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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 accuracyBe 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  |