



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Artists
Drawing	<ul style="list-style-type: none"> <li>-begin to use a variety of drawing tools</li> <li>-use drawings to tell a story and investigate different lines</li> <li>-explore different textures -encourage accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>-extend the variety of drawing tools</li> <li>-explore different textures</li> <li>-observe and draw landscapes</li> <li>-observe patterns -observe anatomy (faces, limbs)</li> </ul>	<ul style="list-style-type: none"> <li>-experiment with tools and surfaces</li> <li>-draw and record experiences and feelings</li> <li>-discuss use of shadows, use of light and dark</li> <li>-sketch to make quick records</li> </ul>	<ul style="list-style-type: none"> <li>-experiments with various types of pencils</li> <li>-close observation</li> <li>-initial sketches as a preparation for painting</li> <li>-accurate drawings of people, particularly of faces</li> </ul>	<ul style="list-style-type: none"> <li>-identify and draw the effect of light</li> <li>-scale and proportion</li> <li>-accurate drawings of whole people including proportion and placement - work on a variety of scales</li> <li>-computer generated drawings</li> </ul>	<ul style="list-style-type: none"> <li>-effect of light on objects and people from different directions</li> <li>-interpret the texture of a surface</li> <li>-produce increasingly accurate drawings of people</li> <li>-concept of perspective</li> </ul>	<ul style="list-style-type: none"> <li>-effect of light on objects and from different directions</li> <li>-interpret the texture of a surface</li> <li>-produce increasingly accurate drawings of people</li> <li>-concept of perspective</li> </ul>	Leonardo Da Vinci, Vincent Van Gogh, Poonac
Colour	<ul style="list-style-type: none"> <li>-experimenting with and using primary colours</li> <li>-mixing</li> </ul>	<ul style="list-style-type: none"> <li>-name all the colours</li> <li>-mixing of colours</li> <li>-find collections of colour</li> <li>-applying colour with a range of tools</li> <li>-learn the names of different tools that bring colour</li> <li>-use a range of tools to make coloured marks on paper</li> </ul>	<ul style="list-style-type: none"> <li>-begin to describe colours by relating them to objects -make as many tones of one colour as possible (using white)</li> <li>-darken colours without using black</li> </ul>	<ul style="list-style-type: none"> <li>-colour mixing</li> <li>-make colour wheels</li> <li>-introduce different types of brushes</li> <li>-apply colour using dotting, scratching and splashing</li> </ul>	<ul style="list-style-type: none"> <li>-colour mixing and matching; tint, tone, shade-</li> <li>observe colour</li> <li>-choose suitable equipment for the task</li> <li>-use colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>-hue, tint, tone, shades and mood</li> <li>-explore the use of texture in colour</li> </ul>	<ul style="list-style-type: none"> <li>-hue, tint, tone, shades and mood</li> <li>-explore the use of texture in colour</li> <li>-use colour to express feelings</li> </ul>	Pollock, Monet, Chagall, Ben Moseley, Van Gogh
Texture	<ul style="list-style-type: none"> <li>-handling, manipulating and enjoying using materials</li> <li>-sensory experiences</li> <li>-simple collages</li> <li>-simple weaving</li> </ul>	<ul style="list-style-type: none"> <li>-weaving</li> <li>-collage</li> <li>-sort according to specific qualities</li> <li>-how textiles create things</li> </ul>	<ul style="list-style-type: none"> <li>-overlapping and overlaying to create effects</li> <li>-use large eyed needles</li> <li>-running stiches</li> <li>-simple applique work</li> <li>-start to explore other simple stiches</li> <li>-collage</li> </ul>	<ul style="list-style-type: none"> <li>-use smaller eyed needles and finer threads</li> <li>-weaving</li> <li>-tie dying</li> </ul>	<ul style="list-style-type: none"> <li>-use a wider variety of stitches</li> <li>-observation and design of textural art</li> <li>-experimenting with creating mood, feeling, movement</li> <li>-compare different fabrics</li> </ul>	<ul style="list-style-type: none"> <li>-use stories, music, poems and stimuli</li> <li>-select and use materials</li> <li>-embellish work</li> <li>-fabric making</li> <li>-artists using textiles</li> </ul>	<ul style="list-style-type: none"> <li>develop experiences in embellishing</li> <li>-apply knowledge of different techniques to express feelings</li> <li>-work collaboratively on a larger scale</li> </ul>	Linda Caverley, Molly Willams, William Morris, Gustav Klimt
Form	<ul style="list-style-type: none"> <li>-handling, feeling, enjoying and manipulating materials</li> <li>-constructing</li> <li>-building and destroying</li> <li>-shape and model</li> </ul>	<ul style="list-style-type: none"> <li>-construct</li> <li>-use materials to make known objects for a purpose -carve</li> <li>-pinch and roll coils and slabs using a modelling media</li> <li>-make simple joins</li> </ul>	<ul style="list-style-type: none"> <li>-awareness of natural and manmade form</li> <li>-expression of personal experiences and ideas</li> <li>-to shape and form direct observation</li> <li>-replicate patterns and textures in a 3D form</li> <li>-study work of sculptors</li> </ul>	<ul style="list-style-type: none"> <li>-shape, form, model and construct (malleable and rigid materials)</li> <li>-plan and develop ideas</li> <li>-understanding of different adhesives and methods of construction</li> <li>-aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>-plan and develop ideas</li> <li>-experience surface patterns/textures</li> <li>-discuss own work and work of sculptors</li> <li>-analyse and interpret natural and man-made forms of construction</li> </ul>	<ul style="list-style-type: none"> <li>-plan and develop ideas -shape, form, model and join</li> <li>-observation or imagination</li> <li>-properties of media</li> <li>-discuss and evaluate own work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>plan and develop ideas</li> <li>-shape, form, model and join</li> <li>-observation and imagination</li> <li>-properties of media</li> <li>-discuss and evaluate own work and that of sculptors</li> </ul>	Henry Moore, Barbara Hepworth, Andy Goldsworthy
Printing	<ul style="list-style-type: none"> <li>-rubblings -print with variety of objects -print with block colour</li> </ul>	<ul style="list-style-type: none"> <li>-create patterns</li> <li>-develop impressed images -relief printing</li> </ul>	<ul style="list-style-type: none"> <li>-print with a growing range of objects</li> <li>-identify the different forms printing takes</li> </ul>	<ul style="list-style-type: none"> <li>-relief and impressed printing</li> <li>-recording textures/patterns</li> <li>-colour mixing through overlapping colour prints</li> </ul>	<ul style="list-style-type: none"> <li>-use Arts books for recording textures and patterns</li> <li>-interpret manmade and environmental patterns</li> <li>-modify and adapt print</li> </ul>	<ul style="list-style-type: none"> <li>-combining prints</li> <li>-design prints</li> <li>-make connections</li> <li>-discuss and evaluate own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>-builds up drawings and images of whole parts of items using various techniques</li> <li>-screen printing</li> <li>-explore printing techniques used by various artists</li> </ul>	Picasson, Dan Mather, Andy Warhol
Pattern	<ul style="list-style-type: none"> <li>-repeating patterns</li> <li>-irregular painting patterns -simple symmetry</li> </ul>	<ul style="list-style-type: none"> <li>-awareness and discussion of patterns</li> <li>-repeating patterns</li> <li>-symmetry</li> </ul>	<ul style="list-style-type: none"> <li>-experiments by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>-natural and manmade patterns</li> <li>-discuss regular and irregular.</li> </ul>	<ul style="list-style-type: none"> <li>-pattern in the environment</li> <li>-design, using ICT</li> <li>-make patterns on a range of surfaces</li> <li>-symmetry</li> </ul>	<ul style="list-style-type: none"> <li>-explore environmental and man-made patterns</li> <li>-tessellation</li> </ul>	<ul style="list-style-type: none"> <li>-create own abstract pattern to reflect personal experiences and expression</li> <li>-create pattern for purposes</li> </ul>	<ul style="list-style-type: none"> <li>-create own abstract pattern to reflect personal experiences and expression</li> <li>-create patterns for a purpose</li> </ul>	Joan Miro, Bridget Riley, Escher, Paul Klee