



Early Learning Goals

EYFS	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.
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	Exploring and Developing Ideas	Drawing and Mark Making	Painting	3D Form	Understanding and Appreciating
Year 1	Respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding (work, work of art, idea, starting point, observe, focus, design, improve). Develop a sketchbook to record images and ideas of interest and examples of their artwork with adult support. Use sketchbooks to try out ideas and different techniques. Select and use images to help further support ideas and work.	Use a variety of tools (e.g., pencils, crayons, charcoal) to make different lines and marks. Draw simple shapes and combine them to create a picture. Use key vocabulary portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Use different brushes to apply paint. I can mix two primary colours to create a secondary colour.	Join and shape materials to create a simple 3D form (e.g., using clay, paper, or natural materials)	Talk about their own art work and what they have done. Look at a piece of art work and say what they like about it.
Year 2	Explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. Develop a sketchbook to record images and ideas of interest and examples of their artwork. Use sketchbooks to try out ideas and different techniques. Use a digital device to take photographs of their artwork or images to include in their artwork.	Use line, tone, and texture to represent objects and people. Make sketches and use them to inform a final piece. Use key vocabulary portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Mix secondary colours and understand warm and cool colours. Use thick and thin paint to create different effects.	Join and manipulate materials more carefully to create a more detailed 3D form.	Explain how they have created different textures in their art work. Describe the work of a famous artist.
Year 3	Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork. Use their sketchbook to detail their personal journey as an artist. Offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.	Use a range of sketching pencils to create different tones and shades. Use simple perspective to give my drawings depth. Use key vocabulary portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Mix a wide range of colours and use them expressively. Use different techniques (e.g., washes, dry brush) to create different effects.	Create more complex 3D forms, paying attention to structure and form. Create patterns and textures when using malleable materials such as clay. Shape clay and other malleable materials to create sculptures	Compare the work of different artists and identify similarities and differences in their style. Use correct art vocabulary (e.g., tone, texture, perspective).
Year 4	Use different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone. Explore ways in which surface detail and the effect of light can be added to drawings through applying different patterns and textures. Begin to show an awareness of objects having a third dimension. Use simple perspective in work using a single focal point and horizon.	Use cross-hatching and stippling to create complex textures and tones. Use one-point perspective to create a more realistic drawing. Experiment with showing line, tone and texture with different hardness of pencils. Use shading to show light and shadow effects. Use different materials to draw, e.g., pastels, chalk, felt tips. Use key vocabulary portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Mix and use complementary colours. Plan and execute a painting using multiple layers and techniques. Create different effects and textures using a range of brushes, techniques, and paints.	Use a wider range of materials and tools to create intricate 3D sculptures. Cut, make and combine shapes to create recognisable forms. Use clay and other malleable materials. Create detail through the addition of other materials.	Explain how an artist has used a particular technique or material to achieve an effect. Evaluate their own work and make thoughtful improvements.
Year 5	Use painting techniques (e.g., impasto, blending) to create a sense of mood and atmosphere. Plan and complete a complex composition. Create a colour palette, demonstrating mixing techniques. Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.	Create detailed observational drawings, accurately capturing proportion and perspective. Use drawing as a tool for planning and developing ideas. Depict movement and perspective in drawings. Use a variety of tools and select the most appropriate. Use key vocabulary to demonstrate knowledge line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	Use more advanced colour theory, including tinting, shading, and neutralising. Create a painting in the style of a specific artist. Work with more accuracy and finer detail through using a range of brushes, techniques, and paints. Develop an awareness of composition, scale, and proportion in their paintings.	Use a wider range of materials and tools to create intricate 3D sculptures. Plan and design a sculpture Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills, e.g., using wire. Use materials other than clay to create a 3D sculpture.	Critically analyse a piece of art, discussing its historical context, meaning and a range of artistic elements. Present work in a way that communicates my intentions and ideas.
Year 6	Independently plan and create a detailed sculpture or installation, considering both form and function. Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills, e.g., using wire. Use materials other than clay to create a 3D sculpture;				Research and discuss the works of artists from different cultures and time periods. Articulate artistic intentions and justify creative choices in own art work. Reflect on own artistic journey and set goals for development.

