

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (Pencil, charcoal, inks, chalk, pastels, ICT software). Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.	-Enjoy using and exploring a variety of media. -Draw on different surfaces and coloured paper. -Practise different types of lines -Start to produce different patterns and textures from observations, imagination and illustrations.	-Explore a range of drawing tools to make marks Use Art book to record ideas -Begin to control the types of marks made with a range of media. Produce lines of different thickness using a pencil. -Explore different textures -Draw from imagination -Explore drawing from observation Investigate textures by describing, naming, rubbing and copying -Produce a range of patterns and textures	-Experiment with tools and surfaces - Draw experiences and feelings -Use Art book to plan and develop simple ideas - Begin to control marks made with different media - Investigate tone by drawing light/dark lines using pencil -Investigate textures and produce an expanding range of patterns	-Use different grades of pencils, charcoal, pastels, chalk etc - Use hatching, cross hatching, stippling and circles to show tone and texture -Use shading to show light and shadow -Draw from observation and imagination -Use Art book to record media explorations, plan and evaluate -Create initial sketches for painting -Begin to draw with accuracy	-Consider shading to show scale and proportion Build on different texture techniques to show tone and texture -Create accurate observational drawings -Work on a variety of scales -Produce drawings using IT -Use Art book to collect and record visual information from different sources as well as planning and collecting material for future works -Identify and draw the effect of light	- Develop a range of texture techniques and use a range of media with annotations -Draw from different viewpoints considering horizon lines. -Begin to consider perspective -Use different techniques for purpose eg. different styles of shading -Work from a variety of sources including observation and photographs to develop own work -Use Art book to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media	-Select appropriate media and techniques to achieve a specific outcome Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture, scale, media and annotations) -Draw for a sustained period of time over a number of sessions -Use tone in drawings to achieve depth -Develop drawing with perspective and focal points -Adapt drawings according to evaluations and discuss further developments -Use Art books to collect,

					▪ Draw for a sustained period of time -Collect and record visual information -Plan and collect source material -Develop techniques to create intricate patterns – range of media		record and plan for future works. Adapt their work according to their views and describe how they might develop it further.
Suggested artists	<i>Piet Mondrian</i>	<i>Sir Christopher Wren</i>	<i>Paul Cezanne</i>	<i>Leonardo da Vinci</i>	<i>John Singer Sargent</i>	<i>Peter Thorpe</i> (Links to space)	<i>Frida Kahlo & L.S Lowry</i>
Painting (Watercolour, ready mixed, acrylic) Possible Artists: Klimt, Marc, Klee, Hockney,	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and	Start to record simple media explorations in a Art Book Begin to explore and experiment with the primary colours Mix primary colours to create secondary colours	Use Art book to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Begin to describe a range of colours Mix a range of secondary	Use an Art book to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Make tints of one colour by adding white	Use Art books to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Make tints, tones and shades using white,	Use Art books to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Make and discuss hue, tint, tone, shade and	Use Art books to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.

Potlock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rembrandt, Lowry, Matisse, Margritte.	match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Describe collections of colours Discuss and use warm and cold colours Describe favourite colours and why colours may be used for different purposes Explore a range of paint, brush sizes and tools	and tertiary colours Be able to discuss the colour wheel Talk about why they have selected colours for their artwork Begin use a range of paint and discuss why some are more suited to particular painting styles	Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) Demonstrate increasing control of brush strokes to create certain effects	grey and black Observe colour and suggest why it has been used Independently choose the right paint and / or equipment for the task. Select colour to reflect mood Explore different brush strokes and why / when they might be used Begin to discuss how they are influenced by the work of other artists and Start to look at working in the style of a selected artist (not copying).	mood Mix colours, shades, tones, tints with confidence, building on previous knowledge Select colour for purpose explaining choices Discuss how colour can be used to express ideas, feelings and mood. Confidently control the types of marks made and experiment with different effects and textures	Select colour to express feeling. Discuss harmonious and contrasting colours and their placement on the colour wheel Work in a sustained and independent way, developing own style purposefully controlling the types of marks, brushstrokes used to create desired effect Use colours and brushstrokes to create atmosphere and light effects
Suggested artists	Henri Matisse	Henri Rousseau	Vincent Van Gogh	Margaret Godfrey	Georgia O'Keeffe	Georges Seurat (pointillism)	Gustav Klimt

Sculpture (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc) Possible Artists: (Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.	Enjoy a range of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way.	Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art	Use equipment and media with confidence. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use Art book to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily. Model over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for	Work in a safe way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Gain experience in model ling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Use Art book to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Use Art book to collect and record visual
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				art. Use language appropriate to skill and technique	future works. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.	how to join parts of the sculpture. Adapt work as and when necessary and explain why. Confidently carve a simple form. Use language appropriate to skill and technique. Compare the style of different styles and approaches: Moore, Aztec.	information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. Confidently carve a simple form. Solve problems as they occur. Use language appropriate to skill and technique.
Suggested artists	Antony Gormley	Henry Spencer Moore	Barbara Hepworth	Andy Goldsworthy	Grayson Perry	Sir Antony Mark David Gormley	Marc Quinn (links to human body-science)
Printing (found materials: rubbings, stencils, sponges,	• Enjoy taking rubbings: leaf, brick, coin. • Simple pictures by printing from objects.	• Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Demonstrate	• Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Demonstrate experience	• Print simple pictures using different printing techniques. • Continue to explore both mono-printing and relief printing.	• Increase awareness of mono and relief printing. • Demonstrate experience in fabric printing.	• Use tools in a safe way • Continue to gain experience in overlaying colours. • Start to overlay	• Develop ideas from a range of sources. • See positive and negative shapes. • Demonstrate experience in a range

fruit/veg, wood blocks, press print, Clay and string, lino print, mono-print, string)	• Develop simple patterns by using objects. • Enjoy using stencils to create a picture. • Explore mono-printing by mark making	experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. • Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics. • Gain confidence mono-printing by using different marks and colours	at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image/ • Make simple marks on rollers and printing palettes Take simple prints i.e. mono-printing. • Use a Art book to plan and develop simple ideas and collect textures, patterns to inform other work. • Experiment with overprinting motifs and colour.	• Use Art book to record media explorations and experimentations as well as try out ideas, planning colours and collecting source material for future works. • Demonstrate experience in 3 colour printing. • Explore 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. • Demonstrate experience in combining prints taken from different objects to produce an end piece.	• Use Art book to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Expand experience in 3 colour printing. • Continue to experience in combining prints taken from different objects to produce an end piece. • Create repeating patterns.	prints with other media. • Use print as a starting point to embroidery. • Show experience in a range of mono print techniques. • Use Art book to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works	of printmaking techniques. • Describe techniques and processes. • Use Art book to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. • Develop their own style using tonal contrast and mixed media.
Suggested artists	Giuseppe Arcimboldo for printing with vegetables and fruit and Richard	Joan Miro	Michael Rothenstein	Jasper Johns	Andy Warhol	Hokusai Links to India, Aztec prints	William Morris-Victorians

	Long – leaf rubblings						
Textile (weaving, sewing, fabric dye/ paint, batik, threads, decorations , tie dye) Possible Artists: Ashley, Fassett, African/Indian, Adire,	Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.	Begin to identify different forms of textiles. Have experience in colouring textiles: printing, fabric crayons. Use more than one type of stitch. Explain how to thread a needle and have a go. Have some experience of weaving and understand the process and some techniques. Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures.	Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Change and modify	Show an awareness and name a range of different fabrics. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Apply decoration using beads, buttons, feathers etc. Continue to gain experience in applying colour with printing. Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads,	Plan a design in a sketchbook and execute it. Use a technique as a basis for stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik. Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Demonstrate experience in 3D weaving. Produce two colour tie dye. Continue to gain experience in batik/ use more than one colour. Plan a design in a sketchbook and execute it. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Demonstrate experience	Experiment with a variety of techniques exploiting ideas from sketchbook. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how

			threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee	twisting, plaiting. Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. Demonstrate experience in looking at fabrics from other countries.	well as try out ideas. Adapt work as and when necessary and explain why. Change and modify threads and fabrics, Use language appropriate to skill and technique. Demonstrate experience in looking at fabrics from other countries.	in combining techniques to produce an end piece: Embroidery over tie dye. Show awareness of the skills involved in aspects such as knitting, lace making. Change and modify threads and fabrics, Use language appropriate to skill and technique.	they might develop it further. Annotate work in sketchbook. Use language appropriate to skill and technique.
Suggested artists	Romero Britto Art	Orla Kiely / Wassily Kandinsky Squares with concentric circles.	Anni Albers -Weaving	Nick Cave	Tammy Kanat-Weaving	Shiela Hicks - weaving	Gunta Stölzl - weaving

Throughout all of these areas children should be given the opportunity to Discuss and review their own and others work. They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.