

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Start with experimenting with different mark making materials- chinks, crayons, pens, pencils and paint brushes</p> <p>To use their mark markings to share their ideas and imagination.</p>	<p>Experiment with a variety of media- pencils, graphite, pen, chalk, soft pastels, wax and charcoal.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> •use dots and lines to demonstrate pattern and texture; •develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. •investigate textures by describing, naming, rubbing, copying. 	<p>Begin to control the type of marks made with the range of media- pencils, graphite, pen, chalk, soft pastels, wax and charcoal.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> •draw lines of varying thickness; •control the types of marks made with the range of media. Draw on different surfaces with a range of media. •continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. •continue to Investigate textures and produce an expanding range of patterns. •can recognise the different drawing media and begin to recognise their different effects. 	<p>Developing intricate patterns/ marks with a variety of media.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> •demonstrate experience in different grades of pencil and other implements (charcoal, pastels, oil pastels) to draw different forms and shapes. •use shading to show light and shadow effects; •show an awareness of space when drawing; •begin to show an awareness of objects having a third dimension and perspective. 	<p>Developing techniques to create intricate patterns using different grades of pencil and other</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> •implements/media to create lines, marks and develop tone. Understanding why they best suit. •experiment with showing line, tone and texture with different hardness of pencils; •begin to recognise that drawing on different types of paper creates different effects. •have opportunities to develop further drawings featuring the third dimension and perspective. 	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>To be proficient in their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> •use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching within their own work. •use a variety of tools and select the most appropriate; •develop further simple perspective in using a single focal point and horizon. •begin to develop an awareness of composition, scale and proportion in their drawings. •use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. 	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>To be proficient in their mastery of art and design techniques, including drawing, with a range of materials.</p> <ul style="list-style-type: none"> •depict movement and perspective in drawings; •develop their own style of drawing through: line, tone, pattern, texture. •use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. •develop their own style using tonal contrast and mixed media. •have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their drawings.
		Key vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.		Key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.		Key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	
Painting	<p>Enjoy using a variety of tools including different length/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p>	<p>Explore with a variety of media; different brush sizes and tools.</p> <p>To use painting to develop and share their ideas, experiences, and imagination.</p> <ul style="list-style-type: none"> •name the primary and secondary colours; •experiment with different brushes (including brushstrokes) and other painting tools; •mix primary colours to make secondary colours; •add white and black to alter tints and shades; •begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. 	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>To use painting to develop and share their ideas, experiences, and imagination.</p> <ul style="list-style-type: none"> •continue to experiment in lighten and darken without the use of black or white. •begin to mix colour shades and tones. •continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. 	<p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> •use varied brush techniques to create shapes, textures, patterns and lines; •mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; •create different textures and effects with paint; 	<p>Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> •begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. •mix colour, shades and tones with increasing confidence. 	<p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>To be proficient in their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> •create a colour palette, demonstrating mixing techniques; •use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; •mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. 	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>To be proficient in their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> •purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. •mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.
		Key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.		Key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.		Key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	

Print Making	Hand and finger printing, sponge printing, leaf printing and potato printing	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. To develop a wide range of art and design techniques in using colour and texture. •copy an original print; •use a variety of materials, e.g. sponges, fruit, blocks; •demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. To develop a wide range of art and design techniques in using colour and texture. •continue using a range of techniques, e.g. rolling, pressing, stamping and rubbing; •make simple marks on rollers and printing palettes. Take simple prints i.e. mono -printing. •experiment with overprinting motifs and colour. •look at different prints and discuss features.	Print simple pictures using different printing techniques. To improve their mastery of art and design techniques with a range of materials. •continue to explore both mono-printing and relief printing. •use more than one colour to layer in a print; •replicate patterns from observations; •make printing blocks; •make repeated patterns with precision; •look at man-made and naturally occurring patterns and discuss features.	Increase awareness of mono and relief printing. To improve their mastery of art and design techniques with a range of materials. •demonstrate experience in fabric printing. •expand experience in 3colour printing. •continue to experience in combining prints taken from different objects to produce an end piece. •create repeating patterns and begin to understand that patterns can be created for a design purpose (clothes, folders, book covers etc)	Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques. To be proficient in their mastery of art and design techniques with a range of materials. •continue polystyrene tiles and mono-printing. •develop Lino cut and printing (roller, ink and tiles) •develop techniques in mono, block and relief printing; •to have an experience of printing on a variety of materials (include different types of paper, fabric, card etc)	Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. To be proficient in their mastery of art and design techniques with a range of materials •design and create printing blocks/tiles; •create and arrange accurate patterns. •understand that printing on different materials can need different types of paints and application. •gain further knowledge of patterns designs, discuss feature of different of different prints using appropriate vocabulary.
	Explore leaf rubbings, coin rubbings and brick/Lego printing	Key vocabulary: colour, shape, printing, printmaking, woodcut, relief printing, objects, repeat, symmetry, irregularity (random), over printing.		Key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.			
	To imprint different shapes in clay and dough					Key vocabulary: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collagraph	
Collage	Introduce children to ripping, layering and sticking. Use variety of materials include- tissue paper, fabric and textured paper, begin to describe their qualities.	Exploring different ways of ripping, layering, scrunching, and sticking To develop a wide range of art and design techniques in using texture, line, shape, form and space. •use a combination of materials that have been cut, torn and glued; •sort and arrange materials; •add texture by mixing materials.	Experimenting different ways of ripping, layering, scrunching, and sticking To develop a wide range of art and design techniques in using texture, line, shape, form and space. •develop patterns (repeat and abstract) experimenting with arrangements. •use found and natural materials to create collage (patterns and pictures) •add texture by mixing different materials •create different types of collage, paper, fabric and different fixings including sewing. •to have a sensory experience of collage, be aware of surface, texture and the feel of different qualities.	Continue experimenting different ways of ripping, layering, scrunching, twisting and sticking To improve their mastery of art and design techniques with a range of materials. •select colours and materials to create effect, giving reasons for their choices; •refine work as they go to ensure precision; •learn and practise a variety of techniques, e.g. overlapping and tessellation • to further develop collage techniques in making patterns (repeat and abstract)- mosaic, folding, overlapping and cutting fine detail. • to have a sensory experience of collage, be aware of surface, texture and the feel of different qualities.	Confidently using different ways of ripping, layering, scrunching, twisting, folding and sticking To improve their mastery of art and design techniques with a range of materials. •continue selecting colours and materials to create effect, giving reasons for their choices; •continue refining work as they go to ensure precision; •continue learning and practising a variety of techniques, e.g. overlapping, tessellation, mosaic and montage. •use a variety of materials and begin to select the most appropriate based on its properties.	Continue to gain experience in different ways of ripping, layering, scrunching, twisting, folding and sticking To be proficient in their mastery of art and design techniques with a range of materials. •add collage to a painted or printed background; •create and arrange accurate patterns using a variety of collage techniques. •use a range of mixed media; • to demonstrate an ability to choose appropriate tools, materials, and method of collaging.	Work in a sustained and independent way to develop their own style of collaging. This style may be through the development of: ripping, scrunching, layering, twisting, folding. coiling and curling. To be proficient in their mastery of art and design techniques with a range of materials . •confidently add collage to a painted or printed background; •confidently create and arrange accurate patterns using a variety of collage techniques. •independently choose and use a range of mixed media; •confidently plan and design a collage.
		Key vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange.		Key vocabulary: texture, shape, form, pattern, mosaic.		Key vocabulary: shape, form, arrange, fix.	

Sculpture	Start with experimenting with play dough, plasticine and clay. Wooden blocks, Duplo, Lego.	<p>Experiment in a variety of malleable media such as clay, papier mache, salt dough and modroc.</p> <p>To experiment sculpture to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none">•exploring a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;•use a variety of techniques, e.g. rolling, cutting, pinching;•use a variety of shapes, including lines and texture;	<p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading .</p> <p>To explore sculpture to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none">•use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw, plasticine and card;•continue to use a variety of techniques, e.g. rolling, cutting, pinching,•be able to make simple joins and make attempts at stronger joins (using water, cross hatching)•exploring different ways of modelling clay, using tools and joins.	<p>Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none">•cut, make and combine shapes to create recognisable forms;•explore using clay and other malleable materials and practise joining techniques;•be able to make stronger joins (using water, slip, cross hatching)•experimenting with different materials – spaghetti.	<p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none">•be able to cut, make and combine shapes to create recognisable shape and forms•continue using clay and other malleable materials and practise joining techniques;•continue adding materials to the sculpture to create detail;•exploring with different materials – spaghetti and straws.	<p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in modelling over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>To be proficient in their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none">•plan and design a sculpture;•use tools and materials to carve, add shape, add texture and pattern;•develop cutting and joining skills, e.g. using wire, coils, slabs and slips;•use materials other than clay to create a 3D sculpture.•selecting correct tools for working with the clay.	<p>Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>To become proficient in sculpting techniques.</p> <ul style="list-style-type: none">•confidently use a variety of materials for sculpting and experiment with joining and constructing.•They begin to understand more about clay modelling and using different tools with clay.•They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.
		Key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.		Key vocabulary: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.		Key vocabulary: form, structure, texture, shape, mark, soft, join, tram, cast.	
Verbal Response	Able to say what they think and feel about their own and others’ work and suggest ways of improving their own work (Austin’s butterfly) https://www.youtube.com/watch?v=hqh1MRWZjms						

<p align="center">Artists’ Study</p> <p align="center"><u>This can be a group of artists, art movement or cultural art study, not just an individual artist.</u></p>						
Year 1 and 2	Year 3 and 4	Year 5 and 6	Drawing	Painting	Printing	Sculpture
<p>1.To know about art from other cultures</p> <p>2.To know about artists and craftsman from other times including-recognising their work details of their life</p> <p>3. To compare their work to that of famous artists or craftsman.</p>	<p>1. To evaluate a piece of artwork and giving reasons for their opinions.</p> <p>2. Can describe and explain art from other cultures and know how artefacts came to be in museums and galleries.</p> <p>3. To know about artists and craftsman from other times including-</p> <ul style="list-style-type: none"> • recognising their work • details of their life • contemporaries and art movements they were part of <p>4. Can begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle.</p>	<p>1. To evaluate a piece of artwork giving considered reasons for their opinions.</p> <p>2.To study about artists and craftsman from other times including-</p> <ul style="list-style-type: none"> • recognising their work • details of their life • contemporaries and art movements they were part of <p>3. Continue to understand the viewpoints of others by looking at images, people, places and so on from a different angle.</p> <p>4. Learn about the work of others through looking at their work in books, Internet, visits to galleries and other sources of information.</p>	<p>Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.</p>	<p>Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O’Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte.</p>	<p>Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden,</p>	<p>Possible Artists: (Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.</p>