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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.**

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| **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.** |

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| * 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.**
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| * 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.**
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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Developing Ideas** |

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| **Look and talk about what they have produced, describing simple techniques and media used.**  |

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| **Start to record simple media explorations in a sketch book.** |

**Build information on colour mixing, the colour wheel and colour spectrums.** |

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| **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.**  |

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| **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**  |

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| **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**  |

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| **Drawing** |

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| **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.** |

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| **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.**  |

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| **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)**  |

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| **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**  |

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| **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.**

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| **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.** |

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| **Painting** |

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| **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.**  |

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| **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** |

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| **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.**  |

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| **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.** |

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**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** |

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| **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** |