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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 |