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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Exploring and Developing Ideas** |
| **Exploring and Developing Ideas** | * Record and explore ideas from first hand observations.
* Ask and answer questions about the starting points for their work
* Develop their ideas – try things out, change their minds.
* Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
 | * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
* Question and make thoughtful observations about starting points and select ideas to use in their work.
* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
 | * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
* Question and make thoughtful observations about starting points and select ideas to use in their work.
* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
 |
| **Drawing** |
| **Media/Techniques** | * Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
 | * Control the types of marks made with the range of media.
 | * Experiment with ways in which surface detail can be added to drawings.
* Use sketchbooks to collect and record visual information from different sources.
 | * Experiment with ways in which surface detail can be added to drawings.
* Use sketchbooks to collect and record visual information from different sources.
* Draw for a sustained period of time at an appropriate level.
 | * Work from a variety of sources including observation, photographs and digital images.
* Work in a sustained and independent way to create a detailed drawing.
* Use a sketchbook to collect and develop ideas.
 | * Develop close observation skills using a variety of view finders.
* Use a sketchbook to collect and develop ideas
* Identify artists who have worked in a similar way to their own work.
 |
| **Lines and Marks** | * Name, match and draw lines/marks from observations.
* Invent new lines.
* Draw on different surfaces with a range of media.
 |  | * Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
* Experiment with different grades of pencil and other implements to create lines and marks.
 |  | * Use dry media to make different marks, lines, patterns and shapes within a drawing.
* Experiment with wet media to make different marks, lines, patterns, textures and shapes.
* Explore colour mixing and blending techniques with coloured pencils.
* Use different techniques for different purposes i.e. shading, hatching within their own work.
* Start to develop their own style using tonal contrast and mixed media.
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| **Form and Shape** | * Observe and draw shapes from observations.
* Draw shapes in between objects.
* Invent new shapes.
 |  | * Experiment with different grades of pencil and other implements to draw different forms and shapes.
* Begin to show an awareness of objects having a third dimension.
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| **Tone** |  | * Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.
 |  | * Experiment with different grades of pencil and other implements to achieve variations in tone.
* Apply tone in a drawing in a simple way.
 |  | * Begin to use simple perspective in their work using a single focal point and horizon.
* Begin to develop an awareness of composition, scale and proportion in their drawings e.g. foreground, middle ground and background.
* Show an awareness of how drawings are created i.e. Composition.
 |
| **Texture** |  | * Investigate textures by describing, naming, rubbing, copying.
 |  | * Create textures with a wide range of drawing implements.
* Apply a simple use of pattern and texture in a drawing.
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| **Painting** |
| **Techniques** | * Use a variety of tools and techniques including different brush sizes and types.
* Mix and match colours to artefacts and objects.
 | * Work on different scales.
* Experiment with tools and techniques e.g. layering, mixing media, scrapping through.
* Name different types of paint and their properties.
 | * Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
 | * Work on a range of scales e.g. thin brush on small picture etc.
* Create different effects and textures with paint according to what they need for the task.
 | * Develop a painting from a drawing.
* Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
 | * Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.
 |
| **Colour** | * Identify primary and secondary colours by name.
 | * Mix primary shades and tones.
 | * Mix colours and know which primary colours make secondary colours.
* Use more specific colour language.
* Mix and use tints and shades.
 |  | * Work with complementary colours (colours opposite on colour wheel, red-green, yellow-purple, blue-orange)
* Be able to identify primary, secondary, complementary and contrasting colours.
 | * Mix and match colours to create atmosphere and light effects.
 |
| **Texture** |  | * Create textured paint by adding sand, plaster, glitter.
 |  | * Create different effects and textures with paint according to what they need for the task.
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| **Evaluating and developing work** |
| **Evaluating and developing work** | * Review what they and others have done and say what they think and feel about it.
* Identify what they might change in their current work or develop in future work.
 | * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
* Adapt their work according to their views and describe how they might develop it further.

Annotate work in journal. | * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
* Adapt their work according to their views and describe how they might develop it further.
* Annotate work in a sketchbook
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|  |  | **Drawing** | **Painting** |  |
|  | **Exploring and Developing Ideas** | **Media/Techniques** | **Lines and Marks** | **Form and Shape** | **Tone** | **Texture** | **Techniques** | **Colour** | **Texture** | **Evaluating and developing work** |
| **Y1** | * Record and explore ideas from first hand observations.
* Ask and answer questions about the starting points for their work.
* Develop their ideas – try things out, change their minds.
* Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
 | * Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
 | * Name, match and draw lines/marks from observations.
* Invent new lines.
* Draw on different surfaces with a range of media.
 | * Observe and draw shapes from observations.
* Draw shapes in between objects.
* Invent new shapes.
 |  |  | * Use a variety of tools and techniques including different brush sizes and types.
* Mix and match colours to artefacts and objects.
 | * Identify primary and secondary colours by name.
 |  | * Review what they and others have done and say what they think and feel about it.
* Identify what they might change in their current work or develop in future work.
 |
| **Y2** | * Control the types of marks made with the range of media.
 |  |  | * Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.
 | * Investigate textures by describing, naming, rubbing, copying.
 | * Work on different scales.
* Experiment with tools and techniques e.g. layering, mixing media, scrapping through.
* Name different types of paint and their properties.
 | * Mix primary shades and tones
 | * Create textured paint by adding sand, plaster, glitter.
 |
| **Y3** | * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
* Question and make thoughtful observations about starting points and select ideas to use in their work.
* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
 | * Experiment with ways in which surface detail can be added to drawings.
* Use sketchbooks to collect and record visual information from different sources.
 | * Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
* Experiment with different grades of pencil and other implements to create lines and marks.
 | * Experiment with different grades of pencil and other implements to draw different forms and shapes.
* Begin to show an awareness of objects having a third dimension.
 |  |  | * Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
 | * Mix colours and know which primary colours make secondary colours.
* Use more specific colour language.
* Mix and use tints and shades.
 |  | * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
* Adapt their work according to their views and describe how they might develop it further.
* Annotate work in journal.
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| **Y4** | * Experiment with ways in which surface detail can be added to drawings.
* Use sketchbooks to collect and record visual information from different sources.
* Draw for a sustained period of time at an appropriate level.
 |  |  | * Experiment with different grades of pencil and other implements to achieve variations in tone.
* Apply tone in a drawing in a simple way.
 | * Create textures with a wide range of drawing implements.
* Apply a simple use of pattern and texture in a drawing.
 | * Work on a range of scales e.g. thin brush on small picture etc.
* Create different effects and textures with paint according to what they need for the task.
 |  | * Create different effects and textures with paint according to what they need for the task.
 |
| **Y5** | * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
* Question and make thoughtful observations about starting points and select ideas to use in their work.
* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
 | * Work from a variety of sources including observation, photographs and digital images.
* Work in a sustained and independent way to create a detailed drawing.
* Use a sketchbook to collect and develop ideas.
 | * Use dry media to make different marks, lines, patterns and shapes within a drawing.
* Experiment with wet media to make different marks, lines, patterns, textures and shapes.
* Explore colour mixing and blending techniques with coloured pencils.
* Use different techniques for different purposes i.e. shading, hatching within their own work.
* Start to develop their own style using tonal contrast and mixed media.
 |  |  | * Develop a painting from a drawing.
* Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
 | * Work with complementary colours (colours opposite on colour wheel, red-green, yellow-purple, blue-orange)
* Be able to identify primary, secondary, complementary and contrasting colours.
 | * Mix and match colours to create atmosphere and light effects.
 | * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
* Adapt their work according to their views and describe how they might develop it further.
* Annotate work in a sketchbook
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| **Y6** |  |  |  | * Begin to use simple perspective in their work using a single focal point and horizon.
* Begin to develop an awareness of composition, scale and proportion in their drawings e.g. foreground, middle ground and background.
* Show an awareness of how drawings are created i.e. Composition.
 | * Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.
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|  | **PRINTING** | **TEXTILES** | **3-D/SCULPTURE** | **COLLAGE** |
| **Key Stage 1** |  |  | **Year 1**\*Manipulate malleable materials in a variety of ways including rolling and kneading.\*Explore sculpture with a range of malleable materials.\*Manipulate malleable materials for a purpose, e.g pot, tiles\*Understand the safety and basic care of materials and tools.Form\*Experiment with constructing and joining recycled, natural and manmade materials.\*Use simple 2-D shapes to create a 3-D form.Texture\*Change the surface of a malleable material e.g. build a textured tile | **Year 2**\*Create images from a variety of media e.g photocopies, fabric, crepe paper, magazines etc.\*Arrange and glue materials to different backgrounds\*Sort and group materials for different purposes e.g. colour, texture.\*Fold, crumple, tear and overlap papers\*Work on different scalesColourCollect, sort, name, match colours appropriate for an imageShapeCreate and arrange shapes appropriatelyTextureCreate, select and use textured paper for an image. |
| **Lower Key Stage 2** | **Year 4**\*Create simple printing blocks with press print.Design more repetitive\*Create printing blocks using a relief or impressed method.\*Create repeating patterns\*Print with monochrome overlays |  | \*Plan, design and make models from observation or imagination.\*Join lay adequately and construct a simple base for extending and modelling other shapes.\*Create surface patterns and textures in a malleable material.\*Use papier mache to create a simple 3D object. | **Year 3**\*Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and represent textures. |
| **Lower Key Stage 2** | **Year 6**\*Create printing blocks by simplifying an initial sketch book idea.\*Use relief or impressed method.\*Create prints with two/three overlays.\*Work into prints with a range of media e.g. pens, colour pens and paints. | **Year 6**\*Use fabrics to create 3D structures.\*Use different grades of threads and needles.\*Experiment with batik techniques.Experiment with a range of media to overlap and layer, creating interesting colours, textures and effects. | \*Shape, form, mode and construct from observation or imagination.\*Use recycled, natural and manmade materials to create sculptures.\*Plan a sculpture through drawing and other preparatory work.\*Develop skills in using clay including slabs, coils, slips etc | **Year 5**\*Use collage as a means of collecting ideas and information and building a visual vocabulary.\*Add collage to a painted, printed or drawn background.\*Use a range of media to create collages.\*Use different techniques, colours and textures etc when designing and making pieces of work\*Use collage as a means of extending work from initial ideas. |