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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Drawing**  | * Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.
* Begin to explore the use of line, shape and colour.
 | **As Year 1 plus:*** Draw for a sustained period of time.
* Experiment with the visual elements; line, shape, pattern and colour.
* Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark.
* Sketch to make quick records of something

Work out ideas through drawing. | **As Year 2 plus:*** Experiment with different grades of pencil and other implements.
* Plan, refine and alter their drawings as necessary.
* Draw for a sustained period of time at their own level.
* Use different media to achieve variations in line, texture, tone, colour, shape and pattern.
* Make initial sketches as a preparation for painting.
* Demonstrate improved accuracy when drawing people and faces.
 | **As Year 3 plus:*** Make informed choices in drawing, including paper and media.
* Alter and refine drawings and describe changes using art vocabulary.
* Use research to inspire drawings from memory and imagination.
* Explore relationships between line and tone, pattern and shape, line and texture.
* Identify and draw the effect of light (shadows) on a surface, on objects and people.
 | **As Year 4 plus:*** Use a variety of source material for their work.
* Work in a sustained and independent way from observation and imagination.
* Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (cross hatch, smudging, etc).
* Observe and use a variety of techniques to show the effect of light on objects and people. E.g use rubbers to lighten, use pencils to show tone, use tones of the same colour.
* Begin to create technical drawings.
 | **As Year 5 plus:*** Demonstrate a wide variety of ways to make different marks with dry and wet media.
* Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
* Look at the effect of light on a shape from different directions.
* Introduce the concept of perspective.
* Produce increasingly detailed preparatory sketches for painting and other work.
* Create computer generated drawings.
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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Painting and Printing**  | * Communicate something about themselves in their painting.
* Create moods in their paintings.
* Choose to use thick and thin brushes as appropriate.
* Paint a picture of something they can see.
* Name the primary and secondary colours.
*
 | **As in Year 1 plus:*** Mix paint to create all the secondary colours.
* Mix and match colours, predict outcomes.
* Mix their own brown.
* Make tints by adding white.
* Make tones by adding black.
* Create a print using pressing, rolling, rubbing and stamping.
* Create a print like a designer.
 | **As in Year 2 plus:*** Predict with accuracy the colours that they mix.
* Know where each of the primary and secondary colours sits on the colour wheel.
* Create a background using a wash.
* Use a range of brushes to create different effects.
* Make a printing block.
* Make a 2 colour print.
 | **As in Year 3 plus:*** Create all the colours they need.
* Create mood in their paintings.
* Successfully use shading, tone and brushstrokes to create mood and feeling.
 | **As in Year 4 plus:*** Create all the colours they need.
* Consistently create mood in their paintings.
* Express their emotions accurately through their painting and sketches.
 | **As in Year 5 plus:*** Explain what their own style is.
* Use a wide range of techniques in their work.
* Explain why they have chosen specific painting techniques.
* Print using a number of colours.
* Create an accurate print design that meets a given criteria.
* Print onto different materials.
* Overprint using different colours.
* Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.
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|  | **Year 1** | **Year 2** | Year 3 | **Year 4** | **Year 5** | **Year 6** |
| **Sculpture,****Collage and Textiles** | * Cut and tear paper and card for their collages
* Gather and sort the materials they will need.
* Sort threads and fabrics.
* Group fabrics and threads by colour and texture.
* Weave with fabric and thread.
 | **As in Year 1 plus:*** Add onto their work to create texture and shape.
* Work with life size materials.
* Begin to sculpt clay and other mouldable materials.
 | **As in Year 2 plus:*** Experiment with and combine materials and processes to design and make 3D form.
* Combine visual and tactile qualities.
 | **As in Year 3 plus:*** Finger knit
* Crochet/knit.
* Sew fabrics together.
* Use more than one type of stitch.
 | **As in Year 4 plus:*** Use wire to create form and sculpture.
* Link to science to use shadow.
 | **As in Year 5 plus:*** Use recycled, natural and manmade materials to create sculpture.
* Plan a sculpture through drawing and other preparatory work.
* Show an understanding of shape, space and form.
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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Sketchbooks,****Knowledge and Understanding** | * Record and explore ideas from first hand observation, experience and imagination.
* Describe what they can see and like in the work of another artist.
* Ask sensible questions about a piece of art.
* Copy a piece of work by another artist.
 | **As Year 1 plus:*** Identify what they might change in their current work or develop in their future work.
* Record and explore ideas from first hand observation, experience and imagination.
* Annotate work in sketchbook.
* Keep notes in their sketch books as to how they have changed their work.
* Say how other artists have used colour, pattern and shape.
* Create a piece of work in response to another artist’s piece of work.
 | **As Year 2 plus:*** Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
* Use their sketch books to express feelings about a subject and to describe likes and dislikes.
* Make notes in their sketch books about techniques used by artists.
* Suggest improvements to their work by keeping notes in their sketch books.
* Compare the work of different artists.
* Explore work from other cultures.
* Explore work from other periods of time.
* Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.
 | **As Year 3 plus:*** Collect images and information independently in a sketchbook.
* Experiment with different styles which artists have used.
* Explain art from other periods of history.
* Use their sketch books to adapt and improve their original ideas.
* Keep notes about the purpose of their work in their sketch books.
 | **As Year 4 plus:*** Use a sketchbook to develop ideas independently.
* Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.
* Include technical aspects in their work, e.g. architectural design.
* Keep notes in their sketch books as to how they might develop their work further.
* Use their sketch books to compare and discuss ideas with others.
 | **As Year 5 plus:*** Develop ideas using different or mixed media, using a sketchbook.
* Independently identify artists who have worked in a similar way to their own work.
* Independently selects materials and techniques to use to create a specific outcome.
* Make a record about the styles and qualities in their work.
* Say what their work is influenced by.
* Sketchbooks contain detailed notes, and quotes explaining about items.
* Compare their methods to those of others and keep notes in their sketch books.
* Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.
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