

EYFS Curriculum intent statement- Expressive arts and design (Arts)

At St James' we aim to develop children's artistic and cultural awareness by providing regular, high-quality opportunities to explore a wide range of media and materials. Grounded in the EYFS Statutory Framework and Development Matters guidance, our art-focused curriculum empowers children to cultivate self-expression and imagination, as well as being inspired by both historic and modern artists. Children make choices about and confidently manipulate tools and experiment with colour, design, texture, form, and function to be the best artist they can be.

Basic entitlement - **Drawing** **Sculpture** **Painting**

| Nursery (2-3 year olds)                                                                                                               |                                                                                                                                                                                                              |
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| Learning Outcome<br>(Can I...)                                                                                                        | Learning (skills and knowledge)<br>Key learning                                                                                                                                                              |
| <b>Autumn 1</b><br><b>Why do leaves go crispy?</b>                                                                                    |                                                                                                                                                                                                              |
| Can I give meaning to the marks I make?<br><br>Can I make a print using a natural resource?                                           | I can understand that the marks I make have meaning.<br>I can create large scale drawings/paintings.<br>I understand that pinecones and leaves have different prints.                                        |
| <b>Autumn 2</b><br><b>Why can't I have chocolate for breakfast?</b>                                                                   |                                                                                                                                                                                                              |
| Can I begin to enjoy the sensory experience of using dough?                                                                           | I can begin to understand that I can roll, pat and squish the dough.<br>I can use my senses to explore different materials.                                                                                  |
| <b>Spring 1</b><br><b>How many colours in a Rainbow?</b>                                                                              |                                                                                                                                                                                                              |
| Can I explore paint using fingers and other parts of their bodies?<br><br>Can I explore paint using brushes and other tools?          | I can understand that I can make prints using my fingers, hands and feet.<br>I can hold a brush to make a mark using paint.<br>I can use other tools like toothbrushes and forks to make a mark using paint. |
| <b>Spring 2</b><br><b>Are Eggs Alive?</b>                                                                                             |                                                                                                                                                                                                              |
| Can I engage in sensory exploration, through a range of different resources that involve mark making e.g. shaving foam, jelly, gloop? | I can use a range of tools to mark make on shaving foam.<br>I can use a range of tools to mark make on gloop.<br>I can use a range of tools to mark make on jelly.                                           |
| <b>Summer 1</b><br><b>Dangerous Dinosaurs</b>                                                                                         |                                                                                                                                                                                                              |
| Can I notice patterns with strong contrast and be attracted by patterns resembling the human face?                                    | I can explore painting on a range of different surfaces.<br>I can engage in an observational mark making activity.                                                                                           |
| <b>Summer 2</b><br><b>How many pebbles on the beach?</b>                                                                              |                                                                                                                                                                                                              |
| Can I express ideas and feelings through making marks, and sometimes give a meaning to the marks they make?                           | I can begin to represent my ideas and feelings through mark making.<br>I can begin to give meaning to the marks I make.                                                                                      |

| Nursery (3-4 year olds)                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Learning Outcome<br>(Can I...)                                                                                                                                                                                                                             | Learning (skills and knowledge)<br>Key learning                                                                                                                                                                                                                                                                                                                                                    |
| Autumn 1<br>Why do leaves go crispy?                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Can I create large scale drawings/paintings?<br><br>Can I use pencils to free draw?<br><br>Can I make a print using a natural resource?<br><br>Can I make a self-portrait?                                                                                 | I can use pencils to freely draw.<br>I understand that pinecones, leaves and other items have different prints.<br>I can describe some of my face features.<br>I can use different coloured paints with intention                                                                                                                                                                                  |
| Autumn 2<br>Why can't I have chocolate for breakfast?                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Can I explore different materials using senses to investigate them?<br><br>Can I paint on a flat surface and an easel?                                                                                                                                     | I can begin to understand that I can roll, pat and squish the dough.<br>I can use my senses to explore different materials.<br>I can understand that painting on a flat surface is different from painting on an easel.                                                                                                                                                                            |
| Spring 1<br>How many colours in a Rainbow?                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Can I explore colour mixing?<br><br>Can I explore and make art in the style of Jackson Pollock?<br><br>Can I draw to represent ideas like movement and loud noises?                                                                                        | I can begin to say what the primary colours are.<br>I can begin to understand that I can make a new colour when mixing two primary colours.<br>I can use a paint brush and other tools to drip and drop the paint.<br>I can use pencils to represent movement and loud noises (art to music)                                                                                                       |
| Spring 2<br>Are Eggs Alive?                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Can I explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc?<br><br>Can I use pencils to draw closed shapes such as squares and rectangles?<br><br>Can I explore and engage in art in the style of Giuseppe Acrimboldo? | I can use vegetables to mark make with paint.<br>I can use cotton buds to mark make with paint.<br>I can use a toothbrush to mark make with paint.<br>I can draw vertical and horizontal lines to draw a square<br>I can draw vertical and horizontal lines to draw a square.<br>I can explore art in the style of Giuseppe Acrimboldo.<br>I can engage in art in the style of Giuseppe Acrimboldo |
| Summer 1<br>Dangerous Dinosaurs                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Can I explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc?<br><br>Can I engage in an observational drawing?<br><br>Can I explore ammonite art?                                                                 | I can engage in an observational mark making activity.<br>I can mark make with purpose using drawing tools.<br>I can explore mark making swirls and curved lines                                                                                                                                                                                                                                   |
| Summer 2<br>How many pebbles on the beach?                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Can I explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc?<br><br>Can I explore and engage in art in the style of Andy Goldsworthy?                                                               | I can explore various painting techniques using a variety of resources.<br>I can explore art in the style of Andy Goldsworthy.<br>I can engage in art in the style of Andy Goldsworthy.                                                                                                                                                                                                            |

## Expressive Arts and Design and Art Learning Sequence

| Reception                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                              |
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| Learning Outcome<br>(Can I...)                                                                                                                                                                                                                                                                              | Learning (skills and knowledge)<br>Key learning                                                                                                                                                              |
| At the beginning of the academic year: In the autumn term, all children to draw a self-portrait in their sketchbooks. This will be used to document each child's progression journey through the ways they acquire, hone, and apply their skills e.g., sketching, proportion, shapes, shading, texture etc. |                                                                                                                                                                                                              |
| Autumn 1<br>Do you want to be friends?                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                              |
| Name the 3 primary colours.<br><br>Make a new colour by mixing 2 primary colours together                                                                                                                                                                                                                   | I can name the primary colours and print with them.<br>I understand that mixing 2 primary colours together makes a new colour (secondary colour).<br>I can paint using different tools and brushes.          |
| Autumn 2<br>Winter Wonderland                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                              |
| Understand that adding black makes paint darker.<br><br>Understand that adding white makes paint lighter.<br><br>Use a range of tools competently, safely and confidently.                                                                                                                                  | I can paint using different shades of blue that I have mixed to create a winter picture                                                                                                                      |
| Spring 1<br>Amazing Africa                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                              |
| Experiment making simple collages using coloured paper.<br><br>Identify patterns and colours in relation to animals.<br><br>Explore creating patterns.                                                                                                                                                      | I can experiment making simple collages to make an African animal mask.<br>I can create and colour different animal coats, choosing from a range of different medium.                                        |
| Spring 2<br>Sunshine, showers and springtime<br>Artist: Henri Matisse                                                                                                                                                                                                                                       |                                                                                                                                                                                                              |
| Explore and make art in the style of Henri Matisse.<br><br>Experiment with paper and wax crayons.<br><br>Mark make with purpose using a drawing tools.                                                                                                                                                      | I can use and apply the work of other artists to inspire my own work.<br>I can create my own collage snails in the style of Henri Matisse.<br>I can make an observational drawing of a flower using pencils. |
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| Summer 1<br>Once upon a time...<br>Artist: Claude Monet                                                                                                                                                                                                                                                     |                                                                                                                                                                                                              |
| Explore artwork by Claude Monet and experiment in the style of work.<br><br>Hold a brush correctly.<br><br>Use watercolours to experiment with colours.<br><br>Match the colours they mix to the colours they can see.<br><br>Show others their paintings and say how they made it.                         | I can use and apply the work of other artists to inspire my own work.<br>I can use water colours to create artwork in the style of Claude Monet's water lilies.                                              |
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**Summer 2**  
**Down on the farm**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.  
Experiment with different medium and tools.

I can use and apply the work of other artists to inspire my own work.

I can create a picture/model (ladybird, farm animal etc) and choose which artistic effect I want to use to express my ideas and feelings.

## Expressive Arts and Design and Art Learning Sequence

### National Curriculum intent statement- Art

Art and Design provides a vibrant, creative outlet where children progressively develop skills in drawing, painting, sculpture, and digital media. Often linked to our topic themes, children explore the work of diverse artists throughout history as well modern and local artists. We foster an environment where children take creative risks, learning to make great choices for themselves regarding suitable and favourable medium, composition, and self-expression. We celebrate individuality, encouraging every child to be their best, most authentic creative self that they can be.

### Basic entitlement - Drawing Sculpture Painting

| Year 1                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                       |                                                                                       |
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| Learning Outcome<br>(Can I...)                                                                                                                                                                                                                                                                              | Learning (skills and knowledge)<br>Key learning                                                                                                                                                                                                                       |                                                                                       |
| At the beginning of the academic year: In the autumn term, all children to draw a self-portrait in their sketchbooks. This will be used to document each child's progression journey through the ways they acquire, hone, and apply their skills e.g., sketching, proportion, shapes, shading, texture etc. |                                                                                                                                                                                                                                                                       |                                                                                       |
| <b>Autumn</b><br><b>Monarchs, maps and materials</b><br><b>Artist: Paul Klee- Abstract cityscapes</b>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       |                                                                                       |
| <b>Collage with paper to create a cityscape</b><br><br>Use cutting and explore shape/ colour to create a meaningful image<br><br>Draw different lines up, down, across, spiral and zig zag to create a sketch                                                                                               | I can investigate the life of our key artist.<br>I can explore the artistic style of our key artist.<br><b>I can collage with paper to create a cityscape.</b><br>I can use and apply the work of other artists to inspire my own work.                               |   |
| <b>Spring</b><br><b>Paws, claws and Whiskers</b><br><b>Artist: Edward Tingatinga- Tanzanian Art</b>                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                       |                                                                                       |
| Create and recognise repeating patterns<br><br>Investigate how colour affects the overall picture<br><br><b>Mix the secondary colours and name them</b><br><br>Observe photographs and pencil drawings of African animals                                                                                   | I can investigate the life of our key artist.<br>I can explore the artistic style of our key artist.<br>I can use and apply the work of other artists to inspire my own work.<br><b>I can mix secondary colours to paint African wildlife and savannah landscapes</b> |  |
| <b>Summer</b><br><b>The Enchanted Woodland</b><br><b>Artist: Sarah Pye- Splat Painting</b>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                       |                                                                                       |
| Identify colours associated with each season and prepare a colour palette to reflect my choices<br><br><b>Explore different brush sizes and apply colour using dotting and spatting paint.</b>                                                                                                              | I can investigate the life of our key artist.<br>I can explore the artistic style of our key artist.<br>I can use and apply the work of other artists to inspire my own work.<br><b>I can control my brush in different ways to create a woodland landscape.</b>      |  |
| Complete one of the evaluation/reflection speech bubbles. Children can choose to write about what they did, the skills they used, what they enjoyed and any feedback they received etc in each lesson/unit. This can effectively demonstrate the 'evaluate' and 'reflect' part of art and design.           |                                                                                                                                                                                                                                                                       |                                                                                       |

Expressive Arts and Design and Art Learning Sequence

Basic entitlement - **Drawing** **Sculpture** **Painting**

| Year 2                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                        |                                                                                       |
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| Learning Outcome<br>(Can I...)                                                                                                                                                                                                                                                                              | Learning (skills and knowledge)<br>Key learning                                                                                                                                                                                                        |                                                                                       |
| At the beginning of the academic year: In the autumn term, all children to draw a self-portrait in their sketchbooks. This will be used to document each child's progression journey through the ways they acquire, hone, and apply their skills e.g., sketching, proportion, shapes, shading, texture etc. |                                                                                                                                                                                                                                                        |                                                                                       |
| Autumn 1<br>Light Up London<br>Artist: Claude Monet- Impressionism                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                        |                                                                                       |
| Make different colours to depict water using watercolour paint<br><br>Sketch using a simple outline when I draw<br><br>Observe scale and use it when I draw                                                                                                                                                 | I can investigate the life of our key artist.<br>I can explore the artistic style of our key artist.<br>I can use and apply the work of other artists to inspire my own work.<br>I can use fine paintbrushes to add detail when painting architecture. |    |
| Spring<br>What's your super power?                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                        |                                                                                       |
| Explore pattern and texture in the environment<br><br>Make repeated and rotated prints using found objects<br><br>Make a collagraph print using natural and manmade stamps                                                                                                                                  | I can observe simple patterns and use them to inspire my artwork.<br><br>I can make a collagraph print using natural and manmade stamps.                                                                                                               |   |
| Summer<br>Let's explore our world<br>Artist: Angelo Franco- Pointillism                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                        |                                                                                       |
| Mix a range of colours using my knowledge of primary and secondary colours<br><br>Add black to shade and white to tint different paint colours<br><br>Mix and apply hues of various colours using a range of painting techniques                                                                            | I can investigate the life of our key artist.<br>I can explore the artistic style of our key artist.<br>I can use and apply the work of other artists to inspire my own work.<br>I can create palates of paint to apply using pointillism.             |  |
| Complete one of the evaluation/reflection speech bubbles. Children can choose to write about what they did, the skills they used, what they enjoyed and any feedback they received etc in each lesson/unit. This can effectively demonstrate the 'evaluate' and 'reflect' part of art and design.           |                                                                                                                                                                                                                                                        |                                                                                       |

## Expressive Arts and Design and Art Learning Sequence

### Basic entitlement - Drawing Sculpture Painting

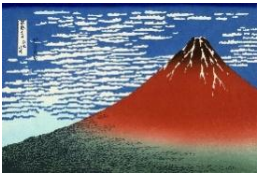
| Year 3                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Learning Outcome<br>(Can I...)                                                                                                                                                                                                                                                                               | Learning (skills and knowledge)<br>Key learning                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| At the beginning of the academic year: In the autumn term, all children to draw a self-portrait in their sketchbooks. This will be used to document each child's progression journey through the ways they acquire, hone, and apply their skills e.g., sketching, proportion, shapes, shading, texture etc.  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Autumn 1</b><br><b>Ancient Antics</b><br><b>Artist: Alaa Awad- Contemporary Egyptian Art</b>                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Explore how to create texture and pattern when using acrylic paints.</p> <p>Continue to practice close observations to add detail and pattern to form accurate drawings</p>                                                                                                                               | <p>I can investigate the life of our key artist.</p> <p>I can explore the artistic style of our key artist and compare to artists previously explored,</p> <p>I can use and apply the work of other artists to inspire my own work.</p> <p>I can use my sketchbook to make visual notes, record and reflect.</p> <p>I can use acrylic paint to create colourful neo-pharaonic styles of artwork.</p>             |
| <b>Spring</b><br><b>Heroes to Villains</b><br><b>SPR1 Artist: Andy Warhol- Pop Art</b><br><b>SPR 2 Artist: Jackson Pollock- Dripping pain</b>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Use sketchbooks to record media explorations and to design a print.</p> <p>Combine prints to create one piece of artwork.</p> <p>Create printing blocks using foam.</p> <p>Print using monoprinting.</p> <p>Talk about the process used to make a simple print.</p> <p>Print using different colours.</p> | <p>I can investigate the life of our key artist.</p> <p>I can explore the artistic style of our key artist and compare to artists previously explored,</p> <p>I can use and apply the work of other artists to inspire my own work.</p> <p>I can use my sketchbook to make visual notes, record and reflect.</p> <p>I can design and create printing blocks using a relief or impressed method.</p>            |
| <p>Mix the tertiary colours with paint and name them.</p> <p>Mix a variety of shades.</p> <p>Use a greater variety of brushes or applicators to achieve a planned effect.</p>                                                                                                                                | <p>I can investigate the life of our key artist.</p> <p>I can explore the artistic style of our key artist and compare to artists previously explored,</p> <p>I can use and apply the work of other artists to inspire my own work.</p> <p>I can use my sketchbook to make visual notes, record and reflect.</p> <p>I can create a drip painting using a variety of colours and shades that I have mixed.</p>  |

| Summer<br>Scrumdiddlyumptious!<br>Artist: John Constable- Charcoal Landscapes                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |
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| Photograph a local landscape<br><br>Identify and analyse shapes, lines, patterns and colour within an image<br><br>Use tints, shades and a variety of paintbrush techniques to achieve different effects<br><br>Plan and make a sketch for my landscape painting                                  | I can investigate the life of our key artist.<br>I can explore the artistic style of our key artist and compare to artists previously explored,<br>I can use and apply the work of other artists to inspire my own work.<br>I can use my sketchbook to make visual notes, record and reflect.<br>I can observe scale and use it when sketching a local landscape. |  |
| Complete one of the evaluation/reflection speech bubbles. Children can choose to write about what they did, the skills they used, what they enjoyed and any feedback they received etc in each lesson/unit. This can effectively demonstrate the 'evaluate' and 'reflect' part of art and design. |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |

## Expressive Arts and Design and Art Learning Sequence

### Basic entitlement - Drawing Sculpture Painting

| Year 4                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Learning Outcome (Can I...)                                                                                                                                                                                                                                                                                                                                     | Learning (skills and knowledge)<br>Key learning                                                                                                                                                                                                                                                                                                                                                                                                                          |
| At the beginning of the academic year: In the autumn term, all children to draw a self-portrait in their sketchbooks. This will be used to document each child's progression journey through the ways they acquire, hone, and apply their skills e.g., sketching, proportion, shapes, shading, texture etc.                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Autumn 1</b><br><b>Caves to Castles</b><br><b>AUT 1 Artist: Pablo Picasso- Cubism Portrait</b><br><b>AUT 2 Artist: Marc Quinn- Modern Sculpture portraiture</b>                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Use tone and colour to express emotions and portraits<br><br>Use colour wheels to identify complementary and opposing colours when using soft pastels<br><br>Experiment with different effects and textures, e.g. colour blocking                                                                                                                               | I can investigate the life of our key artist.<br>I can explore the artistic style of our key artist and compare to artists previously explored,<br>I can use and apply the work of other artists to inspire my own work.<br>I can use my sketchbook to make visual notes, record and reflect.<br>I can create a cubist style portrait that reflects emotions and facial expressions.  |
| Research and describe how artists use a wide range of materials to create sculptures<br><br>Create an air-dry clay sculpture of my own head<br><br>Add finishing touches to enhance the appearance of my sculpture<br><br>Make a tonal study of a sculpture                                                                                                     | I can investigate the life of our key artist.<br>I can explore the artistic style of our key artist and compare to artists previously explored,<br>I can use and apply the work of other artists to inspire my own work.<br>I can use my sketchbook to make visual notes, record and reflect.<br>I can use air-dry clay to create a sculpture of a human head.                      |
| <b>Spring</b><br><b>I'm in the rainforest, get me out of here!</b><br><b>Artist: Henri Rousseau - Rainforest Post-Impressionist</b>                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Explore how rainforest themes influence the work of the artist<br><br>Explore the shades and textures of a rainforest<br><br>Observe and sketch a variety of leaves<br><br>Understand how the background is layered down first, then the middle ground and then the foreground.<br><br>Sketch a rainforest composition and apply a range of painting techniques | I can investigate the life of our key artist.<br>I can explore the artistic style of our key artist and compare to artists previously explored,<br>I can use and apply the work of other artists to inspire my own work.<br>I can use my sketchbook to make visual notes, record and reflect.<br>I can use watercolours to create a layered rainforest composition.                 |

| <p>Summer</p> <p>Rocking Romans</p> <p>Artist: Margaret Godfrey and Hokusai- Collage, paint and print volcanoes</p>                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>Create a variety of experiments using paper to create different collages</p> <p>Select from a range of available materials to develop textures that inventive and unique</p> <p>Demonstrate control of chosen tools and materials to create a desired effect, e.g. sponges and printing blocks</p> <p>Self-lead colour mixing and experimenting with intensity of colour</p> <p>Compare the works of two artists.</p> | <p>I can investigate the life of our key artist.</p> <p>I can explore the artistic style of our key artist and compare to artists previously explored,</p> <p>I can use and apply the work of other artists to inspire my own work.</p> <p>I can use my sketchbook to make visual notes, record and reflect.</p> <p>I can demonstrate control when printing to create a desired effect for a Japanese art style volcano.</p> <p>I can use collage techniques with paint and charcoal to create an abstract style volcano.</p>   |
| <p>Complete one of the evaluation/reflection speech bubbles. Children can choose to write about what they did, the skills they used, what they enjoyed and any feedback they received etc in each lesson/unit. This can effectively demonstrate the 'evaluate' and 'reflect' part of art and design.</p>                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |