|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Area of Learning | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To produce creative work, exploring their ideas and recording their experiences. KS1 pupils should be taught to use a range of materials creatively to design and make products. | Exploring and using media and materials – children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed. Being imaginative – children talk about the ideas and processes, which have led them to made designs, images or products. They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others. | Explain what they and others have done.  What feelings does it bring? What might they change?  Use a sketchbook to collect ideas. Ask and answer questions about starting points, artists etc. | Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils - on the playground, fabrics, pastel paper and wood (look at texture and pattern)  Draw lines from observations  Draw the gaps (draw shapes in between objects) | To create sketch books to record their drawing lessons from 1-7, introducing them to drawing spheres and cubes. They will compare their work to others, methods, techniques, colours etc. Adapt their work after discussion. Use a sketchbook to collect ideas, develop ideas and annotate. Record from observations and their own imagination. | To create sketch books to record their drawing lessons from -7 -14, introducing them to cylinders, houses, animals and flowers.  They will compare ideas, methods and approaches used by themselves and others.  Discuss how they feel about their own and others work.  What might they change?  Adapt work accordingly.  Use a sketchbook to record observations and other visual information from different sources.  Annotate ideas. Question, discuss and make observations about starting points/artists and artworks.  What can they magpie for their own work? | To create sketch books to record their drawing lessons from – 14-21, introducing them to tubes, waves, flags, scrolls and trees.  Compare ideas, methods and approaches used by themselves and others.  Discuss how they feel about their own and others work.  What might they change?  Adapt work accordingly.  Use a sketchbook to record observations and other visual information from different sources.  Annotate ideas. Question, discuss and make observations about starting points/artists and artworks.  What can they magpie for their own work? | To create sketch books to record their drawing lessons from – 21-29, introducing them to one perspective drawings, two perspective drawing, human face, human eye.  Compare ideas, methods and approaches used by themselves and others. Discuss how they feel about their own and others work. What might they change?  Describe how they may change their work and why. Adapt work accordingly.  Then discuss how they could change it further.  Use a sketchbook to record close observations and other visual information from different sources. Annotate ideas. Question, discuss and make observations about starting points/artists and artworks.  What can they magpie for their own work? |
| **DRAWING KS1**  Pupils should be taught to use drawing to develop and share their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  **DRAWING KS2** Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials. | Use a variety of tools to mark make – pencils, paint, sticks, chalk, water.  Draw into sand, liquids, onto the ground using liquids and tools. | Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paint.  Draw light and dark lines (tone) Create rubbings (texture) Observe and draw shapes. Observe and draw patterns | Experiment with tools and surfaces different grades of pencil, oil pastels, chalks, pencil, colouring pencils, graphite, poster paint - on the playground, fabrics, pastel paper and wood (look at texture and pattern)  Draw lines from observations  Draw the gaps (draw shapes in between objects) | Experiment with different grades of pencil, cross hatching, blending Use different grades of pencil to apply tone to drawings.  Make marks using different drawing implements – oil pastels, charcoal, graphite.  Create textures with different drawing implements, pencil, oil pastels, charcoal, graphite. Use pencil, charcoal and oil pastels to draw different form and shape  Apply and use simple pattern and texture to a drawing show an awareness of objects have a third dimension. | Use different media to make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, graphite, paint.  Apply the effect of light on objects from different directions Begin to use perspective in work using a single foci point and horizon | Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels.  Explore colour mixing and blending with coloured pencils and inks.  Apply the effect of light on objects from different directions, blend shading, overlapping, repetition of pattern and a horizon line, light source and guide line. | Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils.  Produce accurate drawings from observation and use tonal contrast in drawings.  Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture.  Develop an awareness of composition, scale and proportion, foreground, middle ground and background.  Scale up and down images. |
| **COLOUR KS1** pupils should be taught to use painting to develop their ideas, experiences and imagination. KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  **COLOUR KS2**  Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials. | Experiment with painting and colour mixing using powder paints, poster paints and water colours. Experiment with crayons, chalks and oil pastels. | Using poster paints, crayon, chalk, pencils, felt tips etc Experiment with colours  Mix primary colours to make secondary colours Apply colour with different tools – brushes, rollers, fingers etc  Create repeating patterns | Describe colours. Make as many tints as possible using white poster paint.  Darken colours using black poster paint to create shades. Collect, sort and match colours to create a colour collage.  Experiment with paint and pastels. Mix colours and know which are primary, secondary and tertiary colours. Make colour wheels. | Use specific colour language – primary colour, secondary colour,tertiary colours, hue, shades (black added), tints(white added). Experiment with paint and pastels. Revisit primary, secondary and tertiary colours. Experiment with effects and textures – dotting, scratching, splashing. | Colour mix to match tints, tones and shades in existing works. Mix and use, tints, tones and shades and apply to work. Use paints and chalk pastels. Compare watercolour and acrylic tints, tones and shades. | Identify and work with complementary and contrasting colours using different media – paint, pastels etc Mix and match colours to create atmosphere Use a variety of tools to create texture | Mix and match colours to create light, thinking about direction of light and its effect on images Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk Identify how colour can portray emotion and use this in their own artwork |
| **SCULPTURE KS1** pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination.  **SCULPTURE KS2** Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials | Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, salt dough, cooking materials. | Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose. Use patterns. | Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipe cleaner sculptures. | Shape, form and construct malleable and rigid materials. Construct a base for extending and modelling other shapes – florist wire– and use for a purpose. | Shape, form, model and construct malleable and rigid materials – clay tiles | Shape, form, model and construct from observation and imagination. Plan a wire sculpture through drawing and other preparatory work. | Shape, form, model and join using malleable and rigid materials – wire/junk modelling, paper, card and mod rock. |
| **PRINTING KS1**  Pupils should be taught to develop a wide range of art/design techniques using colour, pattern, texture, line, shape, form and space.  **PRINTING KS2** Pupils should be taught to improve their mastery of art/ design techniques, including drawing and painting with a range of materials. | Use sponges to make patterns or pictures.  Print with food items.  Finger painting. Use found materials man made/natural to print. | Create repeating patterns  Observe and recognise patterns in the environment Develop impressed images using foods ie potatoes with shapes cut into them  Relief prints using foam printing blocks  Create patterns | Print with a wide range of objects, man made and natural.  Discuss regular and irregular shapes. Experiment with over printing and colour | Experiment with mono printing. Colour mix by overlapping colour prints  Create repeating patterns using relief ie leaves, string prints Create repeating patterns using impressed print – press print tiles Interpret manmade and environmental patterns | Print with two overlays using an impressed print – lino cut | Print with three overlays – using card, string and small lino tiles to create block prints | Screen printing |
| **TEXTILES AND COLLAGE KS1** Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. **TEXTILES AND COLLAGE KS2**  Pupils should be taught to improve their mastery of art and design techniques with a range of materials. | Use fabric, wool or thread to make models with recycled items. Use ribbons and string to thread and make patterns.  Make collages using paper, tissue, crepe etc Use fabrics for role play. | Create fabrics by weaving – use man made and natural materials ie grass through twigs, plastic through fence, wool around lolly sticks etc Introduce adhesives – pritt and PVA.  Fold, crumple, tear, overlap and sort different materials. | Cut and shape fabric using scissors, glue and stitch together using large eye needles.  Use simple threads/fabrics.  Overlap and overlay materials. Show awareness of contrasts in textures and colours. | Practise running stitch and over stitch), cut and join fabric.  Use collage to represent objects as well as imaginative work. | Use running stitch to join materials and to create pattern and texture. Develop their own materials for collage.  Embellish work using a variety of techniques and materials. | Identify how artists use textiles. Create work using textiles, and various stitching techniques. Recreate designs from other times and cultures using a variety of materials. | Use fabrics to create a 3D structure.  Use a range of mixed media to create collages, textiles, fabric, sew onto canvas, card etc Add collage to a printed or painted background. |
| **Key Vocabulary** | Pencil  Line  Colour in Straight Circle/other shape names  Rubber  Portrait  Cut  stick  tape  pull  push on  below  next to  above  Brush  paint  mix  palette  dip  colour names  Fabric  collage  stick  layer  positional language  photograph | Adhesive  Carve  Chalk  Crayon  Colours  Crumple  dark  dough environment fabric  Felt tips  Fold  Impressed print Knead  light  man made  natural  overlap  pattern  Pencil  Poster paint plasticine  Primary colours Repeating  Rollers  Secondary colours Shape  Tools  Tone  Rubbings  Weave | Chalks  Clay  Colouring  Contrast  Dye  Fabric  Fray  Fringe  Irregular  knot  Malleable  Man-made  Mod rock  natural  Oil pastels  over printing overlap  overlay  pastel  pencils  sculpture  shades  stitch surfaces texture  tint | blending  Charcoal  collage  Cross hatch  Dip dye  Dotting  Hue  Implements Impressed Manmade  Mono print Natural  Oil pastel  Over stitch Overlapping Primary  Relief  Running stitch Scratching Secondary Shades Splashing  Tertiary Texture Tints  Tone | Acrylic  Running stitch Embellish  Fine liners  Form  Implements Impressed print Malleable Marbling  Model  Overlays  Pastels  Pencils  Shades  Shape  Stitched  Texture  Third dimension Tints  Tones  Wash  Watercolour | Acrylic  Back stitch  Chain stitch  Collage  Construct  Atmosphere Blending  Block prints Complementary Construct Contrasting  Digital marks  Dry media Embroidery  Foci  Form  Horizon  Media  Overlays Perspective Sculptur | Composition Contrast  Emotion Fabric Ink Mixed media Mood  Observation Proportion  Scale Screen  Tonal Tones Watercolour  Wet media |