



The formal elements (line, shape, colour, pattern, tone, texture, form, value, space) run through all strands.

Artists and artwork (evaluation and analysis) strand

EYFS	KS1	LKS2	UKS2
<p>Nursery</p> <ul style="list-style-type: none"> -Notice what other adults and children do, mirroring what is observed. -Discuss likes and dislikes about art work <p>Reception</p> <ul style="list-style-type: none"> -Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork. -Identify colours, objects and shapes in the artwork. -Discuss their own artwork using simple language. 	<ul style="list-style-type: none"> - Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation). -Notice details and familiar objects/ shapes / colours in an artwork including light and dark. -Make simple comparisons between artists and artworks. -Make some links between their work and an artwork. -Begin to comment on how an artist/designer has used colour, pattern and shape. -Start to ask their own questions about an artwork. -Describe and discuss their own artworks, noting key details. 	<ul style="list-style-type: none"> -Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why. -Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied. -Make links between their work and the work of more than one artist. -Recognise when and where an artwork was created (timeline and map). -Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) -Ask their own questions about artworks, developing them and sharing in class discussion. -Describe and discuss their own artworks, explaining choices with appropriate vocabulary. 	<ul style="list-style-type: none"> -Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons. -Compare multiple artworks and recognise patterns and key concepts between art movements. -Make clear links between their work and the work of others, noting specific influences and techniques. -Explain how key artworks contributed to cultural development or historical events. -Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks. -Use a question matrix to develop an increasingly complex range of questions about the artworks they study. -Describe and discuss with confidence their own artworks, justifying their choices with appropriate vocabulary.



Drawing strand

EYFS	KS1	LKS2	UKS2
<p>Nursery</p> <ul style="list-style-type: none"> -Begin to hold a pencil correctly and use it to make marks. -Attempt to use other materials to make marks (crayons, felt tips, etc) -Represent their ideas through art. -create closed shapes with continuous lines and begin to use these shapes to represent objects. <p>Reception</p> <ul style="list-style-type: none"> -Begin to hold a pencil correctly and use it to make marks. -Attempt to use other materials to make marks (crayons, felt tips, etc) -Represent their ideas and feelings through art. -Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face. 	<ul style="list-style-type: none"> -Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them. -Use charcoal, coloured pencils and wax crayons to draw. -Make simple observational drawings. -Draw to express emotion using mark making (e.g .angry, happy).-Record their work. 	<ul style="list-style-type: none"> Hold a pencil and make marks with control. -Use sketching strokes to draw and add texture, movement and depth. -Use felt tips, chalk pastels and oil pastels to add colour to their drawings. -Shade, blend and add highlights to show dimension using a range of pencil grades. -Consider the placement and composition when drawing -Make more detailed observational drawings, beginning to capture facial expression. -Record their work and add it to their sketchbook, annotating with simple analysis and evaluation -Use sketchbooks to practise techniques and skills. 	<ul style="list-style-type: none"> -Draw with precision and control. -Select an appropriate drawing media, which is fit for purpose (e.g.pencil, chalk pastel). -Use appropriate software to draw and design digitally. -Create texture using a single medium. -Shade, blend and add highlights to describe light and dark, contrast and shadow. -Make increasingly accurate observational drawings, using formal elements. -Explore and begin to understand perspective. -Draw human bodies, showing movement and emotion. -Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation, using it to demonstrate their development of key skills.



Painting strand

EYFS	KS1	LKS2	UKS2
<p>Nursery</p> <ul style="list-style-type: none"> -Use a brush or other tool to make marks with paint. -Choose from a range of pre-mixed colours to create painted artworks. -Use large muscle movement to paint and make marks outside. <p>Reception</p> <ul style="list-style-type: none"> -Use a brush or other tool to make marks with paint. -Choose from a range of pre-mixed colours to create painted artworks. -Paint simple shapes and images that can be recognised or explained by the child. 	<ul style="list-style-type: none"> -Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint. -Mix primary colours to make secondary colours. -Use poster paints and watercolours on traditional surfaces. -Explore how colour can portray mood and emotion. -Paint from observation and imagination. -Use simple IT programmes to explore digital painting. -Use resist techniques (e.g. wax crayons & wash). 	<ul style="list-style-type: none"> --Use different brushes and marks to gain a desired effect (e.g. large brush for large area). -Mix shades and tints. -Mix with purpose and accuracy an increasing range of colours from primary and secondary colours. -Beginning to be able to match colours effectively to portray their subject or mimic an artist. -Use poster paints and watercolours with confidence to blend, wash, and create a range of effects. -Use cold and warm colours. -Use a range of IT programmes to explore digital painting. -Use more resist techniques (e.g. tape and ink) 	<ul style="list-style-type: none"> -Choose the appropriate medium and tools to paint for purpose (e.g. watercolour for washes and a soft brush, palette knives for texture, sponges for mottled effect). -Mix with increasing purpose and accuracy a wide range of colours. -Increasingly confident with matching colours effectively to portray their subject or mimic an artist. -Use a wider range of paints, such as acrylic to layer, build texture and re-work ideas. -Paint on non-conventional surfaces. -Use mixed media to make collages including paint. -Explore the use of a limited colour palette and the effect of this. -Use resist techniques (e.g. batik, silk painting, masking fluid and paint).



Printing strand

EYFS	KS1	LKS2	UKS2
<p>Nursery</p> <ul style="list-style-type: none"> -Use pre-made stamps & found objects to explore printmaking. -Notice and continue simple patterns (e.g. red, green, red, green) <p>Reception</p> <ul style="list-style-type: none"> -Use pre-made stamps & found objects to explore printmaking. -Notice and continue simple patterns (ABAB). 	<ul style="list-style-type: none"> -Print using pressing, rolling, rubbing and stamping using everyday objects, chosen to create a desired effect. -Notice more complex patterns in nature and artworks, using this to create their own (AAB, AAB, ABC, ABC). 	<ul style="list-style-type: none"> -Create simple mono prints (marbling, shaving foam, drawing on plastic/acetate). -Make and use simple stencils to print e.g. using card or paper) using 2 colours. - Find and copy complex patterns from nature and architecture. 	<ul style="list-style-type: none"> -Create relief prints (e.g. Lino, polystyrene or collagraph print) -Make increasingly complex stencils (e.g. screen printing) and use them to print in multiple layers and colours. -Print onto a range of materials to explore texture and layers. -Use colour and print to create simple repeating and non-repeating patterns (e.g. wallpaper)



Sculpture and collage strand

EYFS	KS1	LKS2	UKS2
<p>Nursery</p> <ul style="list-style-type: none"> -Use rollers, cutters and their hands to begin to mould soft materials, such as play dough. -Start to hold scissors appropriately to snip into materials. -Use glue to fix objects together, even if not always successful. -Use mixed media to create simple 3D sculptures. <p>Reception</p> <ul style="list-style-type: none"> -Use rollers, cutters and their hands to begin to mould soft materials, such as play dough. -Start to use scissors appropriately to cut into materials. Use glue and tape to fix objects together, even if not always successful. -Use mixed media to create simple 3D sculptures. 	<ul style="list-style-type: none"> -Mould play dough or other soft materials, making round and flat shapes and adding texture. -Use appropriate materials to create a desired texture. -Use scissors and different fixing methods when creating 3-D objects. -Use mixed media (junk/objects) to create 3-D sculptures that can be recognised within the theme. 	<ul style="list-style-type: none"> - Mould, carve and cut clay or other soft materials using appropriate tools. -Build texture and shape using collage to create relief. -Build 3-dimensional shapes from 2-dimensional materials (e.g. papier - mache). -Use a range of techniques to attach and fix shapes together. -Use collage (eg. mosaic) to create images, patterns and backgrounds. 	<ul style="list-style-type: none"> -Sculpt clay and other materials with precision, including joining clay parts. -Combine techniques and materials to create sculptures (e.g. wire or Modroc). -Work on a small scale with precision. -Work on a large scale, ensuring their work is balanced and secure. -Build texture and shape using a wide range of collage materials to create a desired effect.