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|  | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| Drawing  (Pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software) | * Enjoy using a variety of media. * Begin to control mark making. * Draw on different surfaces. * Produce lines of different thickness and tone. * Start to produce different patterns and textures from observations, imagination & illustration. | * Begin to control the marks made with a range of media. * Explore drawing on different surfaces. * Observe and draw landscapes. * Encourage accurate drawings of anatomy – faces and limbs. * Record experiences and feelings through drawings. * Recognise shadows, light and dark in pictures. | * Experiment with the potential of different pencils in creating tone. * Use a sketchbook to record media explorations as well as planning and collecting source material for future works. * Show an awareness of objects having a 3rd dimension and perspective. * Draw for a sustained amount of time. * Draw accurate drawings of whole people including proportion and placement. Include all key features of faces. | * Show the effect of light on objects and people from different directions. * Use different techniques for different purposes e.g. shading, hatching, rubbing * Use sketchbooks to collect, record and plan for future works. Adapt work and describe how it might be developed further. * Draw from a variety of sources including observation and photographs. Develop close observation skills using view finders. * Develop an awareness of composition, scale and proportion in drawings. |
| Painting / colour  (watercolour, poster, acrylic, dye, pastels) | * Experiment with primary colours and what happens when they are mixed. * Use different brush sizes and tools for painting. * Paint on different surfaces. * Explore lightening or darkening paint without the use of black or white. | * Name all the colours. * Formally recognise the colours made by mixing the primary colours (secondary colours). * Be selective in choosing the size of brush to suit the purpose. * Make as many tones of one colour as possible. * Control the types of marks made e.g. layering, mixing and adding texture. | * Explore colour wheels to identify contrasting colours and complimentary colours. * Confidently control types of marks made e.g. fine brush work, dotting, scratching according to what they need for the task * Experiment with different effects including blocking in colour, washes, thickened paint. * Begin to work in the style of an artist – but not copying. | * When painting, consider hue, tint, tone, shades and mood. * Explore the use of texture in colour e.g. using a knife for painting with acryllics * Work in a sustained and independent way to develop their own style of painting. * Build on previous knowledge to work with increasing confidence to use tools such as brushes with precision. |
| Printing / Pattern | * Explore printing simple pictures with a range of hard and soft materials. * Carry out rubbings. * Make repeating patterns using printing. * Create reflectional symmetry by folding then cutting or painting and folding. | * Continue to explore printing with hard and soft materials. * Have experience of mono-printing and relief printing techniques. * Demonstrate experience in 3 colour printing. * Combine prints to produce an end piece. * Explore natural and manmade patterns. * Discuss regular and irregular patterns. | * Increase awareness of mono and relief printing by using a range of techniques. * Start to overlay prints with other media. * Demonstrate experience in fabric printing. * Interpret environmental and manmade patterns. * Explore how ICT is used for pattern making e.g. wall paper, fabric etc. * Make a range of patterns, including tessellation. | * Add to the range of printing techniques used earlier in the school to incorporate screen printing. * Use printing as a starting point for textile work. * Continue to gain experience in overlaying colours. * Create patterns for purposes i.e. with an end goal in mind. |
| Sculpture / 3d form | * Enjoy handling a range of malleable media such as clay, paper Mache and salt dough. * Make impressions in malleable media. * Shape and model malleable media using scissors and modelling tools. | * Experiment in a variety of malleable media such as clay, papier Mache, salt dough & Modroc. * Shape and model materials for a purpose from observation and imagination e.g. a pot or a tile * Manipulate materials using rolling, pinching and kneading. * Explore carving as a form of 3d art. * Apply decoration techniques e.g. impressing, painting, varnishing. | * Care for sculpting tools and secure materials for continued use at a later day e.g. to prevent drying out. * Make ‘slip’ to join pieces of clay. * Make a maquette (rough sculpture) as part of the process of a longer piece of work. * Use pinch, slab and coil techniques and model over an armature e.g. a newspaper or wire frame. * Use the correct language to explain the techniques being used. * Analyse and interpret the work of sculptors. | * Continue to use tools in an organised way, caring for equipment and materials. * Continue to model and develop work using pinch, slab and coil techniques over armatures or constructed foundations. * Enhance the finish of a piece of work through glazing, painting or polishing. * Recognise and discuss sculptural forms in the environment. * Confidently carve a simple form and solve problems as they occur. |
| Texture e.g. textiles, paper weaving etc. | * Enjoy playing with and using a variety of paper, textiles and fabric. * Decorate a piece of paper or fabric. * Show experience in paper and fabric collage. * Experiment with weaving e.g. paper, twigs etc. | * Begin to identify different forms of textiles. * Match and sort fabrics and threads for colour, texture, length, size and shape. * Begin to develop simple stitch work and use stitching to join two pieces of fabric. * Continue to gain experience in weaving, both 3d and flat. * Change and modify papers and fabrics through knotting, fraying, fringing, pulling threads, twisting and plaiting. * Apply colour to fabrics e.g. printing, dipping, fabric crayons and home-made dyes. | * Name a range of different fabrics. * Use techniques including printing, dyeing, weaving and stitching to create different textural effects. * Apply decoration using needle and thread, buttons, feathers and sequins. * Become confident in applying colour through printing and tie dye. Begin to use resist paste and batik. * Demonstrate experience in looking at fabrics from other countries. | * Confidently use a variety of techniques including printing, dyeing, weaving and stitching to create different textural effects. * Develop techniques by moving on to produce a two colour tie dye and batik using more than one colour. * Recognise different forms of textiles and express opinions on them. * Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye. * Use appropriate language to describe skills and techniques being used. |