

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas</b> (ONGOING)	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>
<b>Evaluating and developing work</b> (ONGOING)	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>Use a sketchbook to gather and collect artwork.</li> <li>Begin to explore the use of line, shape and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>Experiment with the visual elements: line, shape, pattern and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> <li>Use their sketchbook to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at their own level.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices in drawing inc. paper and media.</li> <li>Alter and refine drawings and describe changes using art vocabulary.</li> <li>Collect images and information independently in a sketchbook.</li> <li>Use research to inspire drawings from memory and imagination.</li> <li>Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of source material for their work.</li> <li>Work in a sustained and independent way from observation, experience and imagination.</li> <li>Use a sketchbook to develop ideas.</li> <li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Develop ideas using different or mixed media, using a sketchbook.</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Painting</b>	<ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>Mix and match colours to artefacts and objects.</li> <li>Work on different scales.</li> <li>Mix secondary colours and shades</li> <li>using different types of paint.</li> <li>Create different textures e.g. use of sawdust.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a range of secondary colours, shades and tones.</li> <li>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>Name different types of paint and their properties.</li> <li>Work on a range of scales e.g. large brush on large paper etc.</li> <li>Mix and match colours using artefacts and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a variety of colours and know which primary colours make secondary colours.</li> <li>Use a developed colour vocabulary.</li> <li>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>	<ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy.</li> <li>Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>Choose paints and implements appropriately.</li> <li>Plan and create different effects and textures with paint according to what they need for the task.</li> <li>Show increasing independence and creativity with the painting process.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>Work on preliminary studies to test media and materials.</li> <li>Create imaginative work from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Create shades and tints using black and white.</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>Work from a variety of sources, inc. those researched independently.</li> <li>Show an awareness of how paintings are created (composition).</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>Make marks in print with a variety of objects, including natural and made objects.</li> <li>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>Make rubbings.</li> <li>Build a repeating pattern and recognise pattern in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</li> <li>Design patterns of increasing complexity and repetition.</li> <li>Print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Print using a variety of materials, objects and techniques including layering.</li> <li>Talk about the processes used to produce a simple print.</li> <li>to explore pattern and shape, creating designs for printing.</li> </ul>	<ul style="list-style-type: none"> <li>Research, create and refine a print using a variety of techniques.</li> <li>Select broadly the kinds of material to print with in order to get the effect they want</li> <li>Resist printing including marbling, silkscreen and coldwater paste.</li> </ul>	<ul style="list-style-type: none"> <li>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</li> <li>Choose the printing method appropriate to task.</li> <li>Build up layers and colours/textures.</li> <li>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>Choose inks and overlay colours.</li> </ul>	<ul style="list-style-type: none"> <li>Describe varied techniques.</li> <li>Be familiar with layering prints.</li> <li>Be confident with printing on paper and fabric.</li> <li>Alter and modify work.</li> <li>Work relatively independently.</li> </ul>
<b>Textiles/collage</b>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</li> <li>How to thread a needle, cut, glue and trim material.</li> <li>Create images from imagination, experience or observation.</li> <li>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</li> <li>Create textured collages from a variety of media.</li> <li>Make a simple mosaic.</li> <li>Stitch, knot and use other manipulative skills.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>Name the tools and materials they have used.</li> <li>Develop skills in stitching. Cutting and joining.</li> <li>Experiment with a range of media e.g. overlapping, layering etc.</li> </ul>	<ul style="list-style-type: none"> <li>Match the tool to the material.</li> <li>Combine skills more readily.</li> <li>Choose collage or textiles as a means of extending work already achieved.</li> <li>Refine and alter ideas and explain choices using an art vocabulary.</li> <li>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>Experiments with paste resist.</li> </ul>	<ul style="list-style-type: none"> <li>Join fabrics in different ways, including stitching.</li> <li>Use different grades and uses of threads and needles.</li> <li>Extend their work within a specified technique.</li> <li>Use a range of media to create collage.</li> <li>Experiment with using batik safely.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of the potential of the uses of material.</li> <li>Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>To be expressive and analytical to adapt, extend and justify their work.</li> </ul>
<b>3 D form</b>	<ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay.</li> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> <li>Explore shape and form.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</li> <li>Build a textured relief tile.</li> <li>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Join clay adequately and work reasonably independently.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>Cut and join wood safely and effectively.</li> <li>Make a simple papier mache object.</li> <li>Plan, design and make models.</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices about the 3D technique chosen.</li> <li>Show an understanding of shape, space and form.</li> <li>Plan, design, make and adapt models.</li> <li>Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>Use a variety of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the different qualities involved in modelling, sculpture and construction.</li> <li>Use recycled, natural and man-made materials to create sculpture.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills in using clay inc: slabs, coils, slips, etc.</li> <li>Make a mould and use plaster safely.</li> <li>Create sculpture and constructions with increasing independence.</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Breadth of study</b>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT</li> <li>• Investigate different kinds of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate different kinds of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>