|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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.
 |