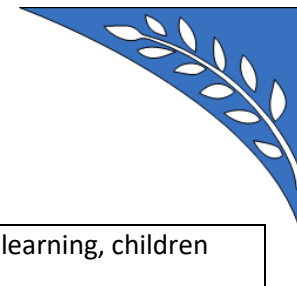
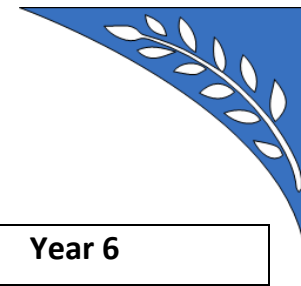


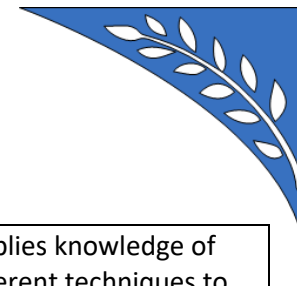
Skills	EYFS	Year 1	Year 2
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> To begin to use a variety of mark making tools. To understand they can use lines to enclose a space to represent objects/ people. To use drawings to tell a story. 	Building on prior learning, children will: <ul style="list-style-type: none"> To confidently use a variety of drawing tools with increasing control. To draw from observation. To use detail in their drawings. 	Building on prior learning, children will: <ul style="list-style-type: none"> To experiment with tools and surfaces. To sketch to make quick records. To represent things observed or imagined.
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> To explore colours and how they can be changed. To use a range of tools to make coloured marks. To learn and name the colours. To choose particular colours to use for a purpose. 	Building on prior learning, children will: <ul style="list-style-type: none"> Identify colours on the colour wheel accurately. To apply colours with a range of tools. Explore with mixing secondary colours. 	Building on prior learning, children will: <ul style="list-style-type: none"> To make as many tones of one colour as possible (using white). To use colour on a large scale. To discuss colour families.
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> To show interest in the texture of things. Experiments to create different textures. To handle and manipulate different media and materials. 	Building on prior learning, children will: <ul style="list-style-type: none"> To begin to weave. To sort different textures and talk about them. To describe the texture of things. 	Building on prior learning, children will: <ul style="list-style-type: none"> To overlap and overlay to create effects. To start to explore simple stiches. To begin to use applique/patch work.



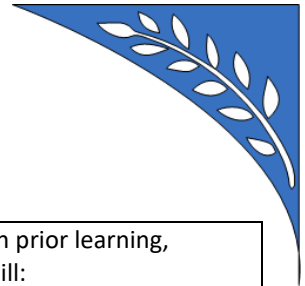
<p>Form (3D work, clay, dough, boxes, wire, paper sculpture)</p>	<ul style="list-style-type: none"> • Use different construction materials. • To begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Manipulates materials to achieve a planned effect • 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • To make simple joins. • To use materials to make known objects for a purpose. 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • To shape and form from direct observation (malleable and rigid materials). • To compare and contrast other sculptors.
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> • To print with a variety of objects. • Print with block colours. • Tracing and rubbings over different objects and materials. 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • To create relief printing. • To create impressed images and patterns. 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • To print with a growing range of objects. • To identify the different forms printing takes.
<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> • To create simple patterns. • To create repeating patterns. 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • Creating simple symmetry. • To begin to talk about unity when creating patterns. 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • To discuss regular and irregular patterns. • To identify natural and handmade patterns.



Skill	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> To experiment with a variety of drawing tools (charcoal pencils, pastels, ect.) To develop their drawing skills using shading, stippling and crosshatching. To create accurate drawings. 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> To draw from observation using a variety of tools. Accurate drawing of whole people including proportion and placement. To create sketch books to record their observations. 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> To create drawings in 1pt and 2pt perspective. To understand the concept of perspective. To interpret and create the texture of a surface. 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> Figure drawings using correct proportions. Use simple perspective and designing in their work using a single focal point and horizon.
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> To apply colour using dotting, scratching and splashing. Colour wheel – mood painting. To understand and identify key aspects such as complimentary colours, colours as tone, warm and cold colours. 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> To create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. colour mixing and matching; tint, tone, shade. 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes colour to express feelings
Texture (textiles, clay, sand, plaster, stone)	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> Use smaller eyed needles and finer threads weaving 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> Use a wider variety of stitches 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> Use stories, music, poems as stimuli 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> Develops experience in embellishing



	<ul style="list-style-type: none"> • Tie dying, batik 	<ul style="list-style-type: none"> • observation and design of textural art • Experimenting with creating mood, feeling, movement • Compare different fabrics 	<ul style="list-style-type: none"> • Select and use materials fabric making • Artists using textiles 	<ul style="list-style-type: none"> • Applies knowledge of different techniques to express feelings • Work collaboratively on a larger scale
Form (3D work, clay, dough, boxes, wire, paper sculpture)	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) • Plan and develop • Understanding of different adhesives and methods of construction • Aesthetics 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • Plan and develop • Experience surface patterns / textures • Discuss own work and work of other sculptors • Analyses and interpret natural and manmade forms of construction 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • Relief and impressed printing • Recording textures/patterns • Monoprinting • Colour mixing through overlapping colour prints 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • Use sketchbook for recording textures/patterns • Interpret environmental and manmade patterns • Modify and adapt print 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • Combining prints • Design prints • Make connections • Discuss and evaluate own work and that of others 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used



<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • Pattern in the environment • Design • Using ICT • Make patterns on a range of surfaces • Symmetry 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • Explore environmental and manmade patterns • Tessellation 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes
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