplinary knowledge in art and design is the interpretation of the 7 elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work.

Line	Shape	Value	Colour	Texture	Space	Form
<i>Exploring marks that span the distance between two points – straight or curved, 2D or 3D, implied or abstract</i> (A1)	<i>Exploring the result of closed lines – shapes that are two dimensional, geometric or organic</i> (A2)	<i>Exploring the lightness and darkness of a colour</i> (A3)	<i>Exploring hue and intensity</i> (A4)	<i>Understanding the way something feels, or looks like it would feel</i> (A5)	<i>Understanding the way in which line, shape, forms and colour can be manipulated to create space</i> (A6)	<i>When a shape acquires depth and becomes three dimensional it takes on form</i> (A7)
Experiment with a range of lines – straight, curved, zigzag – explore artworks including Monet – ‘Waves Breaking’	Identify a range of geometric shapes and freeform shapes in artworks (including Steam Punk ii – Judith and Richard Lang) Draw a range of geometric and freeform shapes		Identify primary and secondary colours Experiment with mixing two primary colours to create secondary.	Linked to line – use of lines to create texture – identify examples in different artworks and experimenting with different techniques		Explore a range of artworks by Angela Haseltine Pozzi – sculpture using found objects. Explore form by experimenting with wire models and armatures