

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Exploring and developing ideas	<ul style="list-style-type: none"> Record and explore ideas from first-hand observation, experience and imagination. Ask and answer questions about the starting points for their work and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures 						
Evaluating and developing work	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work on develop in their future work 			<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further 			
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> Begin to use a variety of drawing tools Learn the name of all the tools that can be used to mark make Use drawings to tell a story Investigate different line Explore different textures Encourage accurate drawings of people 	<ul style="list-style-type: none"> Extend the variety of drawing tools Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (face, Limbs) 	<ul style="list-style-type: none"> Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shade use of light and dark Sketch to make quick records 	<ul style="list-style-type: none"> Experiment with the potential of various pencils Close observation Draw both positive and negative shapes Initial sketches as a preparation for painting Accurate drawings of people particularly faces 	<ul style="list-style-type: none"> Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings 	<ul style="list-style-type: none"> Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective 	<ul style="list-style-type: none"> Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective

Suggested Artists	Leonardo Da Vinci	John Brunsdon
	Vincent Van Gogh	
	Poonac	
	Hokusai	
	Lowry	
	Alberto Giacometti (link with 3d work)	
	Michael Angelo	
	Dubuffet	

Painting/Colour	<ul style="list-style-type: none"> Experimenting with using primary colours Naming colour Mixing (not formal) Learn the name of all the tools that bring colour Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Name all the colours Find collections of colours Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. Begin to describe colours by object Make as many tones 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc Make colour wheels Introduce different types of brushes Techniques apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> Colour for purposes Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources Hue, tint, tone shades and mood Explore the use of texture in colour 	<ul style="list-style-type: none"> Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes Colour to express feelings Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).
-----------------	---	--	--	---	--	---	---

Printing (found materials, fruit/veg, woodblock s, press print, lino, string)	<ul style="list-style-type: none"> ● Rubbings ● Print with variety of objects ● Print with block colours 	<ul style="list-style-type: none"> ● Create patterns ● Develop impressed images ● Relief printing 	<ul style="list-style-type: none"> ● Print with a growing range of objects ● Identify the different forms printing takes 	<ul style="list-style-type: none"> ● Relief and impressed printing ● Recording textures/patterns ● Mono-printing ● Colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> ● Use sketchbook for recording textures/patterns ● Interpret environmental and manmade patterns ● Modify and adapt print 	<ul style="list-style-type: none"> ● Combining prints ● Design prints ● Make connections ● Discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> ● Builds up drawings and images of whole or parts of items using various techniques ● Screen printing ● Explore printing Techniques used by various artists
Suggested Artists	<ul style="list-style-type: none"> ● Warhol ● Picasso ● Dan Mather 						
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> ● Repeating patterns ● Irregular painting patterns ● Simple symmetry 	<ul style="list-style-type: none"> ● Awareness and discussion of patterns ● Repeating patterns ● Symmetry 	<ul style="list-style-type: none"> ● Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning ● Natural and manmade pattern ● Discuss regular and irregular pattern 	<ul style="list-style-type: none"> ● Pattern in the environment ● Design using ICT ● Make patterns on a range of surfaces ● Symmetry 	<ul style="list-style-type: none"> ● Explore environmental and manmade patterns ● Tessellation 	<ul style="list-style-type: none"> ● Create own abstract pattern to reflect personal experiences and expression ● Create pattern for purposes 	<ul style="list-style-type: none"> ● Create own abstract pattern to reflect personal experiences and expression ● Create pattern for purposes

Suggested Artists	<ul style="list-style-type: none"> • Klimt • Bridget Riley • Escher • Paul Klee • Andy Warhol 		
Digital Skills	<ul style="list-style-type: none"> • Can open and use an art program, selecting simple tools to make lines, shapes and pour colours • Can control the size of mark and select colours, and use redefined shapes, motifs and stamps • Can copy and paste areas of the image, save and print the image • Can use a digital camera to select, capture, save and print 	<ul style="list-style-type: none"> • Can use a painting program to make an image corresponding to their work in other art media • Can create a motif in lines and shapes, copy and paste to create a simple repeat pattern • Can use a digital camera and combine a photo with drawing in a paint program • Can animate a simple sequence of marks over several frames to make a time-based presentation/ animation • Can use a DV camera to capture and make a simple film recording to tell a story or sequence event 	<ul style="list-style-type: none"> • Can use a digital camera to capture objects to be cut and pasted into another image to create a digital collage • Can use a paint programme to develop virtual designs for a painting, print or 3D work • Can collaborate and use a video camera and editing software to pre-produce, film and edit a short sequence of narrative film • Can create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting • Can animate a simple sequence of drawings/ photos to make a time-based presentation with sound
Suggested Artists	<ul style="list-style-type: none"> • Kandinsky • Mondrian • Rousseau • Monet • Caulfield 		

Photographic skills	<ul style="list-style-type: none"> ● Can identify and recognise examples of photography as a visual tool and an art form. ● Can suggest how the photographer organised the elements or recording of the image ● Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition) ● Can control focus or zoom settings or move closer composing their photograph ● Can hold and use a camera to select and capture with clear intention 	<ul style="list-style-type: none"> ● Can plan the use of a camera to take a specific photo or set of photos ● Can modify an image on a computer to achieve the best quality print. ● Can select and record images to be used in researching other artworks ● Can change the camera settings such as flash, to best capture an image in low light conditions ● Can use zoom to best frame an image and photograph from dynamic viewpoints ● Can show an awareness of mood, emotions and feelings when evaluating the photography of others 	<ul style="list-style-type: none"> ● Can plan, take and digitally process photographs for a creative purpose, working as part of a group ● Can plan and take photographs to provide content to be cut and pasted superimposed into other photographic images ● Can use a DV camcorder demonstrating how a camera captures photographic images as a video with a time duration. ● Can create simple images on photographic paper by placing shapes and materials on paper and fixing ● Can take and assemble a sequence of photos to make a flick book and give impressions of movement
Suggested Artists	<ul style="list-style-type: none"> ● Goldsworthy ● Liu Bolin ● Hockney ● Hendrik Kerstens ● 		