

		KS1		KS2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Observational drawings of leaves.</p> <p>Observational drawing of the inside of plants and veg.</p> <p>Observational art drawing and painting at insects using crayons and water paint (Batik)</p>	<p>Explore drawing lines listening to art vocabulary.</p> <p>Explore using pencils to create lines of different thickness in drawings.</p> <p>Experience making marks, building on knowledge of different tools and exploring variety and scale.</p> <p>Develop confidence in selecting tools to match specific tasks.</p> <p>Extend experience using viewfinders to select and isolate interesting detail.</p> <p>Learn how to plan a drawing to fill the paper. Combine drawing media to achieve different effects.</p>	<p>Discuss drawings using art vocabulary..</p> <p>Use a range of drawing tools such as pencils and crayons, using them with some dexterity and control to investigate marks: hatching, scribble, stippling, blending, etc.</p> <p>Explore tone using different grades of pencil, pastel and chalk. Will experiment and investigate.</p> <p>Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</p> <p>Record ideas, observations and designs in a sketch book to support the development of ideas and skills.</p>	<p>Experiment with line tone and shade.</p> <p>Experiment with different textures of media on different surfaces.</p> <p>Produce a wide range of patterns, and textures.</p> <p>Control a pencil with increasing confidence.</p> <p>Effectively use a different grade of pencil to shade and to show different tones and textures.</p> <p>Develop confidence in working from observation and imagination.</p> <p>Look and talk about their own work and that of artists.</p>	<p>Use and manipulate a range of drawing tools with control and dexterity.</p> <p>Explore shading, using different media to achieve a range of light and dark tones, black to white</p> <p>Draw familiar things from different viewpoints and combined images to make new images.</p> <p>Uses a viewfinder to select a view and visual clues in an image, then record what is in the frame.</p>	<p>Confident in working with direct observation and imagination.</p> <p>Realise the importance of close observation and to work for longer periods of time.</p> <p>Explore ways of adding tone, texture and surface detail to enrich a drawing e.g. Shading, hatching and cross hatching.</p> <p>Use a sketchbook to develop ideas.</p>	<p>Confident in selecting, using and manipulating a range of drawing tools, using them with control and dexterity to accurately represent from observation.</p> <p>Express their ideas and observations responding to advice from others to rework and improve design ideas</p> <p>Demonstrate tonal qualities well, showing good understanding of light and dark on form.</p> <p>Develop knowledge of and demonstrates effective use of elements</p>

							<p>(line, tone, pattern, texture, etc.)</p> <p>Use sketchbook to support the development of a design over several stages</p> <p>Draw expressively in broad and fine coloured media to represent ideas and objects with accuracy and meaning</p>
Painting	<p>Painting self-portraits with wings (Perfectly Norman Book)</p> <p>Exploring lines with brushes and pencils</p> <p>Skills – to look at detail and shape; painting strokes. Embellishing wings</p>		<p>Mixes a widening range of secondary colours as well as brown.</p> <p>Uses the brush to create a wide range of marks that are being used in their work.</p> <p>Create tints with paint by adding white.</p> <p>Create tones with paint by adding black.</p>	<p>Create a background using a wash.</p> <p>Use a range of brushes to create different effects in painting.</p> <p>Identify and discuss the techniques by different artists.</p>	<p>Uses a sketchbook to store information on colour mixing, brush marks, etc.</p> <p>Lighten and darkens with the use of black and white.</p> <p>Use different methods, colour and a variety of tools and techniques to express mood.,</p>	<p>Investigate and learn from techniques of contemporary artists</p> <p>Can work into a painted surface with other media e.g. chalks, oil pastels, inks and gain greater confidence in selecting appropriately for particular tasks.</p>	

			Uses colour and marks to express mood.		Create different textures and effects with paint. Use a brush to produce marks appropriate for work.	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;	
Textiles		Explore weaving papers progressing from one to two colours. Weave different colours of paper to make a pattern.		Explore weaving by wrapping shapes or letters. Develop their ideas in their sketchbooks. Use a range of different threads, strings, materials with purpose and increasing skill. Uses contrasting colours in stitching and weaving. Is able to sew simple stitches (D.T)		Investigate symbols, shapes, form and composition Select and use contrasting colours and textures in stitching and weaving Demonstrate an awareness of the natural environment through colour matching. Attach different elements using	

				Is able to use long needle for weaving.		<p>stitching, using straight stitch, running or cross-stitch.</p> <p>Control stitching - using various needles to produce more complex patterns with care and some accuracy</p>	
Printing	<p>Street art - stencils</p> <p>Banksy graffiti spray painting and stencil art</p> <p>Local walk in area to see graffiti</p>	<p>Explore different types of mono-printing on a variety of papers.</p> <p>Begin to identify and name the primary and secondary colours.</p> <p>Look and talk about images that has printed pattern, naming shapes, textures and colours.</p> <p>Creates patterns and pictures by printing from objects using more than one colour.</p>	<p>Create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>Explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads.</p>		<p>Explore making various marks on printing tiles and the prints it makes when printed.</p> <p>Recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone.</p> <p>Explore colour mixing through printing, using two coloured inks a roller and stencil or pressprint/</p>		<p>Develop ideas from sketchbooks work and experimentations in printing.</p> <p>Design and cut a simple stencil and use this for making printed shapes.</p> <p>Create screen prints, following the process and refining technique.</p> <p>Can compare own design and pattern making with that of well-known designers or familiar patterns</p>

					<p>Easiprint poly – blocks</p> <p>Design a complex pattern made up from two or more motifs and print a tiled version</p> <p>Compare own design and pattern making with that of well-known designers or familiar patterns.</p>		
3D work	<p>Construct salt dough Christmas decorations</p> <p>Sculpting dough to make diya lamps – Diwali</p> <p>Nativity props</p> <p>Making crowns – links to visit to Tower of London trip</p> <p>Using cardboard boxes to create music instruments,</p>	<p>Explore how to handle and manipulate rigid and malleable materials such as clay or card to represent a known or familiar object.</p> <p>Explore and learn how to use a variety of techniques with clay like; rolling in a ball, roll snakes with clay, pinching clay, pull forms out of clay, etc.</p>		<p>Develop understanding of how sculptors use materials and their ways of working, use appropriate language to describe materials and processes.</p> <p>Plan and design a sculpture.</p> <p>Use equipment and media with increasing confidence to add shape, texture and pattern.</p> <p>Develop</p>	<p>Plan and develop designs for a 3D structure inspired by other artists work.</p> <p>Create textured surfaces using rigid and plastic materials and a variety of tools</p> <p>Explore how a stimulus can be used as a starting point for 3D work with a particular focus on form, shape,</p>	<p>Construct build in clay a functional form using two/three building techniques and some surface decoration</p> <p>Explore how a stimulus can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour.</p> <p>Plan and develop a</p>	<p>Produce simple design drawing ideas for 3D work in basic perspective, drawn as if seen or imagined from 1 or 2 different viewpoints.</p> <p>Use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages.</p>

	<p>robots, vehicles etc</p> <p>Sculpting caves for bears using salt dough; rolling, squeezing, carving, smoothing it out, balling, pulling.</p> <p>Making mini beasts using clay and/or junk</p>	<p>Develop experience in using simple tools for shaping, mark making, etc.</p> <p>Construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care.</p>		<p>cutting and joining skills, e.g. using wire, coils, slabs and slips.</p>	<p>pattern, texture and colour.</p>	<p>design of their sculpture using their sketchbooks</p> <p>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;</p> <p>Use language appropriate to skill and technique.</p>	<p>Identify and assemble found materials to make a new form, carefully covering with ModRoc or papier maché</p> <p>Explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.</p> <p>Recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface.</p> <p>Apply knowledge of different techniques to expressive scale, weight or a concept.</p>
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Collage			<p>Look and discuss how artists have used colour, pattern and shape.</p> <p>Create a piece of art in response to the work of another artist (Anna Hymas)</p> <p>Begin to select, sort and modify their work by, cutting, tearing with care before adding other marks and colour to represent an idea.</p> <p>Develop awareness of contrasts in texture and colour.</p>				
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