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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. |  |
| **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. |  |  |
| **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. |  |
| **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. |  |  |
| **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. |
| **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 |
| **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 scales  Colour  Collect, sort, name, match colours appropriate for an image  Shape  Create and arrange shapes appropriately  Texture  Create, 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. |