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HCAT

Art & Design Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The National Curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content

Key stage 1

Pupils should be taught:

- 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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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.

	Transition	LKS1	UKS1	LKS2	UKS2
All Media					
<p>Children respond to and explore ideas.</p> <p>INCERTS – A & B</p>	<p>I respond to ideas and starting points (e.g. stories, rhymes, objects, the natural world)</p>	<p>I know how to explore ideas from my imagination or from real starting points.</p> <p>Start to record simple media explorations in a sketchbook.</p>	<p>I explore ideas and collect visual and other information for my work</p> <p>Use a sketchbook to plan and develop simple ideas, to continue to store information on colour mixing, the colour wheel and colour spectrums, make simple informed choices in media and collect textures, patterns to inform other work.</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work.</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>I use these ideas in developing my work, taking account of the purpose.</p>
<p>Children describe what they think or feel about their own and others work.</p> <p>INCERTS - B</p>	<p>Describe what I think about my own and others work</p>	<p>Comment on strengths and next steps to improve my own and others work.</p>	<p>Comment on specific methods which have been used within my own and others work. Discuss the impact the methods have on the piece of work linked to the context of the lesson.</p>	<p>I make comments on the ideas, methods and approaches used in my own and others' work, relating these to the context in which the work was made</p> <p>I adapt and refine my work to reflect the purpose and meaning of the work.</p>	<p>I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context</p>
<p>Children will be observing and recording in sketchbooks.</p> <p>INCERTS - F</p>				<p>I am beginning to use a sketch book to record my observations.</p> <p>I use my sketch book to record first hand observations.</p>	<p>I am using a sketch book to record my observation and recording them to show progression in my work.</p> <p>I use my sketch book to record first hand observations and show progression in techniques and review them.</p>
<p>Children know about the work of great artists.</p> <p>INCERTS - D</p>	<p>I know how to identify the work of a range of artists, craft makers and designers, and makes links to my own work</p>	<p>Explore 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.</p>	<p>Explore 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</p>	<p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>

	Transition	LKS1	UKS1	LKS2	UKS2
Drawing					
<p>Children will use a variety of materials and processes to communicate ideas.</p> <p>INCERTS - C</p>	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media. I draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil to create light/ dark lines in order to sketch lightly (begin to use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending)</p> <p>Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures.</p>	<p>Begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Begin to use light/dark shading using a pencil while continuing to investigate tone by drawing light/dark lines, light/dark patterns (e.g. hatching) and develop understanding of grades of pencil.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p>	<p>I select drawing materials that will enhance my work.</p> <p>I mix different materials to explore effects I know how to make.</p> <p>I know how to use a range of techniques to communicate my ideas.</p>	<p>I select appropriate drawing materials</p> <p>I know when different materials can be combined and use this to good effect</p> <p>I choose appropriate techniques to convey the meaning of my work</p>
<p>Children comment on differences/similarities in each other's work and suggest ways of improving their own.</p> <p>INCERTS - E</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>I adapt and refine my work to reflect my own view of its purpose and meaning.</p> <p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.</p>

					Have opportunity to explore modern and traditional artists using ICT and other resources.
Children use knowledge and understanding of materials to create art work. INCERTS - C	Use drawings to tell a story. Create accurate more accurate drawings of people.	Create a proficient final drawing that demonstrates use of appropriate skills.	I know how to combine light and dark shadows to create a piece of art. I know how to combine a range of marks made in drawing to create a piece of art.	Create a drawing using a range of tones, lines using a pencil. Include in their drawing a range of techniques and begin to understand why they best suit.	Develop their own style using tonal contrast and mixed media. Adapt their work according to their views and describe how they might develop it further.
Children know about the work of great artists. EXAMPLES INCERTS - D		Artists: Van Gogh, Seurat	Artists: Durer, Da Vinci, Cezanne	Artists: Picasso, Hopper, Surrealism etc. Goya, Sargent, Holbein.	Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassat.

	Transition	LKS1	UKS1	LKS2	UKS2
Painting					
Children will use a variety of materials and processes to communicate ideas. INCERTS - C	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Experiment with a variety of media; different brush sizes and tools. Practice using a paintbrush correctly to create different marks. Explore lightening and darkening paint with and with and without the use of black or white. Start to mix a range of secondary colours, moving towards predicting resulting colours.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Choose correct paintbrush to produce marks appropriate to work and use it correctly. Continue to experiment in lighten and darken with and without the use of black or white. Begin to mix colour shades and tones. Continue to control the types of marks made with the range of media.		
Children comment on differences/similarities in each other's work and suggest ways of improving their own.	Look and talk about what they have produced, describing simple techniques and media used.	Look at and talk about own work and that of other artists and the techniques they had used.	Discuss own work and others work, expressing thoughts and feelings.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes,	I adapt and refine my work to reflect my own view of its purpose and meaning. Work in a sustained and independent way to develop their own style of painting. This

INCERTS - E			Identify changes they might make or how their work could be developed further	thickened paint creating textural effects. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Start to develop a painting from a drawing.	style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Have opportunity to explore modern and traditional artists using ICT and other resources.
Children use knowledge and understanding of materials to create art work. INCERTS - C	Use paint to make images of what they see or imagine.	Create an accomplished final painting that demonstrates use of appropriate skills.	Use a number of brush techniques to produce shapes, textures, patterns and lines	Create a painting inspired by working in the style of a selected artist (not copying).	My paintings are based on observations and can convey realism or an impression of observations
Children know about the work of great artists. EXAMPLES INCERTS - D		Artists: Klimt, Marc, Klee, Hockney.	Artists: Pollock, Riley, Monet, Aboriginal.	Artists: Rothko, Rivera, Indian Miniatures, O'Keeffe, Abstract Expressionism, Hopper, Rambrant.	Artists: Lowry, Matisse, Margritte.

	Transition	LKS1	UKS1	LKS2	UKS2
3D Sculptures					
Children will use a variety of materials and processes to communicate ideas. INCERTS - C	I enjoy using a variety of malleable media such as clay, papier Mache, Salt dough. I know how to impress and apply simple decoration. I know how to cut shapes using scissors and other modelling tools.	I know how to experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. I know how to shape and model materials for a purpose, e.g. pot, tile from observation and imagination. I know how to continue to manipulate malleable materials	I know how to use equipment and media with increasing confidence. I know how to shape, form, construct and model from observation and imagination. I know how to use coiling in addition to other techniques		

		<p>(clay) in a variety of ways including rolling, pinching and kneading.</p> <p>I know how to impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>I know how to use tools and equipment safely and in the correct way.</p>	<p>to create models with malleable materials (clay).</p> <p>I know how to demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>I know how to explore carving as a form of 3D art.</p>		
<p>Children comment on differences/similarities in each other's work and suggest ways of improving their own.</p> <p>INCERTS - E</p>	<p>I know how to look and talk about what they have produced, describing simple techniques and media used.</p>	<p>I know how to look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>I know how to discuss own work and others work, expressing thoughts and feelings.</p> <p>I know how to identify changes they might make or how their work could be developed further</p>	<p>I work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>I know how to make a slip to join to pieces of clay.</p> <p>I know how to decorate, coil, and produce maquettes confidently when necessarily.</p> <p>I know how to model over an armature: newspaper frame for modroc</p> <p>I know how to use recycled, natural and man-made materials to create sculptures.</p> <p>I know how to gain more confidence in carving as a form of 3D art.</p>	<p>I know how to adapt and refine my work to reflect my own view of its purpose and meaning</p> <p>I work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>I know how to model and develop work through a combination of pinch, slab, and coil.</p> <p>I know how to demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>I know how to work around armatures or over constructed foundations.</p> <p>I know how to demonstrate experience in relief and freestanding work using a range of media.</p> <p>I know how to recognise sculptural forms in the environment: Furniture, buildings.</p> <p>I know how to confidently carve a simple form</p> <p>I know how to solve problems as they occur.</p>

					I have opportunity to explore modern and traditional artists using ICT and other resources.
Children use knowledge and understanding of materials to create art work. INCERTS - C	I know how to build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	I know how to create a resilient 3D artwork using an appropriate technique and material.	I know how to use my clay techniques to apply to pottery studied in other cultures	I know how to use language appropriate to skill and technique. I know how to create a piece that demonstrates awareness of environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.	My 3D work contains both visual and tactile qualities I know how to choose from all of the techniques from levels 1-4 to embellish my work as appropriate
Children know about the work of great artists. EXAMPLES INCERTS - D		Artists: Moore, African, Native American.	Artists: Hepworth, Arp, Nevelson, Gabo.	Artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art), Egyptian Artefacts, Christo	Artists: Frink, Balla, Andre

Optional Curriculum Excellence Strands

	Transition	LKS1	UKS1	LKS2	UKS2
Printing					
Children will use a variety of materials and processes to communicate ideas. INCERTS - C	I enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects such as fruit, vegetables and sponges I know how to develop simple patterns by using objects. I know how to enjoy using stencils to create a picture. I know how to make my own printing blocks	I know how to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. I know how to demonstrate experience at impressed printing: drawing into ink, printing from objects. I know how to explore printing in relief: Sting and card. I have printed by pressing, rolling, rubbing and stamping	I know how to continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. I know how to demonstrate experience at impressed printing: drawing into ink, printing from objects. I know how to make simple marks on rollers and printing palettes		

		<p>I know how to use equipment and media correctly and be able to produce a clean printed image.</p>	<p>Take simple prints i.e. mono - printing.</p> <p>I know how to make my own printing blocks and experiment with different materials for printing</p> <p>I know how to use equipment and media correctly and be able to produce a clean printed image</p> <p>I know how to experiment with overprinting motifs and colour.</p>		
<p>Children comment on differences/similarities in each other's work and suggest ways of improving their own.</p> <p>INCERTS - E</p>	<p>I look and talk about what they have produced, describing simple techniques and media used.</p>	<p>I look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>I know how to discuss own work and others work, expressing thoughts and feelings.</p> <p>I know how to identify changes they might make or how their work could be developed further</p>	<p>I am increasingly aware of mono and relief printing.</p> <p>I know how to demonstrate experience in fabric printing.</p> <p>I know how to expand experience in 3 colour printing.</p> <p>I know how to make a precise repeating pattern by creating accurate printing blocks</p> <p>I know how to continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>I know how to create repeating patterns.</p>	<p>I know how to use tools in a safe way.</p> <p>I know how to develop ideas from a range of sources.</p> <p>I know how to see positive and negative shapes.</p> <p>I know how to demonstrate experience in a range of printmaking techniques.</p> <p>I know how to use print as a starting point to embroidery.</p> <p>I know how to start to overlay prints with other media.</p> <p>I know how to describe techniques and processes.</p> <p>I have opportunity to explore modern and traditional artists using ICT and other resources.</p>
<p>Children use knowledge and understanding of materials to create art work.</p> <p>INCERTS - C</p>	<p>I know how to explore techniques such as repeating, overlapping, rotating and arranging shapes.</p>	<p>I know how to create an effective print that demonstrates the use of appropriate techniques and materials.</p>	<p>I know how to compare the methods and approaches of different designers in their print techniques</p>	<p>I know how to create a print that demonstrates knowledge of printmaking from other cultures and time periods and shows experimentation with some of these styles.</p>	<p>My prints combine a range of visual elements to reflect a purpose</p> <p>I know how to develop my own style using tonal contrast and mixed media.</p>

		I know how to begin to identify forms of printing: Books, posters pictures, fabrics, wallpaper. I have looked at how artists and designers have used colour, shapes and lines to create patterns	I have explored printing from other cultures and time periods		
Children know about the work of great artists. EXAMPLES INCERTS - D		Artists: Warhol, Hokusai	Artists: Hiroshige, Escher	Artists: Morris, Labelling, Rothenstein, Kunisada	Artists: Advertising, Bawden

	Transition	LKS1	UKS1	LKS2	UKS2
Photography					
Children will use a variety of materials and processes to communicate ideas. INCERTS - C	I enjoy playing with and using iPads and cameras to take photos. I know how to show experience choosing subjects to photograph. I know how to show experience in simple composition. I enjoy using photos to tell stories or show feelings.	I know how to experiment with a variety of different compositions. I become aware of photography as an art form. I have some experience of manipulating photographs to create different effects – using apps. I know how to collect photographs for a theme.	I know how to identify and recognise examples of photography as a visual tool and an art form. I know how to suggest how the photographer organised the elements or recording of the image I know how to control focus, or zoom settings or move closer composing their photograph I know how to hold and use a camera to select and capture with clear intention		
Children comment on differences/similarities in each other's work and suggest ways of improving their own. INCERTS - E	I know how to look and talk about what they have produced, describing simple techniques and media used.	I know how to look at and talk about own work and that of other artists and the techniques they had used.	I know how to discuss own work and others work, expressing thoughts and feelings.	I know how to plan the use of a camera to take a specific photo or set of photos	I know how to plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images

			<p>I know how to identify changes they might make or how their work could be developed further</p>	<p>I know how to modify an image on a computer to achieve the best quality print.</p> <p>I know how to change the camera settings such as flash, to best capture an image in low light conditions</p> <p>I know how to use zoom to best frame an image and photograph from dynamic viewpoints</p>	<p>I experience a variety of lenses - cameras, telescopes, binoculars</p> <p>I know how to take and assemble a sequence of photos to make a flick book and give impressions of movement</p> <p>I know how to use a DV camcorder demonstrating how a camera captures photographic images as a video with a time duration.</p>
<p>Children use knowledge and understanding of materials to create art work.</p> <p>INCERTS - C</p>	<p>I know how to use appropriate language to describe colours, equipment and composition.</p>	<p>I know how to create a photograph or series of photographs based on a theme.</p> <p>I know how to use appropriate language to describe colours, equipment and composition.</p> <p>I know how to say how other artists have used texture, colour, pattern and shape in their work</p>	<p>I know how to identify and recognise examples of photography as a visual tool and an art form.</p> <p>I know how to suggest how the photographer organised the elements or recording of the image</p> <p>I know how to control focus, or zoom settings or move closer composing their photograph</p> <p>I know how to hold and use a camera to select and capture with clear intention</p>	<p>I know how to plan the use of a camera to take a specific photo or set of photos</p> <p>I know how to modify an image on a computer to achieve the best quality print.</p> <p>I know how to change the camera settings such as flash, to best capture an image in low light conditions</p> <p>I know how to use zoom to best frame an image and photograph from dynamic viewpoints</p>	<p>I know how to plan, take and digitally process photographs for a creative purpose, working as part of a group</p> <p>I know how to use language appropriate to skill and technique.</p> <p>I know how to write about the visual and technical qualities of my work in my sketchbook</p>
<p>Children know about the work of great artists.</p> <p>EXAMPLES</p> <p>INCERTS - D</p>		<p>Artists: Henri Cartier-Bresson, Ansel Adams</p>			<p>Artists: Robert Capra, Jerry Uelsman</p>



Design Technology and Art & Design Curriculums in EYFS

Expressive Arts and Design (educational programme) creating with materials: 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

Skills and knowledge (Fluid across FS1 FS2)	What does this look like in provision/adult interactions?	Transition to KS1	Characteristics of effective learning
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face - Start to make marks intentionally (0-3)	- Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for babies and young children to explore. - Offer a wide range of different materials and encourage children to make marks in different ways e.g. in cornflour, place hands and feet in paint	- I respond to ideas and starting points (Art)	<p>Children in EYFS learn at different rates and abilities through:</p> <ul style="list-style-type: none"> • 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 achievements. • Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
- Explore paint, using fingers and other parts of body as well as brushes and tools - Express ideas and feelings through making marks - Explore different materials, using senses - Use imagination as they consider what they can do with materials - Make simple models which express their ideas (0-3)	- Provide a wide range of found materials (‘junk’) as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. - Opportunities to use appropriate tools and joining methods for the materials offered.	- I can describe textiles by the way they feel (DT) - I can make a structure (DT) - Enjoys using graphic tools, fingers, hands, chalks etc (Art) - Use and begin to control a range of media (Art) - I can build construction using a variety of objects (Art)	
- Explore different materials freely, to develop their ideas about how to use them and what to make (3-4)	- Offer opportunities to explore scale e.g., long strips of wallpaper, child size boxes, different surfaces to work on e.g., paving, floor, tabletop, or easel Listen and understand what children want to create before offering suggestions. - Outdoor mark making on a larger scale e.g., paint brushes and powder paint, making own paintbrushes out of twigs and leaves.	- I can measure, mark out and cut fabric (DT) - I can join fabric using glue (DT) - Simple pictures by printing from objects such as fruit (Art) - I can develop simple patterns by using objects (Art) - I can make my own printing blocks (Art)	
- Develop own ideas and decide which materials to use - Join different materials and explore different textures - Create closed shapes with continuous lines. (3-4)	- Encourage them to develop their own creative ideas, give real life props or clip art around interests to inspire and ignite curiosity. - Encourage children to draw from their imagination and observation. - Using skills planner, add resources that are fluid and progressive to give them opportunity to join different materials e.g., PVA glue (Low level, Split pins, hole punch (high level)	- I understand how textiles can be used to make products (DT) - Produce lines of different thickness and tone using a pencil (Art) - Start to produce different patterns and textures from observations (Art)	
- Use drawing to represent ideas like movement or loud noises - Show different emotions in drawings and paintings - Explore colour and colour mixing (3-4)	- Talk to children about the differences between colours. Help them to explore and refine their colour mixing. - Allow children to have materials so they can mix their own colours e.g. powder paint.	- I can use pictures and words to describe what I want to do (DT) - Recognise and name the primary colours being used. Mix and match colours to different objects (Art) - Explore working with paint on different surfaces (Art)	
- Explore, use and refine a variety of artistic effects to express their ideas (4-5)	- Introduce children to the work of artists from across times and cultures. - Discuss children’s responses to what they see. Visit galleries and museums to generate inspiration and conversation about art and artists.	- I can identify the work of a range of artists, craft makers and designers and make links to my own work (Art) - Use drawings to tell a story (Art) - Create accurate more drawings of people (Art)	
- Return and build on their previous learning - Create collaboratively sharing ideas, resources, and skills (4-5)	- Provide opportunities to work together to develop and realise creative ideas. - Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. - Link to Characteristics (thinking and creating critically)	- I can talk about mine and others work (DT) I can how a product works (DT) - I know the features of familiar products (DT) - I think of ideas and with help can put them into practice (DT) - I have altered a textile to make it stronger (DT) - Look and talk about what they have produced describing simple techniques and media (Art)	
- Managing self (DT): Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. - Fine motor (DT): Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing.	- Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme. Talk to children about why it’s important to wash their hands carefully and throughout the day, including before they eat and after they’ve used the toilet.	- I have made a food product (DT) - I understand that I must wash my hands and keep work surfaces clean when preparing food (DT) - I can use knives safely to cut food with help (DT) - I can cut materials using scissors (DT) - Enjoy using a variety of malleable media (Art) - Cut shapes using scissors (Art)	

Early Learning Goals

- Share their creations, explaining the process they have used.
- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.