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|  | **EYFS** | **Key Stage 1** | | **Lower Key Stage 2** | |
| **Thread** | **Reception Statements:**  **Explores uses and refines a variety of artistic effects to express his/her ideas and feelings.**  **Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them.**  **Creates collaboratively sharing ideas, resources and skills.**   |  | | --- | | **Early Learning Goal**  **Creating with materials** |   **Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**  **Share his/her creations, explaining the process he/she has used.** | |  | | --- | | * T**o use a range of materials creatively to design and make products** * **To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination** * **To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space** * **To learn 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.** | | | |  | | --- | | * T**o develop the use of sketch books to record their observations and use them to review and revisit ideas** * **To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]** * **To learn about great artists, architects and designers in history.** | | |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Developing Ideas** | |  | | --- | | **Look and talk about what they have produced, describing simple techniques and media used.** | | |  | | --- | | **Start to record simple media explorations in a sketch book.** |   **Build information on colour mixing, the colour wheel and colour spectrums.** | |  | | --- | | **Use a sketchbook to plan and develop simple ideas.**  **Build information on colour mixing, the colour wheel and colour spectrums.**  **Collect textures and patterns to inform other work.** | | |  | | --- | | **Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.**  **Identify interesting aspects of objects as a starting point for work.**  **Annotate their sketches using simple notes to express feelings, likes/dislikes about a sketch.**  **Make notes in a sketch book about techniques used by artists**  **Annotate ideas for improving their work through keeping notes in a sketch book** | | |  | | --- | | **Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.**  **Express likes and dislikes through annotations**  **Use a sketch book to adapt and improve original ideas**  **Keep notes to indicate their intentions/purpose of a piece of work** | |
| **Drawing** | |  | | --- | | **Enjoy using fingers, hands, graphic tools, crayons, chalk, pens and pencils.**  **Develop the correct hand-grip to form marks.**  **Produce lines of different thickness, lengths and shapes using crayons, chalks, pens and pencils.**  **To begin to use lines to encompass space e.g.: circles for heads, body etc.**  **To begin to use and control a variety of drawing tools on different surfaces eg: the floor, paper and card using fingers, hands, thick and thin chalk, crayons, pens and pencils**  **Start to explore how to produce different patterns by tracing and copying and textures by doing rubbings.**  **To start by using fingers to trace in sand , cornflour etc and progressing to pencils to follow patterns.**  **Start to produce different patterns and textures from observations and imagination**  **Investigate different lines: Straight, curved, wavy, dotted, dashed.** | | |  | | --- | | **Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, pen, chalk.**  **Begin to control the types of marks made with the range of media.**  **Draw on different surfaces with a range of media.**  **Develop a range of tone using a pencil and use a variety of drawing techniques such as: shading, and blending to create light/ dark lines.** | | |  | | --- | | **Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.**  **Draw lines/marks from observations and add detail.**  **Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.**  **Understand tone through the use of different grades of pencils (HB, 2B, 4B)** | | |  | | --- | | **Develop intricate patterns/ marks with a variety of media.**  **Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.**  **Begin to indicate facial expressions in drawings**  **Begin to show consideration in the choice of pencil grade they use** | | |  |  | | --- | --- | | **Develop intricate patterns using different grades of pencil and other implements to create lines and marks.**  **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 and make marks on a range of media.**  **Have some opportunities to develop drawings featuring the third dimension and perspective in architectural drawings.**  **Further develop drawing a range of tones, lines using a pencil.**   |  | | --- | | **Include in their drawing a range of technique and begin to understand why they best suit.**  **Begin to show awareness of representing texture through the choice of marks and lines made**  **Attempt to show reflections in a drawing**  **Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.** | | |
| **Painting** | |  | | --- | | **Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used.**  **Explore mixing different colours to different.**  **Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.** | | **Experiment with paint media using a range of tools, e.g. different brush sizes, rollers and pads.**  **Explore making colours lighter and darker using black and white.**  **Begin to show control over the types of marks made.**  **Paint on different surfaces with a range of media.**  **Name the primary colours and start to mix to make a range of secondary colours, moving towards predicting resulting colours.** | |  | | --- | | **Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.**  **Understand how to make different tints using white and tones by adding black to make darker and lighter shades.**  **Build confidence in mixing colour shades and tones.**  **Understand the colour wheel and colour spectrums.**  **Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media.**  **Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.** | | **Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.**  **Use light and dark within painting and begin to explore complimentary colours.**  **Mix colour, shades and tones with increasing confidence.**  **Become increasingly confident in creating different effects and textures with paint according to what they need for the task.**  **Understand how to create a background using a wash** | **Confidently control the types of marks made and experiment with different effects that can be created including blocking in colour and washes.**  **Start to develop a painting from a drawing.**  **Begin to choose appropriate media to work with.**  **Use light and dark within painting and show understanding of complimentary colours.**  **Mix colour, shades and tones with increasing confidence.**  **Work in the style of a selected artist (not copying).** |
| **3D** | **Enjoy using a variety of malleable media such as clay, salt dough. Impress and apply simple decoration.**  **Cut shapes using scissors and other cutters and modelling tools.**  **Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.** | **Experiment in a variety of malleable media such as clay, salt dough etc.**  **Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.**  **Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.**  **Impress and apply simple decoration techniques, including painting.**  **Use tools and equipment safely and in the correct way.**  **Begin to use natural materials to create sculptures in the style of Andy Goldsworthy.** | **Use equipment and media with increasing confidence.**  **Use clay material to create an imaginary or realistic form – e.g. a decorated clay tile, artefact etc…** | **Use equipment and media with confidence.**  **Begin to show an awareness of objects having a third dimension and perspective.**  **Join and add layers and parts successfully.**  **Construct a simple base for extending and modelling other shapes.eg: a matchstick figure**  **Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as**  **well as try out ideas.**  **Produce more intricate surface**  **patterns/ textures and use them when appropriate.**  **Produce work using pinch/ slab**  **Continue to explore carving as a form of 3D art.**  **Use language appropriate to skill and technique.** | **Work in a safe, organised way, caring for equipment.**  **Decorate and join clay more confidently when necessarily.**  **Use materials to create an Anderson shelter.**  **Adapt work as and when necessary and explain why.**  **Use language appropriate to skill and technique.** |
| **Printmaking** | |  | | --- | | **Enjoy taking rubbings: leaf, brick, coin etc.**  **Make simple pictures by printing from objects.**  **Develop simple/repeated patterns by using objects.**  **Enjoy using stencils to create a picture.** | | **Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge.**  **Experience impressed printing: e.g. printing from objects.**  **Use equipment and media correctly and be able to produce a clean printed image. Explore printing using different textures.**  **Begin to identify forms of printing: Books, posters pictures, fabrics.**  **Use printmaking to create a simple/repeating pattern.** | **Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge etc.**  **Demonstrate experience at impressed printing: drawing into ink, printing from objects.**  **Use equipment and media correctly and be able to produce a clean printed image.**  **Make simple marks on printing palettes/tiles.**  **Take simple prints i.e. mono ‐printing.**  **Experiment with overprinting motifs and colour.** | **Print simple pictures using different printing techniques.**  **Continue to explore both mono-printing and relief printing.**  **Demonstrate experience in colour printing.**  **Demonstrate experience in combining prints taken from different objects to produce an end piece.** | **Increase awareness of mono and relief printing eg: using string and card.**  **Demonstrate experience in printing.**  **Expand experience in colour printing.**  **Continue to experience combining prints taken from different objects to produce an end piece.**  **Create repeating patterns** |
| **Texture, pattern, colour, line and tone** | **Enjoy playing with and using a variety of textures and fabrics.**  **Show experience in simple threading work eg: threading.**  **Show experience in simple weaving: paper, ribbons.**  **Show experience in fabric collage.**  **Use appropriate language to describe colours, media, equipment and textures.** | **Investigate textures by describing, naming, rubbing, copying.**  **Produce an expanding range of patterns and textures.**  **Begin to understand how colours can link to moods and feelings in art.**  **Use printmaking to create a different patterns.**  **Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells.)** | **Demonstrate experience in surface patterns/ textures and use them when appropriate.**  **Investigate textures and produce an expanding range of patterns.**  **Use line and tone in different media to consider shape, shade, pattern and texture.**  **Express links between colour and emotion.** | |  | | --- | | **Create textures and patterns with a wide range of drawing implements.**  **Create textures and patterns with a wide range of drawing implements.**  **Create art works/weaving from photos of natural/man made materials to show an awareness of different textures.** | | **Experiment with different grades of pencil and other implements to achieve variations in tone.**  **Use complimentary and contrasting colours for effect** |
| **Art through technology** | **To use simple computer software to produce images: Purple Mash -2Paint** **using Ipads** | **Use a simple computer paint program to create a pictures eg: Winter pictures, Christmas cards**  **To use 2Create to create a simple animation**  **Using iPads to take photos and record simple videos.**  **To use technology to combine text, sound and drawings.** | |  | | --- | |  |   **To use graphics packages to create images.**  **Use colour and line, fill, spray tools to create a picture in the style of Piet Mondrian, using Microsoft Word.** | **Use printed images taken with a digital camera and combine them with other media to produce art work eg:** **capture images of different environmental textures/patterns and weave using them.**  **Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)**  **To use digital photography to explore images of relationships. Editing of photographs using a range of basic tools.**  **Use video to record others and making of animated video.** | **To create an animation Lego movie**  **Using I-Movie to create videos –‘Escape from Finstall’** |
| **Responding to Art** | |  | | --- | | **Look and talk about what they have produced, describing simple techniques and media used.** | | **Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.**  **Explore 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.** | **Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.**  **Express thoughts and feelings about a piece of art.**  **Reflect and explain the successes and challenges in a piece of art created. Explain how a piece of art makes them feel – link to emotions.**  **Identify changes they might make or how their work could be developed further.** | **Continue to explore 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**  **Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.**  **Respond to art from other cultures and other periods of time.** | **Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.**  **Begin to explore a range of great artists, architects and designers in history.** |
| **Possible Artists/Sculptors/Craftspeople/Architects** | **Illustrations from story books – Axel Sheffler**  **Kandinsky** | **Artists:**  **Paul Klee Sharon Porteous**  **Andy Goldsworthy** | **Artists: Piet Mondrian, Kandinsky, Van Gogh, William Morris**, **Romero Britto, Paul Klee** | **Craftspeople: Iron-Age, Roman, Egyptians**  **Artists: Andy Warhol, Lowry** | **Artists: Georges Seurat, Monet, Van Gogh, Henri Rousseau**  **Graffiti artists**  **Reginald Mills**  **Architect: Gaudi**  **Craftspeople: Anglo- Saxon, South American, Stone Age** |