

Long Term Forecast EYFS Working towards NC Art & Design

Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. 		
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. 		
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. 		
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 		
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Creating • with Materials 	<ul style="list-style-type: none"> • 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 	
	Cycle 1	<ul style="list-style-type: none"> • All about Me • Light and Dark 	<ul style="list-style-type: none"> • Cold Places and Weather • Food and Growth 	<ul style="list-style-type: none"> • Minibeasts • Pirates
	Cycle 2	<ul style="list-style-type: none"> • People who help us/Super-heroes • Space 	<ul style="list-style-type: none"> • Dinosaurs • Farm 	<ul style="list-style-type: none"> • Terrific Tales • Fun at the seaside

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art.

The most relevant statements for art are taken from the following areas of learning: ***Physical Development & Expressive Arts and Design***

LONG TERM FORECAST		Key Stage 1 Art and Design		
	Autumn	Spring	Summer	
Pupils should be taught: <ul style="list-style-type: none"> A. to use a range of materials creatively to design and make products B. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination C. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space D. 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. 				
Year 1	What is sculpture? <i>A, B, C</i>	Investigating Pattern <i>(Science)</i> <i>A, B, C</i>	Portraits Leonardo Da Vinci 1452-1519 (Portraits of each other) <i>B, C, D</i>	
Year 2	Lowry <i>(History)</i> <i>A, B, C, D</i>	Can buildings Speak? <i>(Geography & Science)</i> <i>A, B</i>	Mother Nature Designer <i>A, B, C</i>	

LONG TERM FORECAST

Key Stage 2 Art and Design

Autumn

Spring

Summer

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:

- E. to create sketch books to record their observations and use them to review and revisit ideas
- F. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- G. about great artists, architects and designers in history.

Year 3	Portraying Relationships/Monet 1840-1926 <i>F, G</i>	Can we change Places? <i>(Geography)</i> <i>E</i>	Investigating Pattern <i>(History)</i> <i>E, G</i>
Year 4	Landscape Sketching <i>(Geography)</i> <i>E</i>	Viewpoints/Picasso 1881-1973 <i>F, G</i>	Clay Structures <i>(History/DT)</i> <i>F</i>
Year 5	Talking Textiles <i>(History)</i> <i>E</i>	Object and Meaning/ Andy Warhole 1928-1987 <i>F, G</i>	Masks <i>(History)</i> <i>E, F</i>
Year 6	People in Action/Banksy 2000+ <i>F, G</i>	Landscapes <i>(Geography)</i> <i>E</i>	<i>What a performance!</i> <i>(History)</i> <i>F</i>