



Materials

(collage, weaving, threads, fabrics, textiles, clay, sand, wood, plaster, stone)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Use a range of materials to help create and build e.g. scissors, paintbrushes, split pins, hole punches.</p> <p>Be able to join different materials and explore different textures.</p> <p>Talk about the different colours and textures seen in the world around them.</p> <p>Select different materials to achieve the effects and can talk about why they were chosen.</p>	<p>Cut, roll and coil materials.</p> <p>Use simple paper and/or material weaving using a card or paper loom.</p> <p>Use large eyed needles, different thicknesses of thread and running stitches.</p> <p>Build on skills of using various materials to make collages –using some smaller items.</p> <p>Use texture to provide information e.g. manmade, natural materials, a 'journey' of where they have been.</p> <p>Sort according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p>	<p>Develop skills of overlapping and overlaying to create effects.</p> <p>Attach material shapes to fabric with running stitches e.g. poppy.</p> <p>Use various collage materials (including media) to make a specific picture. Use IT/media to create faces e.g. Arcimboldo (fruit/veg)</p>	<p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape e.g. Ellen Jackson (warm colours/stone age).</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p> <p>Use ways of colouring or patterning material e.g. batik.</p> <p>Use smaller eyed needles and finer threads to complete a simple cross stitch on large square binca e.g. book mark or coaster.</p>	<p>Explore a new stich to join materials and begin to develop pattern e.g. back stitch or over sew stitch.</p> <p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches to aid work.</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest.</p> <p>Discuss different types of fabric.</p>	<p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work e.g. South African/tie dye/batik.</p> <p>Attach sequins using knot stitch.</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.</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Use found and constructed materials.</p> <p>Explore a new stich e.g. stem stitch, satin stitch, blanket stitch or lazy daisy.</p>

Drawing

(pencil, charcoal, inks, chalk, pastels, ICT software)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Draw a person understanding they need a head, body, arms, legs etc.</p> <p>Make careful observations of objects and begin to use increasing detail drawings.</p> <p>Show different emotions drawings and paintings e.g. happiness, sadness etc.</p> <p>Evaluate and adapt my work with support, defining my ideas and developing my ability to represent them.</p> <p>Work collaboratively as part of a team to achieve a shared goal.</p>	<p>Use drawing as a medium to develop and share ideas.</p> <p>Use lines and known geometric shapes to create individual artwork</p> <p>Extend the variety of drawing tools to include charcoal, felt tips & sketching pencils.</p> <p>Explore different textures and experiment with mark making.</p> <p>Observe and draw landscapes as accurately as possible. Some small discussion of proportion and where the sky is e.g. Hockney.</p> <p>Observe patterns and sketch objects in the natural and man made world.</p> <p>Observe anatomy – encourage drawings of people.</p>	<p>Experiment with tools and surfaces.</p> <p>Continue to draw as a way of recording experiences and feelings.</p> <p>Look at drawings and comment thoughtfully.</p> <p>Begin to discuss use of shadows & use of light and dark e.g. observational drawing.</p> <p>Sketch to make quick records.</p> <p>Focus on using lines (movement, contours and feelings) and known shapes (geometric) to create self portraits.</p> <p>Know how to use a view finder and focus on a specific part of an artefact before drawing it.</p>	<p>Use of sketchbooks to develop ideas.</p> <p>Experiment with the potential of various sketching pencils (2B-HB) to show tone, texture.</p> <p>Encourage close observation of objects in both the natural and man made world.</p> <p>Observe and draw simple shapes.</p> <p>Draw both positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it.</p> <p>Make initial sketches as preparation for painting and other work.</p> <p>Encourage more accurate drawings of people – particularly faces looking closely at features e.g. eyes, ears/facial expressions.</p>	<p>Use of sketchbooks to develop ideas.</p> <p>Identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>Introduce the concept of scale and proportion.</p> <p>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body e.g. Lowry.</p> <p>Work on a variety of scales, A4 (wrist movement). Larger to involve development of arm and upper body movement and visual perceptions).</p> <p>Create computer generated drawings.</p> <p>Evaluate work and begin to use artistic language.</p>	<p>Use of sketchbooks to develop ideas.</p> <p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, uses tones of the same colour.</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.</p> <p>Know that a short, hard line gives a different feeling to a more flowing one.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Introduce the concept of perspective e.g. become an architect/design building from different views.</p> <p>Work on a variety of scales and collaboratively.</p>	<p>Use of sketchbooks to develop ideas.</p> <p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Study 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>Produce increasingly accurate drawings of people e.g. with movement.</p> <p>Develop the concept of perspective.</p> <p>Work on a variety of scales and collaboratively.</p>

Colour

(painting, ink, dye, textiles, pencils, crayon, pastels)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Know how to hold a paintbrush correctly and experiment with how different effects can be achieved.</p> <p>Confidently mix colours and recognise how to make new colours.</p>	<p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p> <p>Find collections of colour – different sorts of green, blue, purple etc.</p> <p>Use language to evaluate – light/dark.</p> <p>Continue to explore applying colour with a range of tools for enjoyment.</p>	<p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’.</p> <p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black.</p> <p>Experience using colour on a large scale, A3/A2 & playground.</p>	<p>Extend exploring colour mixing to applying colour mixing.</p> <p>Make colour wheels to show primary, secondary and tertiary colours.</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism – control over coloured dots, so tone and shading is evident.</p>	<p>Colour mixing and matching; tint, tone, shade e.g. similar to a commercial colour chart/different shades of green.</p> <p>Mix and match colours to those in a work of art.</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Introduce the use of watercolour e.g. colour wash and reduced pigment.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>Use colour to reflect mood.</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour e.g. with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Use colour to express moods and feelings.</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>Consider artists use of colour and application of it (Pollock, Monet, Chagall).</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood e.g. Impressionism (matching colour to original painting).</p> <p>Considering colour for purposes. Recognise harmonious colours and contrasting colours.</p> <p>Use colour to express moods and feelings e.g. Britto.</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>

Sculpting

(3D work, clay, dough, boxes, wire, paper sculpture, mod roc)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Be able to talk about what to make and suggest different ways it can be done, with support.</p> <p>Confidently join materials in different ways.</p> <p>Confidently use a range of materials to help create and build e.g. scissors, paintbrushes, split pins, hole punches etc.</p>	<p>Use both hands and tools to build.</p> <p>Construct to represent personal ideas.</p> <p>Use materials to make known objects for a purpose, i.e puppet.</p> <p>Cut shapes using scissors.</p> <p>Carve into media using tools.</p> <p>Pinch 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 weight and texture.</p>	<p>Awareness of natural and man made forms and environments.</p> <p>Expression of personal experiences and ideas in work.</p> <p>Use a range of decorative techniques through hand/finger pressure or tools (applied/impressed).</p> <p>Use a range of tools for shaping, mark making.</p> <p>Construct from found junk materials e.g. look at the work of Michelle Reader.</p> <p>Replicate patterns and textures in a 3-D form.</p> <p>Begin to make simple thoughts about own work and that of other sculptors.</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Have an understanding of different adhesives and methods of construction.</p> <p>Simple discussion about size and aesthetics.</p>	<p>Plan and develop ideas in sketchbook and make informed choices about media.</p> <p>Discuss own work and work of other sculptors with comparisons made.</p> <p>Consider light and shadow, space and size.</p> <p>Investigate, analyse and interpret natural and manmade forms of construction.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence e.g. Viking shields.</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail.</p>	<p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p> <p>Discuss and evaluate own work and that of other sculptors in detail e.g. Goldsworthy, Calder, Segal, Leach, Giacometti.</p>

Printing

(fingers, found materials, fruit/vegetables, wood blocks, press print, lino, string, polystyrene)







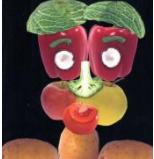













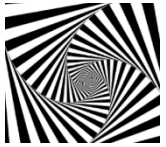
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Use objects and tools to print with e.g. Paul Klee block printing.</p>	<p>Create patterns and pictures by printing from objects using more than one colour.</p> <p>Develop impressed images with some added pencil or decorative detail.</p> <p>Use relief printing - string, card, bubble wrap, lego blocks, leaves or natural objects etc.</p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Use appropriate language to describe tools and processes.</p>		<p>Use the equipment and media with increasing confidence.</p> <p>Use relief and impressed printing processes.</p> <p>Create different textures/patterns.</p> <p>Discuss own work and that of other artists (Hiroshige, Escher, etc.).</p> <p>Explore images through monotyping on a variety of papers e.g. Bryan Wynter and Naum Gabo (Tate Modern)</p> <p>Explore colour mixing through overlapping colour prints deliberately e.g. natural resources/leaves.</p>		<p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Know how to create an accurate print design following criteria e.g. foam printing block/lino.</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper).</p> <p>Discuss and evaluate own work and that of others.</p>	

Pattern

(paint, pencil, textiles, clay, printing)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns and discuss. Use environmental/land art to display pattern.</p> <p>Discuss regular (Morris) and irregular (Gaudi and S. Taeuber-Arp) patterns. What does it mean? Explore different pattern styles e.g. blocked, half blocked, mirrored etc.</p>		<p>Consider different types of mark making to make patterns.</p> <p>Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art.</p> <p>Link pattern to tessellation in Maths (Escher).</p> <p>Explore the border patterns of Roman mosaics and create own.</p>		<p>Organise own patterns.</p> <p>Use shape to create patterns e.g. Islamic patterns.</p> <p>Create own abstract pattern.</p> <p>Know patterns reflect personal experiences and expression.</p> <p>Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley/Op Art, Miro).</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>

Artists

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	KS1: Study a range of artists, craft makers and designers.		KS2: Great artists, architects and designers in history			
<p>Compare artists work and talk about which they prefer and why.</p> <p>Piet Mondrian – colour</p>  <p>Paul Klee - printing</p>  <p>Mary Blair – materials</p> 	<p>Describe what can be seen and give an opinion about the work of an artist. Ask questions about a piece of art.</p> <p>Kandinsky - colour</p>  <p>Miro/Klee - drawing</p>  <p>Alexander Calder – paper sculpture</p> 	<p>Suggest how artists have used colour, pattern and shape. Know how to create a piece of art in response to the work of another artist.</p> <p>Arcimboldo – materials</p>  <p>M.Bulinya – drawing</p>  <p>Andy Warhol - colour</p>  <p>Michelle Reader - junk sculpture</p> 	<p>Know how to identify the techniques used by different artists. Know how to compare the work of different artists. Recognise when art is from different cultures. Recognise when art is from different historical periods.</p> <p>Van Gogh - colour</p>  <p>Cave painting – drawing</p>  <p>Barbara Hepworth - 3D sculpture & curved lines with straight string</p> 	<p>Experiment with the styles used by other artists. Explain some of the features of art from historical periods. Know how different artists developed their specific techniques.</p> <p>Virginia Weiringa - colour</p>  <p>L.S. Lowry - drawing</p>  <p>Giacometti - Sculpture figures</p> 	<p>Research the work of an artist and use their work to replicate a style.</p> <p>Viking Art - drawing</p>  <p>Peter Thorpe – abstract/colour</p>  <p>Antony Gormley Sculpture figures/emotion</p> 	<p>Explain the style of art used and how it has been influenced by a famous artist (critique artwork). Understand what a specific artist is trying to achieve in any given situation. Understand why art can be very abstract and what message the artist is trying to convey.</p> <p>Romero Britto – colour</p>  <p>Bridget Riley 'Op Art' – pattern</p>  <p>Andy Goldsworthy - land art/rock sculptures</p> 