

Exploring and Developing ideas Evaluating and Developing Work							
	KS1		LKS2		UKS2		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Represent their own ideas, thoughts and feelings through art and design Express themselves effectively Use what they have learnt about media and materials in original ways thinking about uses and purposes Express and respond to feelings, ideas and experiences Know about similarities and differences among materials and types of art e.g. painting, drawing, sculpture, model Understands ‘who’, ‘what’, ‘where’ in simple questions e.g. When looking at a painting/sculpture... Identify what they might change in their current work or develop in future work Vocabulary: artist, sculptor, colour, pattern, like, dislike	Record and explore ideas from first hand observation of real objects through drawing, painting and 3- D		Annotate work in a journal				
	Talk about their ideas and makes choices e.g. chosen tools, materials		Select and record from first hand observation, experience and imagination, and explore ideas for different purposes(with increasing control Y5 AND Y6)				
	(Begin to – y1) Y2 - work creatively with a range of media and on different scales		Question and make thoughtful observations about starting points and select ideas to use in their work				
	Identify what they might change in their current work or develop in future work		Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and culture				
	Describe what they think about the work of an artist or craft-maker. Why do they like/dislike it?(Y2 and how it can give them ideas)		Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them (Y5 & 6 with greater insight)				
	Develop the language of art - begin to ask questions about a piece of art – have ideas about what it is about, identify how it has been made.(Y2 - Compare and state preferences and why)		Adapt their work according to their views and describe how they might develop it further				
			Experiment using the ideas and styles of different artists.				
		Review what they and others have done and say what they think and feel about it	Compare the work of different artists	Develop further what an artist is trying to express in their work	Understand the impact of art on a nation’s culture or identity		
	Make links with an artist’s work and their own						
	Vocabulary; artist, sculptor, colour, pattern, shape, texture	Vocabulary: artist, sculptor, textile artist, 3-D, colour, pattern, shape, texture	Additional Vocabulary: history of art, periods of art, methods, portrait, landscape	Additional Vocabulary: history/periods of art, mood, emotion, express/ion,	Additional Vocabulary: develop that language of art in terms of techniques, how techniques or materials enhance an artist’s message, interpret/ion, composition, foreground, background,(Y6 –perspective)		

Drawing							
	KS1		LKS2		UKS2		
EYFS	YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
Create simple representations of events, people and objects	(Y1 - Begin to explore) (Y2 - Experiment with confidence in) different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk		Use journals to collect and record ideas and include analysis of materials and artists' methods	Use journals to refine and alter drawings. Include analysis of materials and artists' methods.	Use a journal to collect and develop ideas which feed into a main piece of work		
Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk		Show better control and draw for longer period of time	Experiment with greater control how surface detail can be added to drawings		Journals to include analysis of artists' methods as well as personal interactions with artists' work		
Look closely at similarities, differences, patterns and change	Draw lines of different shapes and thickness and select from (y1 - 2 different grades of pencil Y2 – 3 grades)		Draw on different scales				
	Draw on different scales				Work from a variety of sources and continue to be experimental		
	Observe and draw shapes(Y2 - with greater detail)		Draw for a sustained period of time.		Work in a sustained and independent way to create a detailed drawing		
Draw on different Scales	Identify light and dark marks/shapes.	Explore hatching and cross- hatching	Observe greater detail in portraits.	Master detail in portraits, capture an expression or mood.	Be confident to learn from mistakes		
Experiment with mark making in different materials – sand, mud, soil, flour	Investigate textures by making rubbings	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Investigate textures by describing, rubbing, copying	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.		Identify artists who have worked in a similar way and try out their methods		
				Bring more independence to choice of media and subjects in sketchbooks	Start to develop their own style using tonal contrast and hatching(Y6 - Be able to explain their desired intentions and effects)		
Draw on different surfaces with a range of media Investigate textures by describing, naming, rubbing, copying	Use simple vocabulary for texture e.g. rough, smooth	Use vocabulary to compare textures, patterns	Experiment with different grades of pencil and other implements. Combine 2 or more in work.				
			Begin to show an awareness of objects having a third dimension			Develop close observation skills using a variety of view finders	
			Use media to achieve variations in tone and shading		Choose and combine media for a desired effect	Continue to improve on observational details	Combine dry and wet media
			Create textures with a wide range of drawing implements		Improve the awareness of 3-D and proportion in shapes	Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background	
			Apply a simple use of pattern and texture in a drawing		Use media to achieve improved variations in tone and shading	Show an awareness of how paintings are created i.e. composition	

				Create more detailed textures with a wide range of drawing implements and experiment layering media		Continue to master observational details
				Apply pattern and texture in a drawing by layering media e.g. pencil, pen and pencil, charcoal		Begin to use simple perspective in their work using a single focal point and horizon

Painting						
	KS1		LKS2		UKS2	
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Explore colour and how colour can be changed	Use a variety of tools and techniques including different brush sizes and types of paint		Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects		Develop a painting from a drawing	
Explore what happens when colours are mixed						
Mix colours using red, blue and yellow to make green, purple, orange, pink and brown	Mix and match colours to artefacts and objects Work on different scales		Work on a range of scales e.g. thin brush on small picture etc.		Use acrylic paint	
	Experiment with tools and techniques e.g. layering, mixing media, scrapping through		Create different effects and textures with paint according to what they need for the task		Carry out preliminary studies, trying out different media and materials and mixing appropriate colours	
Give names to colours	Name different types of paint and their properties		Mix colours and know which primary colours make secondary colours		Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music	
Experiment with adding materials to paint to create texture	Explore primary and secondary colours		Use more specific colour language		Mix and match colours to create atmosphere and light effects	
Mix different media to create new effects						
Uses simple tools and techniques competently			Mix and use tints and shades with accuracy	Mix and use tints and shades to create moods and expression	Be able to identify and work with complementary and contrasting colours	
Children to express opinions about colours they like and why they like them	Add white and black to make tones		Create washes with watercolours for backgrounds			Explain their choices
Use a range of brush sizes and work on different coloured, sized, shaped papers						
Create marks with a variety of tools – fingers, twigs etc.	Create textured paint by adding sand, plaster					

Printing					
EYFS	KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Experiment with printing using hands, feet and fingers	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge		Create printing blocks using a relief or impressed method developed from a drawing	Create printing blocks by simplifying an initial journal idea	
Print with a range of hard and soft materials e.g. corks, pen barrels, sponge	Take simple prints i.e. mono-printing		Create repeating patterns with planned translation or rotation	Use relief or impressed method	
Roll printing ink over found objects to create patterns e.g. leaves, stones, packaging	Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils		Print with two colour overlays	Build up layers of prints for a desired effect	
Make rubbings to collect textures and patterns	Build repeating patterns and recognise pattern in the environment			Work into prints with a range of media e.g. pens, colour pens and paints	
Recreate texture using wallpaper, string, polystyrene	Create simple printing blocks with press print (Y1 – and plasticine)				
Use tools competently and appropriately	Make rubbings to collect textures and patterns				

Textiles						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Manipulate materials for a planned effect Match and sort fabrics and threads to colour, texture, length, size and shape Handle and manipulate materials such as threads, cottons, wool, raffia, grass Deconstruct cloths and Threads Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function		Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc. Apply colour with printing, dip dyeing, fabric crayons		Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the Material Develop skills in stitching, cutting and joining Use applique techniques		Use different grades of threads and needles Experiment with batik or felt techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

3 - D

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Manipulate materials for a planned effect Construct with a purpose in mind using a variety of resources Select tools and techniques needed to shape, assemble and join materials they are using Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces Experiment with malleable materials e.g. plasticine, dough, clay, mod roc, pipe cleaners Roll a ball shape and a sausage shape using hands, pinch and roll coils Join simple found forms together	Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose e.g. tile, animal, thumb pot Understand the safety and basic care of materials and tools Experiment with constructing and joining recycled, natural and man-made materials Change the surface of a malleable material e.g. build a textured tile Use simple 2-D shapes to create a 3-D form		Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material		Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Produce intricate patterns and textures Explain how an artist might influence their own work	

Collage

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Manipulates materials for a planned effect Collage a range of Fabrics Sort materials according to specific qualities, e.g. warm, cold, shiny, smooth Combine materials to create new effects e.g. string, tissue paper and glue Fold, crumple and tear Papers Explore different methods of attaching materials – glue, tape Experience different types		Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds Collect, sort, match colours appropriate for an image Create and arrange shapes appropriately Sort and group materials for different purposes e.g. colour, texture Fold, crumple, tear and overlap papers Create select and use textured paper for an image	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Cut with precision Use collage as a means of collecting ideas and information and building a visual vocabulary Mix collage with other media			Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc. when designing and making pieces of work Use collage as a means of extending work from initial ideas Adapt, extend and justify their work

Digital

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Explore ideas using digital sources i.e. internet Record visual information using iPads, cameras Use a simple graphics package to create images and effects by changing brush size and colours Work on different scales – computer and interactive whiteboard	Select and set brushes and colours Create artwork in a range of styles Use the undo function if they make mistakes and to encourage experimentation Use multiple layers in their art Transform layers Paint on top of photographs.			Develop an appreciation of the links between geometry and art Become familiar with the tools and techniques of a vector graphics package Develop an understanding of turtle graphics Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it, and receive feedback from their peers Develop some awareness of computer-generated art.	Understand the work of architects, designers and engineers working in 3-D Develop familiarity with a simple CAD tool Develop spatial awareness by exploring and experimenting with a 3-D virtual environment Develop greater aesthetic awareness.	