

Expressive Art and Design – Creating with Materials

ELG - Creating with Materials

Children at the expected level of development will:

- 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;
- Make use of props and materials when role playing characters in narratives and stories.



Development matters statements

- 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.

Birth to 5

Band 6 (Reception)

- Begins to build a collection of songs and dances
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.

ELG: Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture and function;

	Using tools	Using techniques	Experiment with colour	Experiment with design	Experiment with texture	Experiment with function
Baseline	Create closed shapes with continuous lines and begin to use these shapes to represent objects. (DM 3-4) Draw with increasing complexity and detail, such as representing a face with a circle and including details. (DM 3-4) Use drawing to represent ideas like movement or loud noises. (DM 3-4) Explore colour and colour mixing. (DM 3-4) Show different emotions in their drawings – happiness, sadness, fear, etc. (DM 3-4) Explore different materials freely, to develop their ideas about how to use them and what to make. (DM 3-4) Join different materials and explore different textures. (DM 3-4) Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. (Bto5 – Band 5)					
Autumn	To explore a variety of different tools available. (stubby or thin paint brushes, crayons, paint sticks, pencils etc.)	To try to copy simple techniques that have been modelled to them. (E.G- sketching)	To know the primary colours. To begin experimenting with mixing different colours	With some support, make a plan/design before beginning to paint or draw.	To feel and look at different textures. Uses different textures in creations and will combine media.	To begin thinking about why they are creating their art piece. (E.G- for their family, Mother's Day, poster to share information etc.)
Spring	To begin choosing appropriate tools for the task. (E.G- knowing that they need to create small	To begin using different techniques when working without an adult.	To use a range of colours to create different images. To begin mixing colours with a particular colour in mind. To begin using appropriate colours for a task.	To begin planning/designing ideas before creating them.	To use a range of senses to comment on different textures. To begin experimenting with creating different	To think about why they are creating their art piece. (E.G- for their family, Mother's Day, poster to share information etc.)

	lines, so choosing the thin paint brush.)		Mixes colours to produce different shades and combines materials to create different textures.		textures using paint and drawing materials.	
Summer	To independently choose appropriate tools for the task. (E.G- knowing that they need to create small lines, so choosing the thin paint brush.)	To be able to choose an appropriate technique for the task, from a range of known techniques.	To use a range of colours to create different images. To mix colours with a particular colour in mind. To use appropriate colours for a task.	To plan/design ideas before creating them.	To use a range of senses to explain why they like a certain texture compared to another. To create different textures. (E.G- Using a stubby paint brush up and down to create a rough bumpy texture.)	To independently think about art pieces to create, create them and be able to explain why they are creating them. (E.G- to cheer someone up, for their birthday etc.)
Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.						

ELG: Share their creations, explaining the process they have used;

Baseline	Develop their own ideas and then decide which materials to use to express them. (DM 3-4)
Autumn	<ul style="list-style-type: none"> - Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity. -To begin to show their creations to peers and familiar adults. - Makes some independent choices about the resources needed. - To articulate and comment on their creations stating some materials they have used to a familiar adult or peers. - To begin to refine ideas they have used in the designs they have created.
Spring	<ul style="list-style-type: none"> - Selects appropriate resources to express themselves imaginatively e.g. through role play, simple narratives and natural explorations of materials. Uses different techniques and materials to achieve the desired effect. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job - To plan what they will create and what they will need to do so. Is beginning to plan a design before starting. -To independently show their creations to peers and familiar adults. -To comment on their creations by stating the materials they have used. -To begin to explain the steps they took to make their creation and any changes they have made.

	- Revisits and adapts work where necessary to create and change a picture or model.
Summer	<ul style="list-style-type: none"> -To independently show their creations to peers and unfamiliar adults. -To confidently talk through the steps they went through to design and make their creation. To talks about ideas and processes which have led them to make music, dance, designs, images or products. -To describe the materials they have used and why they chose to use them. - To review their own work and makes improvements, explaining why changes are better. To uses what they have learned to create with a purpose, explaining the process.

ELG: Make use of props and materials when role playing characters in narratives and stories	
Baseline	• Uses available resources to create props or creates imaginary ones to support play (Bto5 – Band 5)
Autumn	<ul style="list-style-type: none"> -To begin to appropriately use props for their intended purpose (E.G- the chair is a chair, not a boat or a car etc.) -To explore a range of props intended for specific narratives and stories (E.G- using the tea set to act out teddy bear’s picnic).
Spring	<ul style="list-style-type: none"> -To appropriately use props for their intended purpose (E.G- the chair is a chair, not a boat or a car etc.) -To begin to use props and materials in an imaginative way (E.G- the blue cloth is a river.)
Summer	<ul style="list-style-type: none"> -To use a wide range of props and materials to enhance their role play of narrative and stories. -To use props and materials in an imaginative way. (E.G- pretending that objects are something else.) -To change the use of a prop dependent on the narrative or story.