



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use of Sketchbooks	All children should use sketchbooks to gather ideas, try out different ideas, experiment with different media, reflect and evaluate. It should be an 'art diary/journey.'						
	Use sketchbook to collect ideas. (Photos for learning journeys). (To be introduced in Sept 23)	Use sketchbooks to collect ideas.	Use sketchbooks to collect and work out ideas.	Collect images and information independently for their sketchbook.	Collect images and information independently for their sketchbook.	Independently use sketchbooks to inform and develop ideas.	Independently use sketchbooks to inform and develop ideas.
Exploring and developing ideas.	<p>Record ideas from first hand observations.</p> <p>Use open ended exploration of materials, ideas and techniques.</p> <p>Explore the work of artists and craftsman.</p> <p>Evaluate what they have done and how they feel about it.</p>	<p>Record ideas from first hand observations.</p> <p>Ask and answer questions about the starting points of their work and answer throughout.</p> <p>Develop ideas-try things out, experiment, change their mind, and use alternatives.</p> <p>Explore the work of artists and craftsman.</p> <p>Look at local artists where possible.</p> <p>Evaluate what they and others have done and say how they feel about it and what they think.</p>	<p>Select and record from first-hand observations and imagination and from their experiences.</p> <p>Explore ideas for different purposes.</p> <p>Question and observe starting points and throughout process.</p> <p>Explore the roles and purposes of artists, craftsmen and designers from different eras and cultures.</p> <p>Look at local artists where possible.</p> <p>Compare ideas to others. Look at methods and different approaches and say what they think and how they feel.</p> <p>Adapt their work depending on their views and describe how they might change it to make it better.</p> <p>Annotate their work in their sketchbooks.</p>	<p>Select and record from first-hand observations and imagination and from their experiences.</p> <p>Explore ideas for different purposes.</p> <p>Question and observe starting points and throughout process.</p> <p>Explore the roles and purposes of artists, craftsmen, designers and architects</p> <p>Look at local artists where possible.</p> <p>Compare ideas to others. Look at methods and different approaches and say what they think and how they feel.</p> <p>Adapt their work depending on their views and describe what they might try next time.</p> <p>Annotate their work in their sketchbooks.</p>			

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Drawing Skills	<p>Make marks using a variety of media:</p> <ul style="list-style-type: none"> • Pencils • Chalk • Charcoal • Coloured pencils • Crayons <p>Create simple drawings from observations.</p> <p>Begin to draw objects in the correct space. Eg sky at the top of the page, grass at the bottom.</p> <p>Texture-create rubbings using a variety of objects, tearing paper, sticks, wheels on cars.</p> <p>Colour-learn the primary colours,</p>	<p>Experiment with a variety of media:</p> <ul style="list-style-type: none"> • Graphite pencils • Coloured Pencils • Crayons <p>Start to control the mark making with the range of media.</p> <p>Shape-observe different shapes from observations. Attempt to replicate proportions of shapes in own drawing.</p> <p>Texture-look at textures by describing, naming, rubbing and copying.</p> <p>Explore colour mixing and blending with coloured pencils.</p>	<p>Control lightness/depth of line when sketching prior to painting. (Who can draw a line that can be rubbed out without leaving a dent on the paper?)</p> <p>Begin to consider perspective when drawing: Distant objects (in the background) appear smaller than close objects (in the foreground).</p>	<p>Experiment with a variety of media for drawing.</p> <ul style="list-style-type: none"> • Graphite pencils • Coloured pencils • Fine black pens • pastels • charcoal <p>Draw for a sustained amount of time.</p> <p>Make lines and marks with a range of drawing media.</p> <p>Form and shape- Experiment with different grades of pencil. Show awareness of objects having a third dimension. Look at the space around the shape.</p> <p>Tone- Experiment with different grades of pencil and other media to achieve variation in tone.</p> <p>Texture-create textures using a</p>	<p>Consider ratio and proportion when drawing. Use a viewfinder to aid with his visualisation.</p>	<p>Experiment from a variety of sources including observations, photographs and digital images.</p> <p>Draw for a sustained amount of time to create a detailed drawing.</p> <p>Make lines and marks with a range of drawing media and experiment with techniques.</p> <p>Form, tone, shape and texture. Use different techniques for different purposes such as hatching. Start to develop their own style using tonal contrast.</p> <p>Perspective and composition- begin to use perspective in</p>		

	explore colour.			range of media, add pattern and texture to a drawing.		their work. Develop their awareness of scale and proportions in their drawings.	
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Painting skills	<p>Use the senses to explore a range of painting materials- finger paints, powder paints, ready mix paints.</p> <p>Use objects to explore paint- paintbrushes, wheels, rollers, stampers.</p> <p>Begin to experiment with different shades of colours, e.g. different shades of blue when painting the sea.</p>	<p>Use different sized brushes for different purposes, e.g. Large brushes for backgrounds and fine brushes for detail.</p> <p>Name primary colours.</p> <p>Mix tints of primary colours.</p>	<p>Use different sized brushes for different effects.</p> <p>Apply a colourwash.</p> <p>Mix secondary colours and shades and tints of colours.</p>	<p>Use different sized brushes for different effects.</p> <p>Apply a colourwash.</p> <p>Mix secondary colours and shades of colours.</p>	<p>Continue to develop colour mixing skills. Experiment with using transparency/opacity of paint to suggest tonal difference (watercolour) and experiment with layering paint (acrylic). Become more aware of the overall effect of different brushstrokes (i.e. not just 'colouring-in' with paint)</p>		<p>Skills as developed in previous years. In addition, deliberately manipulate brush strokes to achieve a desired effect.</p>
Printing Skills	<p>Use the senses to explore a range of printing materials and tools, e.g. found objects, rubbings. Eg. hands, feet etc.</p>	<p>Print with a range of hard and soft materials e.g. corks, sponge, fruits and vegetables.</p> <p>Make simple prints i.e. mono printing.</p>		<p>Develop printing techniques, i.e. mono-printing and relief printing block methods.</p>		<p>Develop impressed printing block methods.</p> <p>Print with two colour overlays.</p>	

	Explore printing different shapes and creating patterns.	Create simple printing blocks for press print.					
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Collage and Textiles	Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc. Use a range of every day fabrics and materials to create pictures. Simple collages.		Choose fabrics/threads based on colour, texture and shape. Apply textiles with glue or stitching. Apply decoration using beads, buttons etc. Develop skills in stitching, cutting and joining.		Develop skills in stitching, cutting and joining. Consider properties such as flexibility, transparency and strength when deciding on the use of different materials and how to join them.		Arrange and glue materials to different backgrounds. Fold, crumple, tear and overlap papers. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
3D and Sculpture	Use the senses to explore a range of modelling materials, e.g. salt dough, play dough. junk modelling materials etc. Handling, feeling, enjoying and manipulating materials.	Plan, design and make sculptures from imagination. Select natural components to be combined in a sculpture. Consider the colour, form and texture of elements combined		Plan, design and make sculptures from observation or imagination. Develop skills in joining, extending and modelling clay. Use papier mache to create simple 3-d effects.	Plan, design and make sculptures from observations. Develop skills in using and shaping Mod roc	Model, construct and carve from imagination. Plan a structure through drawing and other preparatory work (e.g. modelling in clay before carving in soap).	

	<p>Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc.</p> <p>Constructing, building and destroying. Shape and model.</p>	<p>to make sculptures.</p> <p>Develop skills in modelling clay.</p> <p>Create textures and patterns in clay.</p>		<p>Create textures and patterns in malleable materials including clay.</p>			
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Digital Media			<p>Use a graphics package to create images and effects with different lines using the brush tool. Create shapes by selecting, using the eraser tool, shape and fill. Use simple filters to create texture and colour.</p> <p>Use basic selection and cropping tools.</p>		<p>Experiment with applying different filters to photographs to achieve desired effects.</p>		<p>Snip, layer, filter and colour a variety of images to achieve a desired effect.</p> <p>To take care in the placement of layers and objects to achieve a balanced, pleasing composition.</p>
Evaluating and analysing	<p>Talk about their work and the work of others.</p>	<p>Enjoy listening to other people's views about artwork made by themselves and by others.</p> <p>Feel able to express and share an opinion about their own and others artwork.</p>		<p>Express and share opinions on their own and others artwork.</p> <p>Think about why the work was made, as well as how.</p> <p>Think about any problem's that occurred during the piece of work and consider how a piece of work could be improved next time.</p>		<p>Express and share opinions on their own and others artwork.</p> <p>Think about why the work was made, as well as how.</p> <p>Think about any problem's that occurred during the piece of work and consider how a piece of work could be improved next time.</p> <p>Ask questions about process, technique, idea or outcome.</p> <p>Share how other artists/artwork inspired you and how your work fits into larger context.</p>	