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| **Drawing** | | |
| **Early Years** | Begin to experiment and explore with tools and lines | Begin to use a variety of drawing tools  Use drawings to tell a story  Investigate different lines  Encourage accurate drawings of people |
| **Year 1** | Observe patterns and layout | Extend the variety of drawing tools  Explore different textures  Observe anatomy (face, limbs)  Experiment with tools and surfaces  Draw a way of experiencing and recording feelings |
| **Year 2** | Identify and describe, e.g. patterns, layout, use of light and dark | Extend the variety of drawing tools  Explore different textures  Observe anatomy (face, limbs)  Experiment with tools and surfaces  Draw a way of experiencing and recording feelings |
| **Year 3** | Observe in close detail; make selections (e.g. pattern) | Experiment with the potential of various pencils  Close observation  Sketches as preparation for painting  Begin to draw accurate people, notice the effect of light and begin to understand and show scale and proportion |
| **Year 4** | Identify the effect (e.g. of light); make deliberate choices | Experiment with the potential of various pencils  Close observation  Sketches as preparation for painting  Draw accurate people, notice the effect of light and use scale and proportion with further confidence |
| **Year 5** | Justify their choices | Accurate drawings of whole people including proportion and placement Work on a variety of scales  Notice the effect of light on people and objects from different directions |
| **Year 6** | Interpret – e.g. the texture of a surface Hypothesise about choices – i.e. predicting the effect, or looking ahead to the future | Produce increasingly accurate and detailed drawing of people  Show a concept of perspective |

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| **Colour** | | |
| **Early Years** | Experiments with using primary colours | Name and mix colours (not formally  ) Name a range of different tools that bring colour  Use a range of tools to make coloured marks on paper |
| **Year 1** | Observe and name basic colours | Name and mix colours  Find collections of colour  Make tones of one colour using white  Darken colours without using black  Apply colour with a range of different tools |
| **Year 2** | Identify and describe colours | Name and mix colours  Find collections of colour  Make tones of one colour using white  Darken colours without using black  Apply colour with a range of different tools  Use colour on a large scale  Introduce different types of brush |
| **Year 3** | Observe in more detail e.g. describing shade and tone | Colour mix and make colour wheels  Use different types of brush with more confidence  Apply colour using different techniques e.g. dotting, scratching and splashing  Colour mix and match – tint, tone and shade  Observe colour and Use suitable equipment for the task |
| **Year 4** | Identify the effect e.g. making suitable choices to reflect mood | Colour mix and make colour wheels  Use different types of brush with more confidence  Apply colour using different techniques e.g. dotting, scratching and splashing  Colour mix and match – tint, tone and shade  Observe colour Use suitable equipment for the task  Use colour to reflect mood |
| **Year 5** | Justify their choices e.g. hue, tint, tone and shade for mood and purpose | Hues, tints, tones and shades to reflect mood and for a particular purpose  Explore the use of texture in colour |
| **Year 6** | Interpret and hypothesise e.g. colours that express feelings | Hues, tints, tones and shades to reflect mood and for a particular purpose  Explore the use of texture in colour  Colour to express feelings |

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| **Texture (clay, sand, plaster and stone)** | |
| **Early Years** | Handling, manipulating and enjoying using materials  Sensory experience  Simple collage  Simple weaving |
| **Year 1** | Use a simple stitch  Begin to explore other simple stitches  collage |
| **Year 2** | Use smaller eyed needles and finer threads  Weaving Experience tie dying  Comparing different fabrics |
| **Year 3** | Observation and design of textural art  Experiment with creating mood, feeling and movement  Select and use materials |
| **Year 4** | Observation and design of textural art  Experiment with creating mood, feeling and movement  Select and use materials |
| **Year 5** | Use stories, music and poems as a stimulus  Fabric making  Artists using textiles |
| **Year 6** | Apply knowledge of using different techniques to express feeling  Work collaboratively and on a larger scale |

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| **Form (3D work, doughm boxes, wire, sculpture, modroc)** | |
| **Early Years** | Handling, manipulating and enjoying using materials  Construction Building and destroying  Shape and model |
| **Year 1** | Construct Use materials to make known objects for a purpose  Pinch, roll and make coils and slabs  Make simple join |
| **Year 2** | Awareness of natural and man-made forms  Expression of personal experience and ideas  To shape and form from direct observation  Replicate patterns and textures in a 3D form  Begin to discuss own work and that of other sculptors  Begin to use decorative techniques |
| **Year 3** | Shape, form, model and construct  Plan and develop Understand different adhesives and methods of construction Experience surface patterns and textures Discuss, analyse and interpret own work and that of other sculptors |
| **Year 4** | Shape, form, model and construct Plan and develop  Understand different adhesives and methods of construction  Experience surface patterns and textures  Discuss, analyse and interpret own work and that of other sculptors |
| **Year 5** | Plan and develop ideas  Shape, form, model and join  Work through observation or with imagination  Analyse and interpret forms of man-made and natural construction  Discuss and evaluate own work and that of other sculptors |
| **Year 6** | Plan and develop ideas  Shape, form, model and join  Work through observation or with imagination  Analyse and interpret forms of man-made and natural construction  Discuss and evaluate own work and that of other sculptors |

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| **Printing (found materials, fruit & veg, wood blocks, press print, lino and string)** | |
| **Early Years** | Rubbings  Print with a variety of objects  Print with block colours |
| **Year 1** | Creative patterns  Develop impressed images  Print with a growing range of objects Identify the different forms printing takes  Using a sketch book to record pattern |
| **Year 2** | Creative patterns  Develop impressed images  Print with a growing range of objects  Identify the different forms printing takes  Using a sketch book to record pattern |
| **Year 3** | Use creative patterns  Develop impressed images  Print with a growing range of objects Identify the different forms printing takes  Colour mixing through overlapping prints Using a sketch book to record pattern  Modify and adapt print  Design and use a monoprint |
| **Year 4** | Use creative patterns  Develop impressed images  Print with a growing range of objects  Identify the different forms printing takes  Colour mixing through overlapping prints  Using a sketch book to record pattern  Modify and adapt print  Design and use a monoprint |
| **Year 5** | Combine prints  Design prints  Make connections  Discuss and evaluate their own work and the work of others  Explore printing techniques used by various artists  Build up drawings or images of whole or parts of items using various techniques |
| **Year 6** | Combine prints  Design prints  Make connections  Discuss and evaluate their own work and the work of others  Explore printing techniques used by various artists  Build up drawings or images of whole or parts of items using various techniques |

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| **Pattern (paint, printing, pencil, textiles, clay)** | |
| **Early Years** | Can paint patterns Irregular painting  Explores simple symmetry |
| **Year 1** | Awareness and discussion of pattern  Begin to show an awareness of repeating patterns  Explore symmetrical patterns  Natural and man-made patterns |
| **Year 2** | Awareness and discussion of pattern  Begin to show an awareness of repeating patterns  Beginning to understand symmetry  Natural and man-made patterns  Experiment by arranging, folding and overlapping |
| **Year 3** | Explore pattern in the environment  Make patterns on a range of surfaces  Can use and identify symmetrical patterns  Explore environmental and man-made patterns  Discuss regular and irregular |
| **Year 4** | Explore pattern in the environment  Make patterns on a range of surfaces  Can use and identify symmetrical patterns  Explore environmental and man-made patterns  Discuss regular and irregular  Begin to understand and use tessellation |
| **Year 5** | Create own abstract pattern to reflect personal experience and expression  Create pattern for purpose |
| **Year 6** | Create own abstract pattern to reflect personal experience and expression  Create pattern for purpose |

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| **Questioning and Discussion** | |
| **Early Years** | Can sometimes ask simple questions when unsure  Will make a comment on their own work or the work of an artist |
| **Year 1** | Begins to ask simple questions when unsure  Can answer questions verbally related to an artist or a work of art |
| **Year 2** | Can ask clarification questions to lead a conversation  Can accurately answer most simple questions related to an artist or work of art  Can sometimes explain their answers using their knowledge of an artist or their work |
| **Year 3** | Can ask questions to develop understanding, focussing on, for example, change and difference.  Generally able to answer questions by speculating related to an artist or their work  Can generally use sources to explain their answers. |
| **Year 4** | Can ask ‘why’ questions to develop an understanding of cause and effect.  Able to answer questions synthesising information from two or more sources related to the area of study.  Can use sources to explain their answers and are beginning to organise their responses. |
| **Year 5** | Can ask challenging questions, e.g. significance and bias.  Show some purposeful selection about what information they wish to include in responses.  Show organisation of information when responding to or asking questions. |
| **Year 6** | Can ask hypothetical questions.  Can make purposeful decisions about information to include when forming responses to questions  . Can organise information purposefully when responding to or asking questions. |

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| **Evaluation** | |
| **Early Years** | Make simple comments about their own and others’ artwork |
| **Year 1** | Make simple comments about their own and others’ artwork Feedback is verbal |
| **Year 2** | Make simple comments on their own and others’ artwork, including some technical vocabulary  Feedback is usually verbal |
| **Year 3** | Evaluate their own and others’ artwork, with technical vocabulary and some reference to purpose/effect  Start to organise feedback - e.g. two stars and a wish |
| **Year 4** | Evaluate using technical vocabulary, and referring to purpose/effect  Start to organise feedback - e.g. two stars and a wish |
| **Year 5** | Show sensitivity in their evaluations, e.g. altering their approach when a friend becomes uncomfortable  Start to organise feedback carefully – e.g. breaking it down into manageable/constructive steps |
| **Year 6** | Show sensitivity in their evaluations, e.g. altering their approach when a friend becomes uncomfortable  Organise feedback carefully – e.g. breaking it down into manageable/constructive steps |