



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

## Skills Progression



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