



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> -begin to use a variety of drawing tools -use drawings to tell a story -explore Different textures and encourage accurate drawings of people 	<ul style="list-style-type: none"> -control a pencil using correct grip -use a variety of drawing tool -use lines to represent objects seen, remembered or imagined. 	<ul style="list-style-type: none"> -control a pencil using correct pressure -experiment with tools and surfaces -Use drawing to record experiences and feelings -Investigate shading with light and dark -sketch to make quick records 	<ul style="list-style-type: none"> -experiment with various pencils (HB-2B) -Make close Observations -Use line, tone and shade to enhance drawings. -making initial sketches as preparation (sketch books) 	<ul style="list-style-type: none"> -continue to use sketch book to collect and record -identify and draw the effect of light -scale and proportion -accurate drawings of whole people with proportion and placement -introduce concept of perspective 	<ul style="list-style-type: none"> -Effect of light on objects and people from different directions -Explore drawings on different surfaces -produce accurate drawings of people -continue to explore the concept of perspective 	<ul style="list-style-type: none"> -Effect of light on objects and people -interpret the texture of a surface -produce increasingly Accurate drawings of people -Have a good concept of perspectives
Colour (painting, ink, dye, textiles, pencils, crayons, pastels)	<ul style="list-style-type: none"> -experiment with primary Colours -Name some of the colours -mixing (not formal) 	<ul style="list-style-type: none"> -Name all the Colours -introduce mixing of colours -Apply colours with a range of tools 	<ul style="list-style-type: none"> -describe colours by objects e.g. Raspberry pink. -Make many tones of one colour (using white) 	<ul style="list-style-type: none"> -explore colour mixing and apply -make colour wheels -introduce different brush types 	<ul style="list-style-type: none"> -Colour mixing and matching: tint, tone, shades, moods. -mix and match colours for purpose 	<ul style="list-style-type: none"> -mix and match colours to create atmosphere and light effects, mood and feelings. -control and 	<ul style="list-style-type: none"> -hue, tint, tone, shades and mood -explore the use of texture in colour

	-make coloured marks on paper		-Darken colours Without using black -mix secondary colours -experience and use colour on a large scale e.g. playground	-apply colour by dotting, scratching and splashing	-advise and question suitable equipment e.g. size of a brush and paper -explore use of texture in colour	Experiment with tone, shading -use texture in colour e.g. saw, dust, glue, shaving, sand -explore texture of paint, wet, and thing, thick and heavy -develop a painting from a Drawing -work in a mixed media	-colour for Purpose -colour to express feelings
Form (3D work, clay, dough, boxes, wire, paper, sculptures, mod roc)	-handling, feeling and enjoying materials -constructing -building and Destroying -shape and model	-Use hands and tools to construct -Pinch and roll to model -Use materials to make known objects for a purpose	-be aware of natural and man-made form -shape and form from direct observations - express personal Experiences and ideas -use a range of tools for shaping and making	-shape, form, model and Construct -Plan and develop understanding of methods of construction -aesthetics	-Plan and develop before creating -experience surface patterns and textures -discuss own work and other sculptures -analyse and interpret natural and manmade forms of construction	-Plan and develop Before creating -shape, model, form and join -use observations or imagination -discuss and Evaluate sculptors	-plan and develop ideas -shape, form, model and join -Use observation or imagination -understand the properties of media -discuss and evaluate own work and that of sculptors

<p>Texture (textiles, clay, sand, plaster, stone)</p>	<ul style="list-style-type: none"> -handling, manipulating and enjoy materials -sensory experiences -simple collages -simple weaving 	<ul style="list-style-type: none"> -weaving -collages -sort into groups of textiles -objects for a purpose 	<ul style="list-style-type: none"> -overlapping and overlaying to create an effect -collages -apply a range of decorative techniques 	<ul style="list-style-type: none"> -tie dye -batik 	<ul style="list-style-type: none"> -make models using newspaper, mache, Modroc -plan and develop in sketch books and make full choices about media 	<ul style="list-style-type: none"> -Use stories, music, poems as stimuli -select and use materials -embellish work -fabric making -artists using textiles -to explore shape, form, model and join with confidence -produce end pieces 	<ul style="list-style-type: none"> -develop experience in embellishing -apply knowledge of different techniques to express feelings -work collaboratively on a larger scale
<p>Pattern</p>	<ul style="list-style-type: none"> -Explore repeating patterns -Explore irregular painting patterns 	<ul style="list-style-type: none"> -Observe natural environmental patterns -explore/create simple patterns -look at symmetry and repeating patterns 	<ul style="list-style-type: none"> -Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning 	<ul style="list-style-type: none"> -observe regular patterns in the environment -design patterns (ICT) -Make patterns on a range of surfaces -Symmetry 	<ul style="list-style-type: none"> -observe irregular patterns -discuss and compare patterns -explore tessellation/geometry e.g. extend and create 	<ul style="list-style-type: none"> -Create own abstract pattern to reflect personal experiences -create patterns for purposes 	<ul style="list-style-type: none"> -create own abstract pattern to reflect personal experiences and expression -create pattern for purposes
<p>Printing</p>	<ul style="list-style-type: none"> -rubblings -print with a variety of objects 	<ul style="list-style-type: none"> -Create patterns -developed impressed images 	<ul style="list-style-type: none"> -Create a range of prints -Identify prints in the environment 	<ul style="list-style-type: none"> -relief and impressed printing -recording -mono-printing 	<ul style="list-style-type: none"> -Interpret natural and manmade patterns -modify and adapt prints 	<ul style="list-style-type: none"> -combining prints -design prints -make connections 	<ul style="list-style-type: none"> -build up drawings and imagines of whole or parts of items using various techniques

	-print with block colours			-colour mixing through overlapping colour prints		-discuss and evaluate work of others and own	-screen printing -explore printing techniques used by various artists
Evaluation	-identify colours	-Can say what they like about their own and other children's artwork.	-Identify what they can change in their work to improve	-annotate own drawings/sketches/plans before creating a final piece of work	-Evaluate own likes and dislikes of a range of artists	-Can explain their choice of media and the effect it has on their finished piece	-Critically evaluates their own work and use their evaluations to impact positively on their final piece.