

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



Specific Area of Learning (We have selected the Early Learning Goals that link most closely to the National Curriculum Area)	ELG Expressive Arts and Design	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in nursery	Examples of how this is achieved in Reception	Art & Design KS1 National Curriculum	Art & Design KS2 Curriculum
	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.	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, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe Sculpture and 3D 3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet Craft and Design Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, 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	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.•Limited adult input needed.	<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.	<ul style="list-style-type: none">• 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.
	ELG Physical Development Fine Motor Skills Hold a pencil effectively in preparation for fluent writing Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing Links can also be found within: Communication and Language Personal Social and emotional Understanding the world					