|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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. |