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| **Technique** | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Drawing  (pencil, charcoal, inks, chalk, pastels, ICT software) |  Begin to use a variety of drawing tools   Use drawings to tell a story   * Investigate different lines    Explore different textures   * Encourage accurate drawings of people |  Extend the variety of drawings tools   Explore different textures   Observe and draw landscapes   Observe patterns   observe anatomy (faces, limbs) |  Experiment with tools and surfaces   draw in order to record experiences and feelings   discuss use of shadows, use of light and dark   Sketch to make quick records |  Experiment with various pencils   Use close observation skills   Create initial sketches as a preparation for painting   accurate drawings of people – particularly faces |  Identify and draw the effect of light   scale and proportion   Accurate drawings of whole people including proportion and placement   Work on a variety of scales   Create computer generated drawings |  Study more accurately the effect of light on objects and people from different directions   interpret the texture of a surface   produce increasingly accurate drawings of people   concept of perspective |  Study in greater detail the effect of light on objects and people from different directions   Interpret and represent the texture of a surface   produce increasingly accurate drawings of people   concept of perspective |
| Colour  (painting, ink, dye, textiles, pencils, crayon, pastels) |  Experimenting with and using primary colours   Naming colours   mixing (not formal)   Learn the names of different tools that bring colour   Use a range of tools to make coloured marks on paper |  name all the colours   mixing of colours   Find collections of colour   applying colour with a range of tools | Begin to describe colours by objects   Make as many tones of one colour as possible (using white)   Darken colours without using black   using colour on a large scale |  colour mixing   Make colour wheels   Introduce different types of brushes   techniques- apply colour using dotting, scratching, splashing |  colour mixing and matching; tint, tone, shade   observe colours   suitable equipment for the task   colour to reflect mood |  hue, tint, tone, shades and mood   explore the use of texture in colour   colour for purposes |  hue, tint, tone, shades and mood   explore the use of texture in colour   colour for purposes   colour to express feelings |
| Painting | Hold a paintbrush correctly.  Understand that simple strokes can build up to create a picture.  Understand that mixing colours creates new colours. | Learn how to collect appropriate amount of paint with a brush, wash a brush and clear any excess paint.  Mix primary colours to make secondary colours. | Hold and use a paintbrush correctly.  Make increasingly neater brush strokes.  Understand how to mix colours. Use black and white lighten and darken colours. | Use thinner brushes and increase the accuracy of brush strokes.  Learn about and create different variations of the same colour.  Understand how to blend. | Use fine brushes with increasing accuracy.  Create a wide range of colours on a mixing pallet.  Understand how to create definitive lines and blending. | Select and use a range of brushes for different purposes.  Be able to create quality paintings with increased accuracy. | Use a wide range of brushes for different purposes. Paint with increasing accuracy  Be able to explore and experiment with different styles of painting. |
| Texture  (textiles, clay, sand, plaster, stone) | Handling, manipulating and enjoying using materials   Sensory experience   Simple collages   simple weaving |  weaving   collage   Sort according to specific qualities   how textiles create things | overlapping and overlaying to create effects   Use large eyed needles – running stitches   Simple appliqué work   Start to explore other simple stitches   collage |  Use smaller eyed needles and finer threads   weaving   Tie dying, batik   |  Use a wider variety of stitches   observation and design of textural art   experimenting with creating mood, feeling, movement-   compare different fabrics |  use stories, music, poems as stimuli   Select and use materials   embellish work   fabric making   artists using textiles |  Develops experience in embellishing   Applies knowledge of different techniques to express feelings   Work collaboratively on a larger scale |
| Sculpture  (3D work, clay, dough, boxes, wire, paper sculpture, mod roc ) |  Handling, feeling, enjoying and manipulating materials   Constructing   Building and destroying   Shape and model |  Construct   Use materials to make known objects for a purpose   Carve   Pinch and roll coils and slabs using a modelling media.   Make simple joins |  Awareness of natural and man-made forms   Expression of personal experiences and ideas   to shape and form from direct observation (malleable and rigid materials)   decorative techniques   Replicate patterns and textures in a 3-D form   work and that of other sculptors |  Shape, form, model and construct ( malleable and rigid materials)   Plan and develop   understanding of different adhesives and methods of construction   aesthetics | Plan and develop   Experience surface patterns / textures   Discuss own work and work of other sculptors   analyse and interpret natural and manmade forms of construction | plan and develop ideas   Shape, form, model and join   observation or imagination   properties of media   p   Discuss and evaluate own work and that of other sculptors |  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) |  Rubbings   Print with variety of objects   Print with block colours |  Create patterns   Develop impressed images   Relief printing |  Print with a growing range of objects   Identify the different forms printing takes |  relief and impressed printing   recording textures/patterns   monoprinting   colour mixing through overlapping colour prints |   Use sketchbook for recording textures/patterns   Interpret environmental and manmade patterns   modify and adapt print |  combining prints   design prints   make connections   discuss and evaluate own work and that of others |  Builds up drawings and images of whole or parts of items using various techniques   Screen printing   Explore printing techniques used by various artists |
| Pattern  ( paint, pencil, textiles, clay, printing) |  repeating patterns   irregular painting patterns   Simple symmetry |  Awareness and discussion of patterns   repeating patterns   symmetry |  Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning   natural and manmade patterns   Discuss regular and irregular |  pattern in the environment   design   using ICT   make patterns on a range of surfaces   symmetry |  Explore environmental and manmade patterns   tessellation |  Create own abstract pattern to reflect personal experiences and expression   create pattern for purposes |  Create own abstract pattern to reflect personal experiences and expression   create pattern for purposes |