



	EYFS	KS1	Year 3 & 4	Year 5 & 6
<p>Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Learn about significant artists, architects and designers in history.</p> <p>The range of artists studied should include both male and female artists and artists from a variety of times, cultures and ethnicities.</p>	<p>Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art and design</p> <p>Children begin to use the language of art in order to compare their work to others e.g colour names, thick, thin, dark, light...</p>	<ul style="list-style-type: none"> Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work and where they think it will lead Develop their ideas – try things out, change their minds Explore the work of significant artists, craftspeople and designers from different times and cultures Review what they and others have created and say what they think and feel about it. Identify what they might change in their current work or develop in future work 	<ul style="list-style-type: none"> 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. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using visual language. Adapt and refine their work and describe how they might develop it further. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Use the quality of materials to enhance ideas. Spot the potential of “unexpected” results as work progresses. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Show how their work was influential. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with a fluent grasp of visual language. Adapt their work according to their views and describe how they might develop it further. Collect ideas and information in a sketchbook using imagination.
<p>EYFS Expressive arts and design Exploring and using media and materials: children experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art and design.</p> <p>Key stage 1 Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, tone, pattern, texture, line, shape, form and space</p> <p>Key stage 2 Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Drawing</p> <ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> Draw lines of different thicknesses and sizes Show patterns using dots and lines <p><u>Shape</u></p> <ul style="list-style-type: none"> Observe and draw shapes from observations Draw shapes in between objects <p><u>Tone</u></p> <ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes <p><u>Texture</u></p> <ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying. Use dots and lines to show texture and patterns <p>Painting</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes Work on different scales Create textured paint by adding sand, plaster <p><u>Colour</u></p> <ul style="list-style-type: none"> Mix primary colours to make secondary colours Create a colour wheel Add white to colours to make tints Add black to colours to make tones <p>Printing</p> <ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Press, roll, rub and stamp to make prints <p>Textiles</p> <ul style="list-style-type: none"> Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting 	<p>Drawing</p> <ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings Use sketchbooks to collect and record visual information from different sources Sketch lightly to avoid use of eraser <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens Experiment with different grades of pencil. <p><u>Form and Shape</u></p> <ul style="list-style-type: none"> Begin to show an awareness of objects having a third dimension. <p><u>Tone</u></p> <ul style="list-style-type: none"> Use tone to create light and shadow <p><u>Texture</u></p> <ul style="list-style-type: none"> Apply a simple use of hatching and cross-hatching to create texture in a drawing. <p>Painting</p> <ul style="list-style-type: none"> Experiment with different effects and textures inc. washes for backgrounds, thickened paint creating textural effects Brush techniques to produce textures, patterns and lines <p><u>Colour</u></p> <ul style="list-style-type: none"> Mix colours effectively Use more specific colour language Experiment with creating mood with colour <p>Printing</p> <ul style="list-style-type: none"> Create printing blocks using a relief or impressed method Create precise repeating patterns Print with two colour overlays Replicate patterns observed in natural and man-made environments <p>Textiles</p> <ul style="list-style-type: none"> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Develop skills in stitching, cutting and joining 	<p>Drawing</p> <ul style="list-style-type: none"> Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of viewfinders. Use a sketchbook to collect and develop ideas. <p><u>Lines, Marks, Tone, Form & Texture</u></p> <ul style="list-style-type: none"> Use lines to suggest movement. Use different techniques to add interesting effects: reflections, direction of light, shadows Start to develop their own style using tonal contrast and mixed media. <p><u>Perspective and Composition</u></p> <ul style="list-style-type: none"> 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 e.g. foreground, middle ground and background <p>Painting</p> <ul style="list-style-type: none"> Carry out preliminary studies, trying out different media and materials and colours Use the qualities of acrylics and watercolours effectively Create a personal style of painting <p><u>Colour</u></p> <ul style="list-style-type: none"> Mix and match colours to create a colour palette reflecting nature or man-made environment Identify primary secondary, complementary and contrasting colours Work with complementary colours <p>Printing</p> <ul style="list-style-type: none"> Create printing blocks by simplifying an initial sketch book idea Create prints with three or more overlays Work into prints with a range of media e.g. pens, colour pens and paints <p>Textiles</p> <ul style="list-style-type: none"> 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



Skills Progression

<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>		<ul style="list-style-type: none"> • Cut and shape fabric using scissors/snips • Apply shapes with glue or by stitching • Apply decoration using beads, buttons, feathers etc • Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel 	<ul style="list-style-type: none"> • Use cross stitch and back stitch • Create and use dyes i.e. onion skins, tea, coffee 	<p>layer creating interesting colours and textures and effects</p>
		<p>Sculpture</p> <ul style="list-style-type: none"> • Manipulate malleable materials in a variety of ways including rolling, kneading, cutting, moulding and carving • Manipulate malleable materials for a purpose, e.g. pot, tile • Use line and texture • Experiment with constructing and joining recycled, natural and manmade materials: straws, paper, card, clay • Use simple 2-D shapes to create a 3-D form 	<p>Sculpture</p> <ul style="list-style-type: none"> • Join clay and construct a simple base for extending and modelling other shapes • Create surface patterns and textures in a malleable material to convey feelings, expression or movement • Use papier mache to create a simple 3D object • Combine shapes to create forms (e.g. nets for solid shapes) 	<p>Sculpture</p> <ul style="list-style-type: none"> • Use recycled, natural and man- made materials to create sculptures • Use frameworks (wire or moulds) to provide stability and form • Develop skills in using clay inc. slabs, coils, slips, carving etc • Produce intricate patterns and textures in a malleable media • Show life-like qualities and real-life proportions, or if more abstract provoke different interpretations
		<p>Collage</p> <ul style="list-style-type: none"> • Sort and group materials for different purposes e.g. colour, texture • Create images from a variety of media e.g. material, fabric, crepe paper, magazines etc • Arrange and glue materials to different backgrounds • Fold, crumple, tear and overlap papers 	<p>Collage</p> <ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage 	<p>Collage</p> <ul style="list-style-type: none"> • Use collage as a means of extending work from initial ideas • Add collage to a painted, printed or drawn background • Use a range of media to create collages • Use different techniques, colours and textures (rough / smooth, plain / patterned) etc when designing and making pieces of work •
		<p>Digital Media</p> <ul style="list-style-type: none"> • Explore ideas using digital sources • Record visual information using digital cameras • Use a simple graphics package to create images and effects with: <ul style="list-style-type: none"> ○ Lines by changing the size of brushes in response to ideas ○ Shapes using eraser, shape and fill tools ○ Colours and Texture using simple filters to manipulate and create images • Use basic selection and cropping tools 	<p>Digital Media</p> <ul style="list-style-type: none"> • Record and collect information digitally: images, video, sound and explain why they are created • Use a graphics package to create images and effects with: <ul style="list-style-type: none"> ○ Lines by controlling the brush tool with increased precision ○ Changing the type of brush to an appropriate style e.g. charcoal ○ Create shapes by making selections to cut, duplicate and repeat • Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose 	<p>Digital Media</p> <ul style="list-style-type: none"> • Record, collect and store visual information digitally • Use a graphics package to create and manipulate new images – stills and animated • Understand that a digital image is created by layering • Create layered images from original ideas (sketch books etc.)