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|  | **EYFS** | **Y1** | **Y2** | **End of KS Expectations** | **Y3** | **Y4** | **Y5** | **Y6** | **End of KS Expectations** |
| Drawing (pencil, charcoal, inks, chalk, pastels, lines) | \*Begin to use a variety of drawing tools – felt tips, crayons, chalk, pencils, oil pastels, paint, stampers, messy play mark making, marbling ink, water on surfaces, sand tray mark making \* Use drawings to tell a story \*Investigate different lines \* Explore different textures\*observe anatomy (faces, limbs) | \*Extend the variety of drawings tools \* Explore different textures \* Observe and draw landscapes \*Observe patterns \* discuss use of shadows, use of light and dark | \*experiment with tools and surfaces \* draw a way of recording experiences and feelings \* discuss use of shadows, use of light and dark \* Sketch to make quick records\*Draw lines with increased skill and confidence  | **- To use a range of materials creatively to design and make products: - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination** **- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space** **- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines making links to their own work.****-To develop knowledge of art from different cultures, using a variety of learnt techniques.** | \* Experiment with the potential of various pencils \* close observation \* initial sketches as a preparation for painting \*accurate drawings of people – particularly faces | \*Identify and draw the effect of light \*scale and proportion \* accurate drawings of whole people including proportion and placement \* Work on a variety of scales | \* effect of light on objects and people from different directions\* interpret the texture of a surface \* produce increasingly accurate drawings of people\* concept of perspective | \*Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.\*Deepen knowledge and understanding of using line when drawing portraits. \*Develop greater skill and control. Study and apply the techniques of other artists | **- 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.** **-To create sketch books to record their observations and use them to review and revisit ideas.** **- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)** **-About great artisits, architects and designers in history****-To embed knowledge of art from different cultures, using a variety of learnt techniques.** |
| Colour (painting, ink, dye, textiles, pencils, crayon, pastels) | \*Experimenting with and using primary colours \* Naming \*mixing (not formal) \* Learn the names of different tools that bring colour \* Use a range of tools to make coloured marks. | \*name all the colours \* mixing of colours \*Find collections of colour\* applying colour with a range of tools | \* Begin to describe colours by objects \* Make as many tones of one colour as possible (using white) \* Darken colours without using black \* using colour on a large scale and for a specific purpose | \* colour mixing \* Introduce different types of brushes \*techniques- apply colour using dotting, scratching, splashing \*Develop skill and control when using tone. Learn and use simple shading rules. | \* colour mixing and matching; tint, tone, shade \* observe colours \* suitable equipment for the task \*colour to reflect mood | \* hue, tint, tone, shades and mood \* explore the use of texture in colour \* colour for purposes | \*Mix and apply colours to represent still life objects from observation. \*Express feelings and emotions through colour |
| Texture (textiles, clay, sand, plaster, stone) | \* Handling, manipulating and enjoying using materials - playdough, clay, sand, messy play, food models, collage materials, recycled materials \*Sensory experience \*Simple collages | \* collage \* Sort according to specific qualities\* weaving | \*Use a range of materials to express complex textures.\*Overlapping and overlaying to create effects | \*Analyse and describe texture within artists’ work. | \* observation and design of textural art \*experimenting with creating mood, feeling, movement | \*use stories, music, poems as stimuli \* Select and use materials \*embellish work | \* Develops experience in embellishing \* Applies knowledge of different techniques to express feelings \* Work collaboratively on a larger scale |
| Form (3D work, clay, dough, boxes, wire, paper sculpture) | \*Handling, feeling, enjoying and manipulating materials \*Constructing \*Building and destroying \*Shape and model | \*Construct \*Use materials to make known objects for a purpose \* Carve \*Pinch and roll coils and slabs using a modelling media. \* Make simple joins | \* Awareness of natural and man-made forms \*Expression of personal experiences and ideas \* to shape and form from direct observation (malleable and rigid materials) \* decorative techniques \* work and that of other sculptors | \*Shape, form, model and construct ( malleable and rigid materials) \* Plan and develop \*Understanding of different adhesives and methods of construction \* aesthetics | \* Plan and develop \* Experience surface patterns / textures \* Discuss own work and work of other sculptors \* analyse and interpret natural and manmade forms of construction | \*Further extend their ability to describe and model form in 3D using a range of materials | \*Consolidate their ability to describe and model form in 3D using a range of materials |
| Printing (found materials, fruit/veg, wood blocks, press print, lino, string) | \* Rubbings \* Print with variety of objects \*Print with block colours | \*Create patterns \*Develop impressed images \*Relief printing | \*Print with a growing range of objects \* Identify the different forms printing takes | \*relief and impressed printing \*recording textures/pattern\*monoprinting \*colour mixing through overlapping colour prints | Use sketchbook for recording textures/pattern\* Interpret environmental and manmade patterns \* modify and adapt print | \*combining prints\*Design prints\*make connections \*discuss and evaluate own work and that of others | \*Builds up drawings and images of whole or parts of items using various techniques \*Explore printing techniques used by various artists |
| Pattern ( paint, pencil, textiles, clay, printing) | \*repeating patterns \* irregular painting patterns \* Simple symmetry | \*Awareness and discussion of patterns \* repeating patterns \* symmetry | \* Replicate patterns and textures in a 3-D form  | \* pattern in the environment \* design \* make patterns on a range of surfaces \* symmetry | \*Explore environmental and manmade patterns \* tessellation | \* Create own abstract pattern to reflect personal experiences and expression \* create pattern for purposes | \*Create own abstract pattern to reflect personal experiences and expression  \* create pattern for purposes |