

<b>Drawing</b> pencil, wax, chalk, ink, pen, brushes						
<b>FS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Begin to use a variety of drawing tools – e.g. <b>finger, stick, pencil, coloured pencils, pastels, chalk.</b></p> <p>Is spontaneously expressive, using marks, <b>lines and curves</b></p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - <b>thick, thin, wavy, straight.</b></p> <p>Explore different <b>textures</b> and experiment with mark making to illustrate these.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>	<p>Extend the variety of drawings tools.</p> <p><b>Show different tones by using different colours</b></p> <p><b>Draw lines of different thickness and sizes</b></p> <p><b>Colour own work neatly</b></p> <p><b>Show pattern and texture by adding dots and lines.</b></p> <p>Observe and draw <b>landscapes</b> as accurately as possible, some small discussion of <b>proportion</b> and where the sky is.</p> <p>Observe <b>patterns</b> in the natural and man-made world.</p> <p>. Observe anatomy - encourage accurate drawings of people. Introduce term <b>portrait.</b></p> <p>Sketch objects in both the natural and man made world.</p>	<p>Continue as Year 1 to experiment with tools and surfaces.</p> <p><b>Show different tones by using different colours</b></p> <p><b>Draw lines of different thickness and sizes</b></p> <p><b>Colour own work neatly</b></p> <p><b>Show pattern and texture by adding dots and lines.</b></p> <p>Continue to draw a way of recording experiences and feelings.</p> <p>Look at drawings and comment thoughtfully, begin to discuss use of <b>shadows</b>, use of <b>light and dark.</b></p> <p>Sketch to make quick records of something.</p>	<p>As Year 2, plus Experiment with the potential of various pencils (<b>2B - HB</b>) to show <b>tone, texture</b> etc.</p> <p><b>Sketch lightly (no need to use rubber initially)</b></p> <p><b>Use cross hatching and hatching to show tone and texture.</b></p> <p>Observe and draw simple shapes.</p> <p><b>Use shadow to show light and dark.</b></p> <p>Make initial sketches as a preparation for painting and other work. <b>Annotate sketches to explain and elaborate ideas.</b></p> <p>Encourage more accurate drawings of people – particularly faces looking closely at features and the detail they have.</p>	<p>As Year 3, plus <b>Annotate sketches to explain and elaborate ideas.</b></p> <p><b>Sketch lightly (no need to use rubber initially)</b></p> <p>Identify and draw the effect of <b>light</b> (shadows) on a <b>surface</b>, on objects and people. <b>Use shadow to show light and dark.</b></p> <p><b>Use cross hatching and hatching to show tone and texture.</b></p> <p>Introduce the concepts of <b>scale</b> and <b>proportion.</b> Drawing different from <b>directions</b> and <b>viewpoints.</b></p> <p>Encourage more accurate drawings of whole people, building on their work on facial <b>features</b> to include <b>proportion, placement</b> and shape of body.</p>	<p>Observe and use a variety of techniques to show the effect of light on objects, places and people. <b>Add interesting effects to develop drawings e.g. shadows, direction, sunlight, perspective</b></p> <p><b>Use a choice of techniques to depict movement perspective, shadows and reflection.</b></p> <p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p><b>Use lines to represent movement.</b></p> <p>Produce increasingly accurate drawings of people.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of <b>perspective.</b></p> <p>Work on a variety of <b>scales</b> and <b>collaboratively.</b></p> <p><b>Independently selects materials and techniques to use to create a specific outcome.</b></p>	

**Painting** pigment – paint, inks, dyes etc and tools to apply colour – brushes, sponges, straws etc

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<p>Explores making marks on a variety of papers</p> <p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Allow for experimentation of <b>mixing</b></p> <p>Uses a variety of tools to spread paint - straws, matchsticks as well as brushes thick brushes, foam and sponge brushes</p> <p>Learn the names of different tools that bring colour, <b>pastels, and paint, felt tips, crayons.</b></p> <p>Uses a range of tools to make coloured marks on paper – <b>glue sticks, sponges, brushes, fingers.</b></p>	<p>Ensure they know the names of all the <b>colours primary and secondary colours.</b></p> <p><b>Create colour wheels</b></p> <p><b>Mix both primary and secondary colours to make new colours.</b></p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – <b>light/dark</b></p> <p><b>Use thick and thin brushes.</b></p> <p><b>Add white to colours to make tints and black to colours to make tones.</b></p> <p>Continues to explore applying colour with a range of tools for enjoyment</p>	<p><b>Create colour wheels</b></p> <p><b>Mix both primary and secondary colours to make new colours.</b></p> <p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <p>Make as many tones of one colour as possible using <b>primary colours</b> and white.</p> <p><b>Create colour wheels</b></p> <p><b>Add white to colours to make tints and black to colours to make tones.</b></p> <p>Mix colours to match those of the natural world – colours that might have a less defined name</p> <p><b>Use thick and thin brushes.</b></p> <p>Experience using colour on a large scale, <b>A3/A2</b> playground.</p>	<p>Build on KS1-</p> <p>Extend exploring colour mixing to applying colour mixing.</p> <p>Make <b>colour wheels</b> to show <b>primary and secondary colours.</b></p> <p><b>Use a number of brush techniques using thin and thick brushes to produce texture, shapes, patterns and lines</b> e.g. <b>dotting, scratching, splashing, dry brushing, salt, removing</b></p> <p><b>Mix watercolors to produce washes for backgrounds then add detail.</b></p> <p>Pointillism – control over coloured dots, so tone and shading is evident.</p>	<p>Make <b>colour wheels</b> to show <b>primary and secondary colours.</b></p> <p>Mix and match colours to those in a work of art. <b>Use a number of brush techniques using thin and thick brushes to produce texture, shapes, patterns and lines</b> e.g. <b>dotting, scratching, splashing, dry brushing, salt, removing</b></p> <p>Observe colours on hands and faces - mix flesh colours.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p><b>Mix watercolors to produce washes for backgrounds then add detail.</b></p> <p><b>Create mood with colour.</b> Use colour to reflect mood (matisse)</p>		<p>Controlling and experimenting particular qualities of <b>tone, shades, hue and mood.</b> <b>Combine colours, tones and tints to enhance the mood of a piece.</b></p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p><b>Create colour palettes based upon colours in the natural or built world.</b></p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p><b>Use brush techniques and the qualities of paint to create texture and visually interesting pieces.</b></p> <p>Consider artists use of colour and <b>application</b> of it (Pollock, Monet, Chagall)</p> <p><b>Develop a personal style of painting, drawing upon ideas from other artists.</b></p>

**Textiles** collage, weaving, threads, fibers, fabrics, surfaces, wood, clay

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handling, manipulating and enjoying using <b>materials</b></p> <p>Simple <b>collages</b>, using paper, pasta, beans and larger tactile things.</p> <p>Selects, <b>sorts</b>, tears and glues items down.</p>	<p>Simple paper and/or material weaving using a card <b>loom</b>.</p> <p>Mix colours and paint strips of paper to <b>weave</b> with.</p> <p><b>Use weaving to create a pattern.</b></p> <p><b>Use dip dye techniques</b></p> <p><b>Use plaiting.</b></p> <p>Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Explore colour in <b>weaving</b>.</p> <p>.</p> <p><b>Join materials using glue and/or a stitch.</b></p> <p>Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc.</p> <p>Discuss how textiles create things – curtains, clothing, decoration</p>	<p>Build on experiences in Year 1</p> <p>Develop skills of <b>overlapping</b> and <b>overlaying</b> to create effects.</p> <p><b>Use weaving to create a pattern.</b></p> <p><b>Use dip dye techniques</b></p> <p><b>Use plaiting.</b></p> <p><b>Join materials using glue and/or a stitch</b></p> <p>Use various collage materials to make a specific picture.</p> <p>Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc.</p>	<p>Build on all previous experiences.</p> <p><b>Create weavings.</b></p> <p>Use smaller eyed <b>needles</b> and finer threads.</p> <p><b>Create mood with colour.</b></p> <p><b>Shape and stitch materials.</b></p> <p>Use colour to express an idea in <b>weaving</b> - seasons, moods, or create a picture - swamp, seascape.</p> <p><b>Start to explore other simple stitches - backstitch, cross-stitch.</b></p> <p><b>Quilt, pad and gather fabric.</b></p> <p>Simple <b>appliqué</b> work attaching material shapes to fabric with <b>running stitches</b>.</p> <p>Awareness of the nature of materials and surfaces – <b>fragile, tough, durable.</b></p> <p><b>Colour fabric Tie dyeing, batik</b> – ways of colouring or patterning material.</p>	<p>Build on all previous experiences.</p> <p><b>Create weavings</b></p> <p><b>Start to explore other simple stitches - backstitch, cross-stitch.</b></p> <p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. <b>zig zag stitch, chain stitch, seeding.</b></p> <p><b>Create mood with colour.</b></p> <p><b>Shape and stitch materials</b> Start to place more emphasis on observation and design of <b>textural art.</b></p> <p>Use initial sketches to aid work.</p> <p><b>Create mood with colour.</b>- Continue experimenting with creating mood, feeling, movement and areas of interest.</p> <p>Look at <b>fabrics</b> from other countries and discuss. Compare with own. Discuss different types of <b>fabric</b>.</p> <p>.</p>	<p><b>Interpret</b> stories, music, poems and use environment and townscapes as stimuli.</p> <p>Select and use materials to achieve a specific outcome.</p> <p><b>Combine previously learned techniques to create pieces.</b></p> <p><b>Embellish</b> work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p><b>Choose from a range of stitching techniques.</b></p> <p>Consider methods of making fabric.</p> <p>Look at work of other artists using textiles i.e, molly Williams, Jill Denton, Linda Caverley Develops experience in <b>embellishing</b>, pooling together experiences in texture to complete a piece – <b>applique, drawing, sticking, cutting, paint, weaving, layering</b> etc.</p> <p><b>Work collaboratively on a larger scale</b></p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>.</p> <p><b>Show precision in techniques.</b></p>	

## Collage and Sculpture 3D experience, rigid and malleable materials

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handling, feeling, manipulating materials</p> <p>Constructing and <b>building</b> from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to <b>shape</b> and model from observation and imagination.</p> <p>Impress and apply simple <b>decoration</b>.</p> <p>Simple language created through discussion of <b>feel, size, look, smell</b> etc</p>	<p><b>Use a combination of materials that are cut torn and glued.</b></p> <p>Use both hands and tools to build</p> <p><b>Construct</b> to represent personal ideas.</p> <p><b>Sort and arrange materials.</b></p> <p><b>Mix materials to create texture.</b></p> <p>Use materials to make known objects for a purpose, i.e puppet.</p> <p><b>Use a combination of shapes.</b></p> <p>Cut shapes using scissors.</p> <p><b>Carve</b> into media using tools.</p> <p><b>Pinch</b> and roll coils and slabs using a modeling media.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>Discussion of <b>weight</b> and <b>texture</b>.</p> <p><b>Use rolled up paper, straws, paper, card and clay as materials.</b></p> <p><b>Use techniques such as rolling, cutting, moulding and carving.</b></p>	<p><b>Use a combination of materials that are cut torn and glued.</b></p> <p>Awareness of <b>natural</b> and <b>man made forms</b> and environments</p> <p>Expression of personal experiences and ideas in work</p> <p><b>Sort and arrange materials.</b></p> <p>Also able to <b>shape</b> and <b>form</b> from direct <b>observation</b></p> <p>Use a range of decorative techniques: <b>applied, impressed, painted</b>, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Construct from found junk materials.</p> <p><b>Use rolled up paper, straws, paper, card and clay as materials.</b></p> <p><b>Use techniques such as rolling, cutting, moulding and carving</b></p> <p>Replicate <b>patterns</b> and <b>textures</b> in a <b>3-D form</b>.</p> <p><b>Use a combination of shapes.</b> Include lines and texture.</p> <p>Begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy)</p>	<p>Use the equipment and media with increasing confidence.</p> <p><b>Add materials to provide interesting detail.</b></p> <p><b>Use clay and other mouldable materials</b></p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p><b>Ensure work is precise</b></p> <p>Have an understanding of different adhesives and methods of <b>construction</b></p> <p><b>Include texture that conveys feelings, expression or movement.</b></p> <p>Begin to have some thought towards size</p> <p><b>Select and arrange materials for a striking effect.</b></p> <p><b>Use coiling, overlapping, tessellation, mosaic and montage.</b></p> <p>Create and combine shapes to create <b>recognisable forms</b> (e.g. shapes made from nets or solid materials).</p>	<p>Plan and develop ideas in sketchbook and make informed choices about media.</p> <p><b>Use coiling, overlapping, tessellation, mosaic and montage.</b></p> <p>Experienced surface patterns / textures.</p> <p>Work safely, to organize working area and clear away.</p> <p><b>Use clay and other mouldable materials</b></p> <p>Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc)</p> <p>Consider light and shadow, space and size.</p> <p><b>Include texture that conveys feelings, expression or movement.</b></p> <p><b>Investigate, analyse and interpret</b> natural and manmade forms of construction.</p> <p><b>Create and combine shapes to create recognisable forms</b> (e.g. shapes made from nets or solid materials).</p> <p><b>Add materials to provide interesting detail.</b></p>	<p>Use sketchbook to <b>inform, plan and develop ideas</b>.</p> <p><b>Shape, form, model</b> and join with confidence.</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the <b>properties</b> of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti )</p> <p><b>Mix textures (rough and smooth, plain and patterned).</b></p> <p><b>Combine visual and tactile qualities.</b></p> <p><b>Use ceramic mosaic materials and techniques.</b></p> <p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p> <p><b>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</b></p> <p><b>Use tools to carve and add shapes, texture and pattern.</b></p> <p><b>Combine visual and tactile qualities.</b> <b>Use frameworks (such as wire or moulds) to provide stability and form.</b></p>	

**Printing** fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc

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<p>Make rubbings showing a range of textures and <b>patterns</b>.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p>	<p>Create patterns and pictures by <b>printing</b> from objects using more than one colour. (Klee)</p> <p><b>Use repeating or overlapping shapes.</b></p> <p>Develop impressed images with some added pencil or <b>decorative</b> detail.</p> <p><b>Mimic print from the environment (e.g. wallpapers).</b></p> <p>Relief printing - string, card, etc.</p> <p><b>Use objects to create prints (e.g. fruit, vegetables or sponges).</b></p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Use appropriate language to describe tools, process, etc.</p> <p><b>Press, roll, rub and stamp to make prints.</b></p>	<p>Use printmaking as a means of drawing</p> <p>Create <b>order, symmetry, irregularity</b></p> <p><b>Press, roll, rub and stamp to make prints</b></p> <p><b>Use repeating or overlapping shapes</b></p> <p>Extends repeating patterns - <b>overlapping, using two contrasting colours</b></p> <p><b>Mimic print from the environment (e.g. wallpapers).</b></p> <p><b>Use objects to create prints (e.g. fruit, vegetables or sponges</b> growing range of objects, including <b>manmade and natural</b> printing tools</p> <p>Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.)</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>	<p>Use the equipment and media with increasing confidence.</p> <p><b>Use layers of two or more colours.</b></p> <p>Use relief and <b>impressed printing processes.</b></p> <p><b>Make printing blocks (e.g. from coiled string glued to a block).</b></p> <p>Use sketchbook for recording <b>textures/patterns.</b></p> <p><b>Replicate patterns observed in natural or built environments.</b></p> <p>Use language appropriate to skill.</p> <p><b>Make precise repeating patterns</b></p> <p>Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.)</p> <p>Explores images through monotyping on a variety of papers</p>	<p>Use sketchbook for recording textures/patterns.</p> <p><b>Use layers of two or more colours</b></p> <p>Use language appropriate to skill.</p> <p><b>Make printing blocks (e.g. from coiled string glued to a block).</b></p> <p>Interpret environmental and manmade <b>patterns and form</b></p> <p><b>Replicate patterns observed in natural or built environments.</b></p> <p>Discuss the nature of effects able to modify and adapt print as work progresses.</p> <p><b>Make precise repeating patterns</b></p> <p>Explores images and recreates <b>texture</b> through deliberate selection of materials wallpaper, string, polystyrene etc</p>	<p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p><b>Build up layers of colours.</b></p> <p>Experienced in producing <b>pictorial</b> and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper</p> <p><b>Use a range of visual elements to reflect the purpose of the work.</b></p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p><b>Create an accurate pattern, showing fine detail.</b></p> <p>Discuss and evaluate own work and that of others. (Morris, labeling, etc.)</p> <p>Builds up drawings and images of whole or parts of items using various techniques, e.g. card, <b>relief</b></p> <p>Recreates a scene remembered, observed or imagined, through collage printing</p> <p><b>Screen</b> printing</p> <p>Explore printing techniques using by various artists.</p>	

**Digital Media** Photography, I pads, Macbooks, digital sketching, manipulating images

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Becomes aware of photography as an art form</p> <p>Takes <b>photographs</b> of things they find appealing visually</p> <p>Uses a key pad or <b>mouse</b> to represent their thoughts and ideas.</p> <p>To <b>experiment</b> with colour, effects and shapes.</p> <p>an open and use an art program, selecting simple tools to make lines, shapes and pour colours</p>	<p>Collects photographs for a theme</p> <p>Use a wide range of tools to create <b>different textures, lines, tones, colours and shapes</b></p> <p>Can <b>control</b> the <b>size</b> of mark and select colours, and use predefined <b>shapes, motifs and stamps</b></p> <p>Can copy and paste areas of the image, save and print the image</p>	<p>Is aware that there are famous or specialist photographers</p> <p>Use a wide range of tools to create <b>different textures, lines, tones, colours and shapes</b></p> <p>Can <b>control</b> the <b>size</b> of mark and select colours, and use predefined shapes, motifs and stamps</p> <p>Can copy and paste areas of the image, save and print the image</p>	<p>Develops an awareness of scale, perspective, movement and colour in photography</p> <p>Alters images through <b>collage, jigsaws, positive and negative shapes</b></p> <p><b>Create images, video and sound recordings and explain why they were created.</b></p> <p>Can use a digital camera to select, capture, save and print</p> <p>Can use a painting program to make an image corresponding to their work in other art media</p>	<p>Experiences a variety of lenses - cameras, telescopes, binoculars</p> <p><b>Create images, video and sound recordings and explain why they were created</b></p> <p>Can open and play time based media program files</p> <p>Can create a <b>motif</b> in <b>lines and shapes</b>, copy and paste to create a simple <b>repeat pattern</b></p>	<p>Explores negative and positive <b>Superimposes</b> using a combination of techniques and <b>photographs</b></p> <p><b>Enhance digital media by editing (including sound, video, animation, still images and installations).</b></p> <p>Can use a digital camera to capture objects to be cut and pasted into another image to create a digital collage</p> <p>Can use a paint programme to develop <b>virtual designs</b> for a <b>painting, print or 3D work</b></p> <p>Can create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting</p>	