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| **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Fine Motor Skills**   * I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. * I can develop the foundations of a handwriting style which is fast, accurate and efficient.   ***Early Learning Goal:***   * *I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.* * *I can use a range of small tools, including scissors, paintbrushes and cutlery.* * *I can begin to show accuracy and care when drawing.*   **Creating with Materials**   * I can explore, use and refine a variety of artistic effects to express my ideas and feelings. * I can return to and build on my previous learning, refining ideas and developing my ability to represent them. * I can create collaboratively sharing ideas, resources and skills.   ***Early Learning Goals:***   * *I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* * *I can share my creations, explaining the process I have used.*   *I can make use of props and materials when role playing characters in narratives and stories.* | I use pencils, pastels and charcoal in my  drawings.  I make a variety of lines of different sizes,  thickness and shapes.  I mix primary colours to make secondary  colours.  I link colours to natural and man-made  objects.  I have added texture to my artwork by  combining different materials  I have printed by using pressing, rolling, rubbing  and stamping.  I have linked artwork with nature.  I have created a piece of art to emulate  the work of an artist.  I have looked at how artists and designers  have used colour, shapes and lines to  create patterns.  I have experienced using precise cutting skills for a range of  purposes.   |  | | --- | | I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.  Explore sculpture with a range of malleable media, especially clay.  Experiment with, construct and join recycled, natural and man-made materials. Exploring shape and form. | | I show patterns and textures in my  artwork by adding dots and lines.  I add white or black to make different  tones  I show different tones of colour  I combine materials with different  textures and appearances.  I use shapes, textures, colours and  patterns in my artwork  I have printed by choosing between pressing, rolling, rubbing  and stamping for effect.  I have created a piece of art to emulate  the work of an artist.  I have created a piece of art to emulate  the work of an artist.  I have looked at how artists and designers  have used colour, shapes and lines to  create patterns.  I use simple techniques to join fabrics and other materials.  I have experienced using precise cutting skills for a range of  purposes.  I can manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.  I can build a textured relief tile.  I can understand the safety and basic care of materials and tools.  I can experiment with, construct and join recycled, natural and man-made materials more confidently. | I use a sketchbook to record ideas.  I look at art work from other cultures and times.  I can evaluate my work and suggest areas  of development.  I use different grades of pencil.  I annotate sketches to explain my ideas.  I mix colours using tints and tones.  I use equipment and techniques to  produce shapes, textures, patterns and  lines.  I contrast techniques and methods of  different artists.    I experiment with different colour  palettes.  I experiment with making artwork in  different sizes  I use the technique of combining  materials to create texture, feeling,  expression or movement.  I can make prints of 2 or more colours.  I know how printing is used by designers  or artists.  I can join clay adequately and work reasonably independently.  I can construct a simple clay base for extending and modelling other shapes.  I can cut and join wood safely and effectively.  I can make a simple papier mache object.  I can plan, design and make models. | I use a sketchbook to record ideas.  I look at art work from other cultures and times.  I can evaluate my work and suggest areas  of development.  I use different grades of pencil and  hatching techniques to show tone.  I annotate sketches to explain my ideas and respond to others’ opinions.  I mix colours using tints and tones to have effect in my work.  I plan and justify using equipment and techniques to  produce shapes, textures, patterns and  lines.  I experiment with different colour  palettes.  I experiment with making artwork in  different sizes.  I use the technique of combining  materials to create texture, feeling,  expression or movement.  I can make prints of 2 or more colours with different textured effects.  I know how print has developed between cultures and historical periods is used by designers  or artists.  I can make informed choices about the 3D technique chosen.  I am able to show an understanding of shape, space and form.  I plan, design, make and adapt models.    I can talk about their work understanding that it has been sculpted, modelled or constructed. | I collect visual and other information in my sketchbook and can explain my ideas.  I select from a given range of materials for  the type of artwork I want to produce.  I comment on the ideas, methods and  approaches used in my own and others’  work.  I adapt and refine my work to reflect its  purpose and meaning.  I have studied other artists and emulate  their technique.  I have some experience of artwork from other cultures and times.  I use shading to show shadows and  reflections.  I can create colours to match those I  have observed in the natural and manmade  world.  I use a range of media in my work.  I experiment with colours and shapes to create a mood.  My artwork replicates patterns I have  observed in either the natural or manmade  world  I have experimented with mosaic  techniques to produce art  My artwork combines both visual and  tactile qualities.  My work communicates a meaning, idea,  thought, feeling or emotion. I can produce a short piece of writing to explain an example of one of these.   |  | | --- | | I can describe the different qualities involved in modelling, sculpture and construction.  I can use recycled, natural and man-made materials to create sculpture.  I can plan a sculpture through drawing and other preparatory work. | | I evaluate my sketchbook and can explain my ideas. I can criticise other people’s work ideas.  I select from a wide range of materials for  the type of artwork I want to produce.  I can give a detailed evaluation of my own and other’s artwork using technical vocabulary.  I can adapt my work after criticism.  I have studied other artists and responded to  their technique in my own work..  I have a good knowledge of art from.  other cultures and times and can discuss them.  I can choose to use shading to show shadows and  reflections.  I can create colours to match or contrast to those I  have observed in the natural and manmade  world.  I can demonstrate my choice in using a range of media in my work.  I experiment with tone, pattern, line, texture, light/shade and shapes to create mood.  My artwork is sometimes based on  observational drawings.  My work communicates a meaning, idea,  thought, feeling or emotion and this is  explained in a short piece of writing to  accompany each piece of artwork.  I have skills in using clay inc. slabs, coils, slips, etc.  I can create sculpture and constructions with increasing independence including using Mod Roc. |