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|  | Drawing | Painting | Craft and Design | Sculpture | Work of other Artists |
| ELG | **Physical development:**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors paintbrushes and cutlery.  Begin to show accuracy and care when drawing.  **Expressive Arts and Design:**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. | | | | |
| Year 1 | Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.  Use a sketchbook to gather and collect artwork.  Begin to explore the use of line, shape and colour | Use a variety of tools and techniques including the use of different brush sizes and types.  Mix and match colours to artefacts and objects.  Work on different scales, e.g. large paper.  Mix secondary colours and shades using different types of paint.  Create different textures, e.g. mixing paint with sand, glue or sawdust | Cut, tear and glue paper and card for their collages  Gather and sort the materials they will need  Create group collages  Use different kinds of materials on their collage and explain why they have chosen them  sort and arrange materials.  Fold, crumple, tear and overlap papers. | Explore sculpture with a range of malleable media, including clay.  Experiment with, construct and join recycled, natural and manmade materials.  Explore shape and form | KS1  describe the work of famous, notable artists and designers;  express an opinion on the work of famous, notable artists;  use inspiration from famous, notable artists to create their own work and compare.  use key vocabulary to demonstrate knowledge and understanding in this strand |
| Year 2 | Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.  Understand the basic use of a sketchbook and work out ideas for drawings.  Draw for a sustained period of time from the figure and real objects, including single and grouped objects.  Experiment with the visual elements; line, shape, pattern and colour | Work on a range of scales e.g. large brush on large paper etc.  Name the primary and secondary colours;  Mix a range of secondary colours, shades and tones.  Experiment with tools and techniques, inc. layering, mixing media  add white and black to alter tints and shades  use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. | use a combination of materials that have been cut, torn and glued;  add texture by mixing materials.  Create textured collages from a variety of media.  Fold, crumple, tear and overlap papers  use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. | Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.  Understand the safety and basic care of materials and tools.  Experiment with, construct and join recycled, natural and manmade materials more confidently |
| End of KS1 | to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work | | | | |
|  | Drawing | Painting | Craft and Design | Sculpture | Work of other Artists |
| Year 3 | Experiment with different grades of pencil and other implements.  Plan, refine and alter their drawings as necessary.  Use their sketchbook to collect and record visual information from different sources.  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. | 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. | Name the tools and materials  they have used.  Experiment with a range of  collage techniques such as  tearing, overlapping, and layering to create images and represent textures. | Join materials adequately and  work reasonably independently.  Make a simple papier mache  object.  Plan, design and construct a  simple model. | **LKS2**  use inspiration from famous  artists to replicate a piece of work;  reflect upon their work  inspired by a famous notable  artist and the development  of their art skills;  express an opinion on the  work of famous, notable  artists and refer to  techniques and effect;  use key vocabulary to  demonstrate knowledge and  understanding in this strand: |
| Year 4 | Make informed choices in drawing inc. paper and media.  Alter and refine drawings and describe changes using art vocabulary.  Collect images and information independently in a sketchbook.  Use research to inspire drawings from memory and imagination  Explore relationships between line and tone, pattern and shape, line and texture. | 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 | Match the tool to the material.  Combine skills more readily.  Choose collage as a means of  extending work already achieved.  Refine and alter ideas and explain choices using an art vocabulary. | Make informed choices about  the 3D technique chosen.  Show an understanding of shape,  space and form.  Plan, design, make and adapt  models.  Talk about their work understanding that it has been  sculpted, modelled or  constructed.  Use a variety of materials |
| Year 5 | Use a variety of source material for their work.  Work in a sustained and independent way from observation, experience, and imagination.  Use a sketchbook to develop ideas.  Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and  shape. | 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. | Extend their work within a  specified technique.  Use a range of media to create  collage.  Collect visual information from a  variety of sources, describing  with vocabulary based on the  visual and tactile elements. | Describe the different qualities  involved in modelling, sculpture  and construction.  Plan a sculpture through drawing  and other preparation work  before starting the project.  Create sculpture and  constructions with increasing  independence. | **UKS2**  give detailed observations about  notable artists’, artisans’ and  designers’ work;  offer facts about notable artists’,  artisans’ and designers’ lives;  use key vocabulary to demonstrate knowledge and understanding in this strand |
| Year 6 | Demonstrate a wide variety of ways to make different marks with dry and wet media.  Identify artists who have worked in a similar way to their own work.  Develop ideas using different or mixed media, using a sketchbook.  Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. | 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 create (composition). | Use different techniques,  colours and textures etc when  designing and making pieces of  work.  Add collage to a painted, printed  or drawn background.  To be expressive and analytical  to adapt, extend and justify their  work. | Makes imaginative use of the  knowledge they have acquired of  tools, techniques and materials  to express own ideas and  feelings.  Shape, form, model and construct from observation or imagination  Use recycled, natural and man‐  made materials to create  sculptures  Plan a sculpture through  drawing and other preparatory  work  Develop skills in using clay inc.  slabs, coils, slips, etc.  Produce intricate patterns and  textures in a malleable media |
| End of KS2 | to create sketch books to record their observations and use them to review and revisit ideas  to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  to know about great artists, architects and designers in history | | | | |