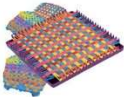

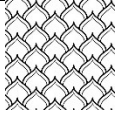
	EYFS	Year 1 Begin a sketchbook to gather and collect artwork.	Year 2 Sketchbook	Year 3 Sketchbook	Year 4 Sketchbook Computer generated drawings.	Year 5 Sketchbook	Year 6 Sketchbook	
Drawing (pencil, pens, charcoal, inks, chalk, pastels, ICT software)	Begin to use a variety of drawing tools - pens, pencils, felt tip markers, wax crayons, chalk and found objects such as threads, sticks, water from a watering can or a simple computer programme.	Extend the variety of drawings tools – including oil pastels and charcoal.	Experiment with tools and surfaces . – wax crayons, oil pastels, charcoal.	Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.	Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.	Use rubbers to lighten , use pencil to show tone .	Use pencil to show tone , use tones of the same colour.	
	Draw on a variety of surfaces - various colours of paper, card, acetate, textured paper or card, tissue paper, plastic, white boards, blackboards, mirrored paper or found objects like stones and wood. Explore different textures - experiment with mark making.	Explore different textures - continue to experiment with mark making to illustrate these.					Use a variety of techniques to interpret the texture of a surface - mark making.	Use a variety of techniques to interpret the texture of a surface - mark making, different texture paint.
	Investigate different lines - thick, thin, wavy, straight. Explore big movements with the whole body while drawing.	Observe patterns - in the natural and man-made world.	Look at drawings and comment thoughtfully – lines, patterns, shadows, light and dark.	Draw both the positive and negative shapes - draw both the outline of the object and the shapes it creates within it.	Identify and draw the effect of light – shadows - on a surface, on objects and people. Work on a variety of scales .	Observe and use a variety of techniques to show the effect of light on objects and people Look at the effect of light on an object from different directions .		Show the effect of light on objects and people - use rubbers to lighten.
	Use drawings to tell a story - draw from their imagination, express their ideas, thoughts and feelings, enabling them to respond to what they see around them.	Observe and draw landscapes - small discussion of proportion and where the sky is. Sketch objects - in both the natural and man-made world.	Draw to record experiences and feelings . Sketch to make quick records .	Make initial sketches as a preparation for painting and other work. Observe and draw simple shapes . Encourage close observation of objects - natural and man-made world.	Drawing from direction . Introduce the concepts of scale and proportion .	Produce increasingly detailed preparatory sketches for painting and other work. Introduce the concept of perspective .		Work on a variety of scales and collaboratively . Independently selects materials and techniques to use to create a specific outcome .
	Encourage accurate drawings of people that include all the visible parts of the body (head, hands, fingers, where are they?)	Observe anatomy - faces, limbs		Encourage more accurate drawings of people – particularly faces looking closely at where feature and the detail they have.	Encourage more accurate drawings of whole people - include proportion, placement and shape of body.	Produce increasingly accurate drawings of people .		Independently selects materials and techniques to use to create a specific outcome.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	

	<p>EYFS</p>	<p>Year 1 Begin a sketchbook to gather and collect artwork.</p>	<p>Year 2 Sketchbook</p>	<p>Year 3 Sketchbook</p>	<p>Year 4 Sketchbook</p>	<p>Year 5 Sketchbook</p>	<p>Year 6 Sketchbook</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.</p>	<p>Ensure they know the names of all the colours.</p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p>	<p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p>	<p>Make colour wheels to show primary and secondary colours.</p> <p>Introduce different types of brushes for specific purposes.</p>	<p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p>	<p>Explore the use of texture in colour - with sawdust, glue, shavings, sand and on different surfaces.</p>	<p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p>
	<p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p>	<p>Begin to introduce mixing of colours to make new colours.</p>	<p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name</p>	<p>Extend exploring colour mixing to applying colour mixing.</p>	<p>Make the colours shown on a commercial colour chart.</p> <p>Mix and match colours to those in a work of art.</p> <p>Observe colours on hands and faces - mix flesh colours.</p>	<p>Controlling and experimenting particular qualities of tone, shades.</p>	<p>Controlling and experimenting particular qualities of hue and mood.</p>
	<p>Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers</p>	<p>Continue to explore applying colour with a range of tools for enjoyment</p>	<p>Experience using colour on a large scale, A3/A2 playground.</p>	<p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism – control over coloured dots, so tone and shading is evident.</p>	<p>Work with one colour against a variety of backgrounds.</p> <p>Use colour to reflect mood (Matisse)</p>	<p>Consider colour for purposes</p> <p>Use colour to express moods and feelings.</p> <p>Consider artists use of colour and application of it (e.g. Pollock, Monet, Chagall)</p>	<p>Consider artists use of colour and application of it (e.g. Pollock, Monet, Chagall)</p>
<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>	

	EYFS	Year 1 Begin a sketchbook to gather and collect artwork.	Year 2 Sketchbook	Year 3 Sketchbook	Year 4 Sketchbook	Year 5 Sketchbook	Year 6 Sketchbook
Texture (textiles, clay, sand, plaster, stone)	<p>Handling, manipulating and enjoying using materials</p>	<p>Simple paper and/or material weaving using a card loom.</p> <p>Mix colours and paint strips of paper to weave with.</p> <p>Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Explore colour in weaving.</p>	<p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p> <p>Simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch.</p>	<p>Use smaller eyed needles and finer threads.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p>	<p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p>	<p>Select and use materials to achieve a specific outcome.</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p>
	<p>Simple collages - using paper, pasta, beans and larger tactile things.</p>	<p>Build on skills of using various materials to make collages –using some smaller items.</p> <p>Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc.</p>	<p>Use various collage materials to make a specific picture.</p>	<p>Tie dying, batik – ways of colouring or patterning material. Look at artists Linda Caverley, Ellen Jackson, Alison King</p>	<p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches to aid work.</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest.</p>	<p>Interpret stories, music, poems and use environment and townscapes as stimuli.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p>	<p>Use found and constructed materials.</p> <p>Applies knowledge of different techniques to express feelings.</p>
	<p>Selects, sorts, tears and glues items down.</p>	<p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things – curtains, clothing, decoration</p>		<p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p>	<p>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.</p>	<p>Consider methods of making fabric.</p> <p>Look at work of other artists using textiles Molly Williams, Jill Denton, Linda Caverley</p>	<p>Work collaboratively on a larger scale</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Form (3D work, clay, dough, boxes, wire, paper)</p>	<p>Handling, feeling, manipulating materials.</p> <p>Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p>	<p>Use both hands and tools to build</p> <p>Cut shapes using scissors.</p> <p>Construct to represent personal ideas.</p> <p>Use materials to make known objects for a purpose - puppet.</p> <p>Pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p>	<p>Construct from found junk materials.</p> <p>Shape and form from direct observation</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Express personal experiences and ideas in work</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p>	<p>Work safely, to organise working area and clear away.</p> <p>Plan and develop ideas in sketchbook and make informed choices about media.</p>	<p>Shape, form, model and join with confidence.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Use sketchbook to inform, plan and develop ideas.</p>	<p>Shape, form, model and join with confidence.</p> <p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p> <p>Work directly from observation or imagination with confidence.</p> <p>Use sketchbook to inform, plan and develop ideas.</p>
	<p>Impress and apply simple decoration.</p>	<p>Carve into media using tools.</p>	<p>Replicate patterns and textures in a 3-D form.</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p>		<p>Experience surface patterns / textures.</p>	<p>Produce more intricate patterns and textures.</p>	
	<p>Simple language created through discussion of feel, size, look, smell.</p>	<p>Discussion of weight and texture.</p>	<p>Awareness of natural and man-made forms and environments.</p> <p>Begin to make simple thoughts about own work and that of other sculptors - (Moore, African, Native American, Goldsworthy.</p>	<p>Have an understanding of different adhesives and methods of construction.</p> <p>Begin to have some thought towards size.</p> <p>Simple discussion about aesthetics.</p>	<p>Discuss own work and work of other sculptors with comparisons made - Hepworth, Arp, Nevelson, Gabo.</p> <p>Consider light and shadow, space and size.</p> <p>Investigate, analyse and interpret natural and manmade forms of construction.</p>	<p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail - Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti.</p>	<p>Discuss and evaluate own work and that of other sculptors in detail - Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti.</p>
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Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<p>Make rubbings showing a range of textures and patterns.</p>		<p>Extends repeating patterns - overlapping, using two contrasting colours.</p>	<p>Use the equipment and media with increasing confidence.</p>	<p>Interpret environmental and manmade patterns and form.</p> <p>Explore images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene.</p>	<p>Make connections between own work and patterns in their local environment - curtains, wallpaper.</p>	
	<p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay.</p> <p>Produce simple pictures by printing objects.</p> <p>Print with block colours.</p>	<p>Create patterns and pictures by printing from objects using more than one colour – Klee.</p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Relief printing - string, card.</p>	<p>Use printmaking as a means of drawing.</p> <p>Create order, symmetry, irregularity.</p> <p>Still prints with a growing range of objects, including manmade and natural printing tools.</p>	<p>Explores images through monoprinting on a variety of papers.</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p>	<p>Discuss the nature of effects and are able to modify and adapt print as work progresses.</p>	<p>Experiences combining prints taken from different objects to produce an end piece.</p> <p>Experienced in producing pictorial and patterned prints.</p>	<p>Build up drawings and images of whole or parts of items using various techniques - e.g. card, relief.</p> <p>Recreates a scene remembered, observed or imagined, through collage printing.</p> <p>Screen printing.</p>
	<p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p>	<p>Develop impressed images with some added pencil or decorative detail.</p>		<p>Use relief and impressed printing processes.</p>			
	<p>Able to work from imagination and observation.</p>	<p>Use appropriate language to describe tools and process.</p>	<p>Talk simply about own work and that of other artists - Warhol, Hokusai.</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>	<p>Discuss own work and that of other artists - Packaging, Hiroshige, Escher.</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p>	<p>Use sketchbooks for recording textures/patterns.</p> <p>Use language appropriate to skill.</p>	<p>Experiment with ideas, to plan in sketchbook.</p> <p>Designs prints for fabrics, book covers and wallpaper.</p> <p>Discuss and evaluate own work and that of others - Morris, Labelling.</p>	<p>Explore printing techniques using by various artists.</p>
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Pattern (paint, pencil, textiles, clay, printing)	<p>Imitate and create own simple repeating patterns using concrete objects - making an object train and photographing buttons/stones/blocks or bead threading patterns.</p> <p>Make irregular painting patterns based on real life – printing the skin of a tiger/zebra/cheetah</p>	<p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Discuss regular and irregular – what does it mean?</p>	<p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground.</p> <p>Create own patterns using ICT.</p> <p>Use sketchbooks to design own motif to repeat.</p>	<p>Consider different types of mark making to make patterns.</p>	<p>Organise own patterns.</p> <p>Use shape to create patterns.</p> <p>Create own abstract pattern.</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes - wallpaper, clothes, puppets, boxes, folders, book covers.</p>	<p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</p>
	<p>Simple symmetry – folding painted butterflies.</p>						
		<p>Awareness and discussion of patterns around them – pattern hunt.</p>	<p>Look at natural and manmade patterns and discuss.</p>	<p>Search for pattern around us in the world, pictures, objects.</p>	<p>Look at various artists creation of pattern and discuss effect - Gaudi, Matisse, Escher, aboriginal art.</p> <p>Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/Klee).</p>	<p>Look at various artists creation of pattern and discuss effect - Morris, Sol Lewitt,</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>	<p>Look at various artists creation of pattern and discuss effect - Matisse (pattern within pattern), Bridget Riley, Miro)</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations</p>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6