



Note: Some skills will need to be recapped in future years (i.e mixing secondary colours in Y3).					
Term	Area of Skills	EYFS	Year 1/2	Year 3/4	Year 5/6
1	Drawing (tone and line)	See EYFS progression below	<p>Draw lines of varying thickness and can make their lines darker and lighter (tint/tone).</p> <p>Use dots and lines to demonstrate pattern and texture.</p> <p>Use different materials to draw and invent new lines on different surfaces</p> <p>Investigate blending and different characteristics of different materials i.e. crayons, charcoal and pastels.</p> <p>Experiment with shading (including back and forth and hatching)</p>	<p>Experiment with different grades of pencils and other implements to achieve variations in tone.</p> <p>Continue to develop shading techniques.</p>	<p>Begin to develop an awareness of composition scale and proportion in their pictures e.g. foreground, middle ground and background (also in painting).</p> <p>Use different techniques for different purposes.</p> <p>Create perspective in addition to shading to give impression of shape and depth.</p>
			<p>Vocab: Darker lighter tint tone Texture dot line hatching</p>	<p>Vocab: Darker lighter tint tone Texture dot line hatching shading</p>	<p>Vocab: Darker lighter tint tone Texture dot line hatching shading foreground background perspective depth</p>



2	Painting and Colour	See EYFS progression below	<p>Create shades of a colour, make marks, use a variety of tools and apply paint in different ways.</p> <p>Mix primary colours to make secondary colours, starting to match colours. Make colours darker or lighter without using black or white.</p> <p>Children can alter texture by adding materials (i.e sand).</p>	<p>Mix and match colours (e.g. match colour palette to images taken from a magazine).</p> <p>Experiment working with a range of brushes and begin to blend tones.</p> <p>Work on a range of scales e.g. thin brush on small pictures etc.</p> <p>Create different effect and textures with paints according to what they need for the task.</p>	<p>Build upon previous work on colour mixing by exploring consistency/texture of paint and application techniques.</p> <p>Mix and match colours to create atmosphere, light effects, moods and emotions.</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p>
			<p>Vocab: Primary secondary colour darker lighter texture paint brush tool shade</p>	<p>Vocab: Primary secondary darker lighter texture shade Colour palette blending mixing</p>	<p>Vocab: Primary secondary complementary contrasting consistency texture shade Colour palette blending mixing</p>



3	Pattern (including printmaking-to be covered every 2 years).	See EYFS progression below	<p>Print with a range of hard and soft materials.</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks with press print</p> <p>Experiment with pattern, rotation, overlapping and extend a repeating pattern.</p>	<p>Make regular and irregular patterns.</p> <p>Print with 2 colour overlays.</p>	<p>Talk about geometric, symmetrical and asymmetrical patterns.</p> <p>Make prints and patterns using everyday natural and man-made objects, based on cultural influences.</p>
			<p>Vocab: Material pattern rotate overlap repeat print line</p>	<p>Vocab: Material regular pattern irregular pattern rotate overlap overlay repeat print line</p>	<p>Vocab: Material geometric, symmetrical and asymmetrical pattern rotate overlay repeat print</p>
4	Shape, form and space	See EYFS progression below	<p>Use tools to carve into media.</p> <p>Use a modelling media to make different shapes and simple joins.</p> <p>Shape and form from direct observation, replicate patterns and textures.</p> <p>Make constructions from junk materials.</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base.</p> <p>Create surface patterns and textures in a malleable material</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use a variety of materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Produce intricate patterns and textures in a malleable media.</p>



5	Textiles	See EYFS Progression below	<p>Choose fabrics/threads based on colour, texture and shape.</p> <p>Apply shapes with glue or stitching.</p> <p>Apply decoration: beads, buttons, feathers etc.</p> <p>Apply colour: printing, dipping, fabric crayons.</p> <p>Weaving</p>	<p>Use a variety of techniques e.g. printing, dyeing, weaving and stitching</p> <p>Develop skills in stitching, cutting and joining.</p>	<p>Use fabrics to create 3D designs</p> <p>Experiment with a range of media to overlap and layer creating textures, effects and colours.</p> <p>Use a range of media to create collages.</p>
			<p>Vocab: Fabric thread texture glue stitch needle decorate weave</p>	<p>Vocab: Fabric thread texture printing dyeing stitch needle joining weave</p>	<p>Fabric thread texture stitch needle joining weave overlap layer collage</p>
6	Collage	See EYFS progression below	<p>Arrange and glue materials to different backgrounds.</p> <p>Fold, crumple, tear and overlap papers.</p>	<p>Experiment with a range of collage techniques: tearing, overlapping and layering.</p>	<p>Use different techniques, colours and textures when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>
			<p>Vocab: Material glue presentation crumple tear overlap background</p>	<p>Vocab: Material glue presentation tear overlap layer background</p>	<p>Vocab: Material glue presentation textures design tear overlap background</p>



## EYFS- Expressive Arts and Design

In EYFS at Wellsprings children will develop their skills in the termly whole school key element (above) whilst making progress within their own stage of development (see below) as they work towards the Early Learning Goals.

In planning and guiding what children learn, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas. We reflect on the Characteristics of Effective Teaching and Learning. These 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 their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At Wellsprings we believe that everyone has the right to participate in arts and culture. Expression conveys both thinking (ideas) and feeling (emotion). Children in our EYFS use a variety of ways to express and communicate, through music, movement and a wide range of materials. Creative thinking involves original responses, not just copying or imitating existing artworks. Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking. It requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensory, first-hand experiences help children to connect and enquire about the world. Appreciating diversity and multiple perspectives enriches ways of thinking, being, and understanding. **Skills are learned in the process of meaning-making, not in isolation.**

### EYFS Expressive Arts and Design Educational Programme (Statutory)

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### EYFS Expressive Arts and Design: Creating with Materials Skills

<b>Range 5</b>
Explores and learns how sounds and movements can be changed
Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
Enjoys joining in with moving, dancing and ring games
Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
Taps out simple repeated rhythms



Develops an understanding of how to create and use sounds intentionally
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 various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
Uses tools for a purpose
<b>Range 6</b>
Begins to build a collection of songs and dances
Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
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.
<b>ELG: EAD Creating with Materials (Statutory)</b>
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.
<b>ELG: EAD Being Imaginative and Expressive (Statutory)</b>
<b>Range 5</b>
Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously
Engages in imaginative play based on own ideas or first-hand or peer experiences.
Uses available resources to create props or creates imaginary ones to support play
Plays alongside other children who are engaged in the same theme
<b>Range 6</b>
Creates representations of both imaginary and real-life ideas, events, people and objects



Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
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, e.g. <i>this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i>
Introduces a storyline or narrative into their play
Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative
<b>ELG: EAD Being Imaginative and Expressive (Statutory)</b>
Children at the expected level of development will: <ul style="list-style-type: none"><li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li><li>- Sing a range of well-known nursery rhymes and songs;</li><li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li></ul>