



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	<p>Look and talk about what they have produced describing simple techniques and media used</p> <p>Look at artwork and talk about what they like and dislike</p> <p>Expressive Arts and Design</p> <p>ELG:</p> <p>Creating with Materials</p> <p>Children at the expected level of development will:</p> <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; 	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
Evaluating and developing work	<p>explaining the process they have used;</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Evaluate the impact their work has on other people and adapt if</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Evaluate the impact their work has on other people and adapt</p>

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Drawing	<p>Look at and describe what they have produced</p> <p>Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils</p> <p>Develop the correct hand-grip to form marks</p> <p>Using fingers to trace in sand etc and progressing to pencils to follow pattern</p> <p>Produce lines of different thickness and tone using pencil</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations</p> <p>Investigate different lines, e.g. straight, curved, wavy, dashed</p>	<p>Use a variety of tools, e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Begin to explore the use of line, shape and colour</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use a sketchbook to develop ideas.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Use their sketchbook to record observations.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use their sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>Demonstrate a wide variety of ways to make different mark with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
Painting	<p>Enjoy using a variety of different tools including different size brushes, sponges and fingers</p> <p>Recognise and name primary colours</p> <p>Explore and mix colours</p> <p>Investigate colour mixing using poster, powder and watercolour paints</p> <p>Explore working with paint on</p>	<p>Use a variety of tools, techniques and paints.</p> <p>Mix and match colours to objects / artwork.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades</p> <p>Create different textures e.g. use of sawdust.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours to artefacts / artwork.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Begin to work on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of</p>

	different surfaces and in different ways				creativity with the painting process.		sources. Show an awareness of how paintings are created (composition).
Printing	Print using everyday objects, vegetables and sponges to form a scene & repeat pattern Each print precise and clear	Make marks in print with a variety of objects, including natural and made objects. Build a repeating pattern.	Use a variety of techniques. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. Explore and evaluate pattern and shape, creating designs for printing. Create repeating patterns. Print with two colour overlays. Print on paper and fabric.	Explain a few techniques, e.g. the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Resist printing including marbling, silkscreen and cold water paste. Build up layers and colours/textures. Print with three colour overlays. Alter and modify work. Work relatively independently.		
Textiles/collage	Build/construct height/width/balance/secure buildings using: Duplo Mobile, Knex, wooden block and Lego. Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers-small objects of differing texture- water	Collage – Create images from imagination, experience or observation. Use a wide variety of media, e.g. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Weaving – Use paper to weave on	Collage – Use a wide variety of media, e.g. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Create collages from a variety of media. Name the tools and materials they have used. Weaving –	Collage – Create textured collages from a variety of media. Experiment with a range of media e.g. overlapping, layering etc in collaging. Sewing – Begin to develop skills in stitching.	Collage – Use a range of media to create a textured collage. Match the tool to the material. Choose collage as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary.	Collage – Use fabrics to create 3D textured collages. Add collage to a painted, printed or drawn background. Use collage as a means of extending work from initial ideas. Sewing – Join fabrics in different ways, including stitching.	Collage – Have an awareness of where they would experience collage in the wider world. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work. Sewing –

	<p>beads, beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors.</p> <p>Attach and join materials using glue, paste or tape.</p>	<p>a large scale.</p> <p>Create a simple repeated pattern.</p>	<p>Use a range of materials e.g. paper and wool to weave on a smaller scale.</p> <p>Create a repeated pattern with some complexity.</p>		<p>Sewing –</p> <p>Use different grades and uses of threads and needles.</p>		
3 D form	<p>Build a construction / sculpture using a variety of objects.</p>	<p>Clay –</p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Explore shape and form.</p>	<p>Clay –</p> <p>Manipulate clay for a variety of purposes, e.g. thumb pots, simple coil pots and models.</p> <p>Understand why the shape of form of the 3D form is important for its purpose.</p> <p>Understand the safety and basic care of materials and tools.</p>	<p>Clay –</p> <p>Join clay adequately and begin to work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p>	<p>Clay –</p> <p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p>	<p>Clay –</p> <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay.</p> <p>Produce intricate patterns and textures in a malleable media</p>	<p>Clay –</p> <p>Control and mould clay effectively.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Master skills in using clay.</p>



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Artists including craftspeople and designers	<ul style="list-style-type: none"> • *led by children's interests / current topic 	Piet Modrian Wassily Kandinsky <ul style="list-style-type: none"> • To name an artist • To explain the type of art the artist created • To know facts about an artist they have learnt about 	L.S. Lowry Andy Goldsworthy <ul style="list-style-type: none"> • To name a new artist • To explain the type of art the artist created • To know how the art is different from other artists I know • To know facts about an artist they have learnt about 	Giuseppe Arcimboldo <ul style="list-style-type: none"> • To name some artists • To explain the type of art the artists have created • To know similarities and differences between the artists I know 	Vincent Van Gogh Banksy <ul style="list-style-type: none"> • To name more artists • To name some types of art the artists have created • To recall similarities and differences between artists I have learnt about 	Jill Townsley Alvaro Suarez Vertiz Georgia O'Keeffe <ul style="list-style-type: none"> • To name a range of artists • To name types of art the artists have created • To know that artwork generates feelings 	Hans Holbein Roy Lichtenstein <ul style="list-style-type: none"> • To name a wide range of artists • To explain the types of art the artists I know have created in detail • To explain how I feel about the artist's work
Drawing	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To know how to use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoals, ball points, chalk and other dry media and to know when these tools should be used. • To know that I can use lines, shapes and colours to create art. 	<ul style="list-style-type: none"> • To understand how layer different media e.g. crayons, pastels, felt tips, charcoal and ball point to create an effect. 	<ul style="list-style-type: none"> • To know there are different grades of pencils and drawing can be done with a range of implements. • To know how to plan, refine and alter the drawings as necessary. • To know how to use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> • To have an understanding of making informed choices in drawing including paper and media. • To explain relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> • To know how to use a variety of source material for their work. • To know how to plan their work in a sustained and independent way from observation, experience and imagination. • To know the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> • To demonstrate a wide variety of ways to make different marks with dry and wet media. • To identify artists who have worked in a similar way to their own work. • To explain how to develop ideas using different or mixed media, using a sketchbook. • To know that manipulating and experimenting with the elements of art including line, tone, pattern, texture, form, space, colour and shape, are how pieces of artwork develop.
Painting	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To know I can use 	<ul style="list-style-type: none"> • To know art can 	<ul style="list-style-type: none"> • To have an 	<ul style="list-style-type: none"> • To know that a 	<ul style="list-style-type: none"> • To demonstrate a 	<ul style="list-style-type: none"> • To demonstrate a

		<p>variety of tools and techniques including the use of different brush sizes and types to produce different effects.</p> <ul style="list-style-type: none"> To know that colours can be mixed to create a new colour. To have an awareness of scales used in art. To know that different textures are used in art e.g. adding sawdust to paint. 	<p>show different seasons, weather and times of day.</p> <ul style="list-style-type: none"> To explain what the mood of a painting is. To know that different equipment will produce different outcomes in artwork. To know that artwork can be produced by making layers such as background. To explain why they are using the paintbrush they have chosen. To explain use of scale in artwork. 	<p>awareness of how artists use warm and cool colours when mixing paint to express a mood.</p> <ul style="list-style-type: none"> To know what happened to paint when it is added to water, glue, sand, sawdust and have an awareness of how to use this in a painting. To know how to mix primary and secondary colours with the addition of black and white and other hues to create the desired colour 	<p>variety of colours can be created from the primary and secondary and match colours with accuracy.</p> <ul style="list-style-type: none"> To know more specific colour language e.g. tint, tone, shade and hue. To name different effects and textures including blocking in colour, washes and thickened paint. To have an understanding of the need to use different sized brushes for different pieces of artwork or for different parts of the same piece of artwork. 	<p>secure knowledge about primary, secondary, warm and cold, complimentary and contrasting colours.</p> <ul style="list-style-type: none"> To know how to create shades and tint using black and white. To have an awareness of how working on preliminary studies to test media and materials can influence their final piece of artwork. To show an understanding of how to work from a variety of sources including those researched independently. To have an awareness of how paintings are created. To demonstrate how to plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting 	<p>range of techniques such as dots, scratches and splashes, and applying paint in layers, with increasing independence.</p> <ul style="list-style-type: none"> To demonstrate a range of different methods to apply colour using a variety of tools and techniques to express mood or emotion , with increasing independence. To have an awareness of how to show the effect of light and colour, texture and tone on natural and manmade objects
Printing	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To demonstrate how to make rubbings. To know how to create a repeating pattern. To have an awareness of building patterns of increasing complexity and repetition. 	<ul style="list-style-type: none"> To know the materials used to print. To explain how to improve placement when printing. To know how to create a repeating pattern randomly placed or tiled in a grid with a range of blocks To know how to create patterns and 	<ul style="list-style-type: none"> To name a variety of materials, objects and techniques including layering used when printing. To know the processes used to produce a simple print. To understand how looking at patterns and shapes can help them to create their own 	<ul style="list-style-type: none"> To know that printing can be created on different textures such as different types of paper. To know how to mix the colours they need for printing, using two coloured inks, a roller and stencil or pressprint. 		

			<p>textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads</p>	<p>patterns.</p> <ul style="list-style-type: none"> To name some patterns they have researched. To know the resources they need to create the pattern they want. 	<ul style="list-style-type: none"> To know how to cut a simple stencil and use this for making printed shapes. To know that printing can build up layers and colours/textures. To know how to print with three colour overlays. To know how to alter and modify work. 		
Textiles/collage		<p>Collage –</p> <ul style="list-style-type: none"> To name seasonal colours. To name some materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a collage. <p>Weaving –</p> <ul style="list-style-type: none"> To know what ‘weaving’ means. To know where weaves are present in the environment. To know how to use paper to weave on a large scale. To know how to create a simple repeated pattern. 	<p>Collage –</p> <ul style="list-style-type: none"> To know what collaging is. To know how to add texture to a collage. To name tools and materials used for their collages. <p>Weaving –</p> <ul style="list-style-type: none"> To know how to weave. To know who to use a range of materials e.g. paper and wool to weave on a smaller scale. To know how to create a repeated pattern with some complexity. 	<p>Collage –</p> <p>To know how to use found materials to represent an image e.g. landscape, pattern or texture. Experiment with a range of media e.g. overlapping, layering etc in collaging.</p> <p>Sewing –</p> <p>Begin to develop skills in stitching. To know what straight stitch, running stitch or cross stitch look like. To know how to thread a needle. To demonstrate how to plan a piece of sewing To know how to cut threads and fibres safely.</p>	<p>Collage –</p> <p>To know and explain how to use a variety of techniques. To name the tools and materials they have used. To know what overlapping and layering are and how these can be used. To know how to use visual information as a starting point for their artwork.</p> <p>Sewing –</p> <p>To know how to cut and join fabric. To know what straight stitch looks like.</p>	<p>Collage –</p> <p>To show an awareness of the natural environment through careful colour matching and understanding of seasonal colours. To know how to a painted, printed or drawn background to a collage.</p> <p>Sewing –</p> <p>To know the vocabulary of plaiting, pinning, stapling, stitching. To demonstrate how to stitch with increasingly accuracy. To know and use straight stitches, running stitches or cross stitches look like. To explain how to dye fabrics and use tie-dye techniques to control and create a fabric image. To demonstrate how to stitch using increasing control and various needles to produce more complex patterns with care and some</p>	<p>Collage –</p> <p>To explain how they can extend their work within collage. To explain how they can use a range of media to create collage. To explain how to batik safely. To know how to evaluate their work analytically to adapt, extend and justify their work.</p> <p>Sewing –</p> <p>To demonstrate how to join fabrics in different ways, including stitching. To confidently demonstrate how to use different grades and uses of threads and needles. To know that contrasting colours and textures can be used in stitching to produce a desired outcome.</p>

						accuracy.	
3D form		<p>Clay –</p> <ul style="list-style-type: none"> • To know that clay can be used to create 3D form artwork. • To understand the safety and basic care of materials and tools. 	<p>Clay –</p> <ul style="list-style-type: none"> • To name some materials that can be used to create 3D form artwork. • To explain how an artist uses materials to create 3D form artwork. • To explain how their artwork is like that of a known artist • To know how to manipulate materials to create a desired outcome. • To know the names of basic tools I can use when creating my 3D form artwork. 	<p>Clay –</p> <ul style="list-style-type: none"> • To know how to join clay adequately and work reasonably independently. • To know how to construct a simple clay base for extending and modelling other shapes. • To have an understanding of shape, space and form. • To know how to plan, design, make and adapt models. • To explain that their work has been sculpted, modelled or constructed. 	<p>Clay –</p> <ul style="list-style-type: none"> • To name a wider range of tools I can use. • To demonstrate how to construct a structure in linear or soft media before then covering the surface to make a form • To know how to build in clay a functional form using two/three building techniques and some surface decoration 	<p>Clay –</p> <ul style="list-style-type: none"> • To describe the different qualities involved in modelling, sculpture and construction. • To know a wide range of recycled, natural and man-made materials I can use and other artists have used to create sculpture. • To demonstrate how to plan a sculpture through drawing and other preparatory work. • To explain how to use slabs, coils, slips, etc. • To know how to make a mould and explain how to use plaster safely. 	<p>Clay –</p> <ul style="list-style-type: none"> • To explain how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour • To demonstrate how to use a study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages • To know how to recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface • To use the knowledge they are acquired to make imaginative use of tools, techniques and materials to express own ideas and feelings • To know how to apply knowledge of different techniques to expressive scale, weight or a concept

