



EYFS		KS1			KS2		
<p>Taken from Development Matters Children in Reception will be learning to:</p> <ul style="list-style-type: none"> *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. <p>ELG:</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 creation, explaining the process they have used. 		<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> *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, and making links to their own work. 			<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key Stage 2 pupils should be taught 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> *to create sketchbooks 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, eg, pencil, charcoal, paint and clay. *about great artists, architects and designers in history. 		
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DRAWING	<ul style="list-style-type: none"> *use a range of media to make marks. *use and begin to control a range of media. *draw on different surfaces and in different scales. *produce lines of different thickness and tone using pencil. *experiment with chalk to create pictures. *start to produce different patterns and textures. 	<ul style="list-style-type: none"> *experiment with a range of media: pencils, crayons, pastels, charcoal and chalk. *name, match and draw lines and marks from observation. *draw on different surfaces with a range of media. *working from memory and imagination use lines to create patterns and represent objects seen. *observe and draw shapes from observation. *make large and small scale observational drawings. 	<ul style="list-style-type: none"> *can use drawing tools with increased control to investigate marks and represent observations, memories with purpose and intention. *can draw carefully in line from observation, recording shape and positioning with care. *experiment tone by drawing light and dark lines, patterns and shapes – using different grades of pencils as well as different amounts of pressure. *begin to investigate shading techniques, experimenting with light and dark. 	<ul style="list-style-type: none"> *make marks and lines with a range of drawing implements: charcoal, pastel, chalk and pencil. *experiment with ways in which surface detail can be added to drawings. *experiment with different grades of pencils to draw different forms and shapes. *explore shading with different media to achieve a range of light and dark tones, black to white. *apply simple use of pattern and texture in a drawing. *draw objects from 	<ul style="list-style-type: none"> *begin to show that objects have a third dimension. *use different grades of pencils and other drawing implements to achieve variation in tone. *apply tone to a drawing. *experiment with different shading techniques: hatching and cross hatching. 	<ul style="list-style-type: none"> *work from a range of sources including observation and photographs. *develop observational skills using view finders. *begin to use perspective in their work using a single focal point and horizon. *begin to show awareness of proportion when drawing objects and figures. *begin to investigate how shading can be shown when drawing objects. *experiment with different shading techniques: hatching, 	<ul style="list-style-type: none"> *work from a range of sources including observation and photographs. *develop close observational skills using a variety of view finders. *use different techniques for different purposes, eg, shading and hatching. *begin to develop an awareness of scale and proportion in their drawings of landscapes: foreground, middle ground and background. *explore colour mixing and blending with pencil crayons.

		<ul style="list-style-type: none"> *look at objects from different angles. 	<ul style="list-style-type: none"> *experiment with chalk and charcoal. *make line and shape drawings adding light and dark tone, colour and features. *use a viewfinder to select a section of a view or image and record what is selected in the frame. 	<ul style="list-style-type: none"> different viewpoints: above, below, front and back. *plan, refine and alter their drawings as necessary. 		<ul style="list-style-type: none"> cross hatching, scumbling, stippling and blending/smudging. 	<ul style="list-style-type: none"> *use a variety of dry and wet media to make marks, lines, patterns, textures and shapes.
PAINTING	<ul style="list-style-type: none"> *use a variety of tools and techniques to paint everyday and natural objects. *investigate mark making using thick brushes and sponge brushes for different effects. *recognise and name primary colours being used. *mix colours to try to match those in a picture or an object. *explore working on different surfaces and in different ways. 	<ul style="list-style-type: none"> *experiment with different brush sizes. *name the primary colours and identify them on a colour wheel. *mix primary colours to make secondary colours. *explore lightening and darkening paint without the use of black and white. *experiment with different types of paint: powder/ready mixed. *create textured paint by adding sand/plaster. *paint on different surfaces with a range of media. 	<ul style="list-style-type: none"> *select and use different brushes to explore and make marks of different thicknesses. *mix paint to make secondary colours, adding them to the colour wheel. *know how to mix primary colours to make brown. *explore adding white to a colour to make tints. *explore adding black to a colour to make shades. *mix and match colours to artefacts and objects. *work on different scales – use a brush to produce marks appropriate to work, eg, small brush for small marks. *create different textured paint for an intended effect. 	<ul style="list-style-type: none"> *experiment with different effects and textures eg, blocking in colour, washes, thickened paint creating textural effects. *experiment with applying colour in different ways eg, dotting, stippling, scratching, splashing. *use light and dark when painting, mixing shades and tints with increasing confidence. *explore complementary colours. *work on different scales, selecting suitable brush size and type. *introduce watercolour paints to create wash backgrounds. 	<ul style="list-style-type: none"> *create different effects and textures with paint according to what they need for a task. *use light and dark within painting and show understanding of complimentary colours. *mix shades and tints with increasing confidence. *experiment with different tones – adding grey to a colour. *investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades. *work with increasing detail, using appropriate brushes. *work with a range of paints: poster, acrylic, watercolour and investigate effects, 	<ul style="list-style-type: none"> *confidently control types of marks made and experiment with different effects and textures. *mix and match colours to create atmosphere and light effects. *mix colours, shades, tones and tints with confidence. *start to develop a painting from a drawing. *use watercolour paints and small brushes to develop detail. *compose using foreground, middle ground and background. *create images with lots of tone but only using one colour – monochrome. 	<ul style="list-style-type: none"> *work with sustained independence and confidence to develop their own style of painting. *use a range of effects to convey mood/feeling in their work. *mix colour, shades, tints and tones with confidence and to achieve an intended effect. *choose the type of paint and tools to use for a particular purpose. *create a painting from a drawing. *use watercolour pencils. *explore how artists how used colour, texture and movement to express emotions.

SCULPTURE	<ul style="list-style-type: none"> *explore a range of malleable media such as clay, papier mache, salt dough, play dough. *impress and apply simple decoration. *make 3D models from junk and natural materials. 	<p style="text-align: center;">Key Stage 1 – Year 1</p> <ul style="list-style-type: none"> *Explore sculpture with a range of natural materials, eg, leaves, stones, feathers and shells. *Experiment with constructing and joining recycled, natural and manmade materials. *Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping. *Manipulate malleable materials, eg, salt dough, play dough, plasticine or clay for a purpose. *Develop slab techniques – change the surface of a malleable material. 	<p style="text-align: center;">Lower Key Stage 2 – Year 4</p> <ul style="list-style-type: none"> *Make 3D models by constructing materials and using Papier Mache and paint to add a final finish. *Plan, design and make models from observation or imagination. *Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form. *Create surface patterns and textures onto clay looking at cultural decoration from historic time periods. 	<p style="text-align: center;">Upper Key Stage 2 – Year 6</p> <ul style="list-style-type: none"> *Manipulate materials to make a new 3D form. *Use covering materials such as Modroc or modelling clay to create 3D models. *Add final finishes to models using paint/glazing techniques. *Use clay to create a thumb pot and coil pot using joining techniques to add detail. *Use smoothing techniques to create a desired finish before painting.
PRINTING	<ul style="list-style-type: none"> *make rubbings of the natural environment. *print with a variety of natural and manmade objects. *develop simple patterns by printing with objects. 	<p style="text-align: center;">Key Stage 1 – Year 2</p> <ul style="list-style-type: none"> *Print with a range of hard and soft materials, eg, corks, cotton reels or sponges. *Take rubbings to understand and inform their own textured prints and patterns. *Monoprint by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressure. *Create repeating patterns. *Create simple relief printing blocks, with string and card. *Make simple monochrome prints. *Experiment with overprinting motifs and colour. 	<p style="text-align: center;">Lower Key Stage 2 – Year 3</p> <ul style="list-style-type: none"> *Work in greater detail when relief printing – making printing blocks. *Use two colour overlays when relief printing. *Explore lines, marks, shapes and tones through mono-printing (using polystyrene tiles) *Print with two colour overlays. *Create repeating patterns. *Design a complex pattern made up from two or more motifs and print a tile version. *Combine prints to produce an end piece. 	<p style="text-align: center;">Upper Key Stage 2 – Year 5</p> <ul style="list-style-type: none"> *Create designs for prints by simplifying initial drawings/sketches. *Extend printing methods using Collagraph – on card/lino. *Through printing show increasing use of tools to control line, shape, texture and tone. *Colour mix through printing, create prints with at least three colour overlays. *Use printing techniques as part of a multi-media project, eg, prints onto dyed fabrics.
COLLAGE	<ul style="list-style-type: none"> *create simple collages using fabrics and materials, looking at colour and texture. 	<p style="text-align: center;">Key Stage 1 – Year 1</p> <ul style="list-style-type: none"> *Create images from a variety of media, eg, magazines, fabric or crepe paper. *Arrange and glue materials to different backgrounds. *Sort and group materials by properties, eg, colour and textures. *Collect, sort, name and match colours appropriate for an image. *Create and arrange shapes appropriately. *Select and use textured paper for an image. *Fold, crumble, tear and overlap paper and other materials. *Work on different scales. 	<p style="text-align: center;">Lower Key Stage 2 – Year 3</p> <ul style="list-style-type: none"> *Develop skills of overlapping and overlaying to place objects in front or behind in a collage. *Experiment with techniques to make mosaics. *Experiment with creating mood, feeling, movement and areas of interest using different media. *Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<p style="text-align: center;">Upper Key Stage 2 – Year 5</p> <ul style="list-style-type: none"> *Experiment with a range of media to overlap and layer, creating interesting colours, textures and effects. *Embellish a surface using a variety of techniques, including drawing, painting and printing. *Select and use found materials with art media and adhesives to assemble and represent an image or stimulus.
TEXTILES	<ul style="list-style-type: none"> *Decorate a piece of fabric. *Explore joining fabrics to make a simple picture 	<p style="text-align: center;">Key Stage 1 – Year 2</p> <ul style="list-style-type: none"> *Match and sort fabrics and threads for colour and texture. *Change and modify threads and fabrics – knotting, 	<p style="text-align: center;">Lower Key Stage 2 – Year 4</p> <ul style="list-style-type: none"> *Use a variety of techniques, eg, printing, dyeing, weaving, stitching to create different textural effects. 	<p style="text-align: center;">Upper Key Stage 2 – Year 6</p> <ul style="list-style-type: none"> *Use fabric to create a 3D form. *Use a number of different stitches creatively to join fabrics and create patterns/textures.

	<p>or product.</p> <ul style="list-style-type: none"> *Weave natural and manmade products. 	<p>fraying, plaiting or twisting.</p> <ul style="list-style-type: none"> *Cut and shape fabrics. *Join two pieces of fabric by stitching. *Add shapes with glue or stitching. *Apply decoration using beads, buttons or feathers. 	<ul style="list-style-type: none"> *Extend joining of joining fabrics by using more than one type of stitch. *Experiment with adding detail to fabric by gluing or stitching. *Add colour and pattern to fabric using dyes, printing and resist paste and batik. *Weave paper and found materials to represent an image. 	<ul style="list-style-type: none"> *Use a range of techniques to add decoration, eg, plaiting, stapling, stitching or sewing. *Produce a two colour dye. *Add colour and pattern to a fabric using batik with more than more colour. *Combine techniques to produce an end piece.
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