



	EYFS (fine motor skills; expressive arts and design)	Years 1 and 2	Years 3 and 4	Years 5 and 6
Work of artists		<ul style="list-style-type: none"> study 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 	<ul style="list-style-type: none"> explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms evaluate and analyse creative works using the language of art, craft and design 	<ul style="list-style-type: none"> explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms evaluate and analyse creative works using the language of art, craft and design <p>Some of the artists to be studied: Barbara Hepworth, Ben Nicholson, Alfred Wallis, Frida Kahlo</p>
Exploring and evaluating ideas	<ul style="list-style-type: none"> safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) share their creations, explaining the process they have used (ELG) 	<ul style="list-style-type: none"> record and explore ideas from first hand observations ask and answer questions about starting points for their work develop and share their ideas, try things out and make changes describe the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas record and explore ideas from first hand observations, experience and imagination and ideas for different purposes question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks 	<ul style="list-style-type: none"> create sketch books to record their observations and use to review and revisit ideas record and explore ideas from first hand observations, experience and imagination and ideas for different purposes question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks

		<ul style="list-style-type: none"> think critically about their art and design work 	<ul style="list-style-type: none"> think critically about their art and design work 	<ul style="list-style-type: none"> think critically about their art and design work
Drawing	<ul style="list-style-type: none"> experiment with and increasingly control marks made with different media: pencils, crayons, pastels, felt tips, charcoal, chalks hold a pencil effectively – using the tripod grip in almost all cases (ELG) begin to show accuracy and care when drawing (ELG) 	<ul style="list-style-type: none"> experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks draw lines and shapes from observations using different surfaces invent lines and shapes in drawing investigate tone by drawing light/dark lines, patterns and shapes investigate pattern and texture by describing, naming, rubbing and copying 	<ul style="list-style-type: none"> draw for sustained periods of time use a sketchbook to collect and develop ideas from a range of sources experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. experiment with different grades of pencil to achieve varied tone create texture and pattern in drawing with a range of implements 	<ul style="list-style-type: none"> work on sustained, independent, detailed drawings develop close observational skills use a sketchbook to collect and develop ideas experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing use different techniques for different purposes i.e. shading, hatching, blending develop drawing using tonal contrast and mixed media begin to use simple perspective in their work i.e. by using single focal point on horizon begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background

Digital Media		<ul style="list-style-type: none"> • explore ideas using digital sources i.e. internet, iPads • record visual information digitally • use a simple graphics package to create images and effects with lines, shapes, colour and texture 	<ul style="list-style-type: none"> • explore ideas using digital sources i.e. internet, iPads • record, collect and store visual information digitally • present recorded visual images using software e.g. Photostory, PowerPoint • use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images 	<ul style="list-style-type: none"> • explore ideas using digital sources i.e. internet, iPads • record, collect and store visual information digitally • present recorded visual images using software e.g. Photostory, Powerpoint • use a graphics package to import or create/manipulate images • create digital layered images from original ideas in sketchbooks
3D Design	<ul style="list-style-type: none"> • manipulate malleable materials in a variety of ways i.e. rolling and kneading • explore sculpture with a range of malleable media • work safely with materials and tools, including scissors • experiment with constructing and joining recycled, natural and manmade materials 	<ul style="list-style-type: none"> • manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading • explore sculpture with a range of malleable media • work safely with materials and tools • experiment with constructing and joining recycled, natural and manmade materials 	<ul style="list-style-type: none"> • plan, design and make models from observation or imagination • develop skills in joining, extending and modelling clay • use papier mache to create simple 3D effects • experiment with constructing and joining recycled, natural and manmade materials • create textures and patterns in malleable materials including clay 	<ul style="list-style-type: none"> • shape, form, model and construct from observation and imagination • use recycled, natural and manmade materials to create sculptures • plan a sculpture through drawing and other preparatory work • develop skills in using clay including slabs, coils, slips etc. • produce patterns and textures in malleable materials

Painting	<ul style="list-style-type: none"> • use a range of small tools, including paint brushes (ELG) • begin to mix and match colours to artefacts and objects • work on different scales 	<ul style="list-style-type: none"> • use a variety of tools and techniques i.e. brush sizes and types • mix and match colours to artefacts and objects • work on different scales • experiment with tools and techniques e.g. layering, mixing • name and mix primary colours, shades and tones • create textured paint by adding material, i.e. sand or plaster 	<ul style="list-style-type: none"> • experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. • create different effects and textures with paint • use language of and mix primary and secondary colours and use tints and shades 	<ul style="list-style-type: none"> • develop a painting from a drawing • experiment with different media and materials for painting • create imaginative work from a variety of sources e.g. observational drawing, music, poetry • mix and match colours to create atmosphere and light effects • identify, mix and use primary, secondary, complimentary and contrasting colours
Printing	<ul style="list-style-type: none"> • print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables 	<ul style="list-style-type: none"> • print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables • take simple prints i.e. mono-printing • design and build repeating patterns and recognise pattern in the environment • create simple printing blocks for press print • experiment with overprinting motifs and colour 	<ul style="list-style-type: none"> • create printing blocks using relief or impressed method • develop print techniques i.e. mono-printing, block printing, relief or impressed method to create repeating patterns • print with two colour overlays. 	<ul style="list-style-type: none"> • create printing blocks using sketchbook ideas develop techniques i.e. mono-printing, block printing, relief/impressed method • experiment with overprinting motifs and colour

Textiles	<ul style="list-style-type: none"> • apply shapes with glue • apply decoration using beads, buttons, feathers etc. • apply colour with printing, dipping, fabric crayons • create fabrics by weaving materials, i.e. grass through twigs 	<ul style="list-style-type: none"> • choose fabrics/threads based on colour, texture and shape • cut and shape fabric using scissors/snips • apply shapes with glue or stitching • apply decoration using beads, buttons, feathers etc. • apply colour with printing, dipping, fabric crayons • create fabrics by weaving materials, i.e. grass through twigs 	<ul style="list-style-type: none"> • use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. • develop skills in stitching, cutting and joining 	<ul style="list-style-type: none"> • use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. • develop skills in stitching, cutting and joining
Collage	<ul style="list-style-type: none"> • arrange and glue materials to different backgrounds • experiment with folding, crumpling, tearing and overlapping paper 	<ul style="list-style-type: none"> • create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc. • collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour • arrange and glue materials to different backgrounds • fold, crumple, tear and overlap paper 	<ul style="list-style-type: none"> • experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures • use collage as a means of collecting ideas and information and building up a visual vocabulary 	<ul style="list-style-type: none"> • add collage to a printed or painted background • use a range of media to create collages • use different techniques, colours and textures when designing and making pieces of work • use collage as a means of extending work from initial ideas.