## Clifton Primary School – Art & Design Curriculum ELG – National Curriculum





	ELG	Key Vocabulary to be	Examples of how this is	Examples of how this is	Art & Design KS1 National	Art & Design KS2 Curriculum
	Expressive Arts and Design	developed in EYFS	achieved in nursery	achieved in Reception	Curriculum	
<b>Specific Area of Learning</b> (We have selected the Early Learning Goals that link most closely to the National Curriculum Area)	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	Drawing Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag  Painting and Mixed media Collage, Create, Cut, Dab, Design, Dot, Flick, Glide,	Using Large utensils (e.g. paintbrushes, pencils and chalks which can be held in a palmer grip. Exploration using hands. Materials provided which are ready to use e.g. ready mixed paint. One medium used at a time e.g. paint. Limited changes made to raw material e.g. clay manipulated but not modelled. Circular or linear marks. Simple representations of self. Gesture or simple verbal reply given in response to a simple question or comment about creations. Focused on own task with lots of adult input.	Wide range of utensils for mark making including thin paintbrushes used in a tripod grip.     Greater control over utensils. Greater independence in selecting and preparing resources e.g. mixing powder paint.     Different medium combined and materials joined and shaped using a variety of techniques.     Representations of self, others, events and places with increasing detail added.     Own and others' creations discussed and evaluated using linked vocabulary.     Collaboration with peers on shared projects in addition to individual creations.	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	To create sketch books to record their observations and use them to review and revisit ideas  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]  About great artists, architects and designers in history.
		Glistening, Glossy, Landscape,		<ul> <li>Limited adult input needed.</li> </ul>	links to their own work.	
		Permanent, Rip, Shiny, Silky,				
	ELG	Slimy, Slippery, Smooth, Splat,				
	Physical Development	Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear,	<ul> <li>Working collaboratively and independently both inside and outdoors.</li> <li>Being actively involved in creative projects linked to their interests.</li> </ul>			
	Fine Motor Skills	Temporary, Transient art, Wet,	Exploring/developing skills which have previously been taught by an			
	Hold a pencil effectively in	Wipe	adult.			
	preparation for fluent writing	Wipe	Talking about what themselves and others have created.     Working on a small and large scale (especially outdoors)			
	Here a consequence of according to the consequence of	Sculpture and 3D				
	scissors, paintbrushes and cutlery	3D art, Bend, Clay, Chop,	Exploring a wide range of age appro- themselves.	priate resources which they can select		
		Collage, Cut, Evaluate, Flatten,	Responding creatively to what they see, hear, feel and experience.			
	Begin to show accuracy and care	Join, Landscape, Pinch, Plan,	<ul> <li>Having opportunities to work alongs</li> </ul>	ide adults to learn new skills and		
	when drawing Poke, Pull, Push, Reflect, Roll, Sculpture, S	1	consolidate learning.	nraio ata		
		Reflect, Roll, Sculpture, Silky,	Having time to return to unfinished projects.     Developing independence in preparing and clearing away resources.			
		Slimy, Slippery, Smooth,	Using both specific art resources and			
		Squash, Squelchy, Sticky, Stretch, Twist, Wet	create art.			
	Links can also be found within:	Stretch, Twist, wet	<ul> <li>Creating both permanent and tempo</li> <li>Creating artworks linked to/inspired</li> </ul>	•		
	Communication and Language Personal Social and emotional	Craft and Design	combining them.	by other areas or learning or		
	Understanding the world	Bend, Blades, Crease, Create,	Requesting (or accepting) additional resources from an adult in order to			
	onderstanding the world	Cut, Design, Flange, Fix, Fold,	develop their ideas.	reations for athors to see		
		Glue, Handle, Join, Paper clip,	<ul> <li>Having opportunity to display their of Making choices about which materia</li> </ul>			
		Pattern,	their end goal.	is and teeningues to use to usine ve		
		Pinch, Plan, Pull, Push, Rip,				
		Roll, Scissors, Scrunch, Slot,				
		Snip, Split pin, Straight line, String, Strip,				
		Sturdy, Tape, Thread, Tie,				
		Wave, Wobbly, Wrap, Zig-zag				