



		EYFS	Year 1/2	Year 3/4	Year 5/6
Skills and techniques		<p>Age 3-4 (DM, EAD)</p> <p>Use one-handed tools and equipment.</p> <p>Reception (DM, EAD)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Pupils should be taught to:</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Pupils should be taught to:</p> <p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	
	Creating ideas	<p>Reception (DM, EAD)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills.</p> <p>ELG (DM, EAD, PD)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>For instance:</p> <p>Work from observation and known objects.</p> <p>Use imagination to form simple images from given starting points or a description.</p> <p>Begin to collect ideas in sketchbooks.</p> <p>Work with different materials.</p> <p>Begin to think what materials best suit the task.</p>	<p>For instance:</p> <p>Develop sketch books. Use a variety of ways to record ideas including digital cameras and iPads.</p> <p>Develop artistic/visual vocabulary to discuss work.</p> <p>Begin to suggest improvements to their own work.</p> <p>Experiment with a wider range of materials.</p> <p>Present work in a variety of ways.</p>	<p>For instance:</p> <p>Select and develop ideas confidently, using suitable materials.</p> <p>Improve the quality of sketchbooks with mixed media work and annotations.</p> <p>Select own images and starting points for work.</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others</p> <p>Begin to explore possibilities, using and combining different styles and techniques.</p>

			Year 1/2	Year 3/4	Year 5/6
S k i l l s a n d t e c h n i q u e s c o n t i n u e d	D r a w i n g a n d m a k i n g	<p><u>Age 3-4 (DM, EAD)</u></p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p><u>ELG (DM, EAD, PD)</u></p> <p>Develop their small motor skills so they can use a range of small tools competently, including paintbrushes.</p>	<p>For instance:</p> <p>Begin to control lines to create simple drawings from observations. Use thick felt tip pens/chalks/charcoal/wax crayon/pastel.</p> <p>Hold a large paint brush correctly. Make marks using paint with a variety of tools.</p> <p>Consider consistency when applying paint. Colour within the line. Draw on smaller and larger scales</p> <p>Begin to add detail to line drawings.</p>	<p>For instance:</p> <p>Use sketchbooks to record drawings from observation.</p> <p>Experiment with different tones using graded pencils.</p> <p>Include increased detail within work. Draw on a range of scales.</p> <p>Draw using a variety of tools & surfaces (paint, chalk, pastel, pen & ink).</p> <p>Use a variety of brushes and experiment with ways of marking with them.</p> <p>Develop shadow. Use of tracing.</p>	<p>For instance:</p> <p>Use first hand observations using different viewpoints, developing more abstract representations.</p> <p>Introduce perspective, fore/back and middle ground. Investigate proportions.</p> <p>Use a range of mediums on a range of backgrounds.</p> <p>Work indoors and outdoors.</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight.</p>

<p>W o r k i n g w i t h c o l o u r</p>	<p>Age 3-4 DM, EAD</p> <p>Explore colour and Colour mixing</p> <p>ELG (DM, EAD, PD)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>For instance:</p> <p>Recognise and name primary and secondary colours.</p> <p>Mix primary colours to make secondary colours.</p> <p>Share colour charts to compare variations of the same colour.</p> <p>Create and experiment with shades of colour and name some of these.</p> <p>Recognise warm and cold colours.</p> <p>Create washes to form backgrounds. Explore the relationship between mood and colour.</p>	<p>For instance:</p> <p>Mix and match colours (create palettes to match images).</p> <p>Lighten and darken tones using black and white.</p> <p>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves).</p> <p>Experiment with watercolour, exploring intensity of colour to develop shades.</p> <p>Explore complementary and opposing colours in creating patterns.</p>	<p>For instance:</p> <p>Build on previous work with colour by exploring Intensity</p> <p>Develop watercolour techniques</p> <p>Explore using limited colour palettes Investigate working on canvas experiment with colour in creating an effect</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points) Develop fine brush strokes</p>
		Y1/2	Y3/4	Y5/6

S k i l l s a n d t e c h n i q u e s c o n t i n u e d	S c u l p t u r e	Create collaboratively, sharing ideas, resources and skills.	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures.</p> <p>Investigate a range of different materials and experiment with how they can be connected together to form simple structures.</p> <p>Look at sculptures and try to recreate them using everyday objects/range of materials.</p> <p>Begin to form own 3D pieces. Consider covering these with papier-mâché.</p> <p>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools.</p> <p>Look at sculptures by known artists & natural objects as starting points for own work.</p>	<p>Develop confidence working with clay, adding greater detail and texture.</p> <p>Add colour once clay is dried.</p> <p>Investigate ways of joining clay - scratch and slip.</p> <p>Introduce 'modroc'.</p> <p>Create work on a larger scale as a group.</p> <p>Use pipe cleaners/wire to create sculptures of human forms.</p>	<p>Design and create sculpture, both small and large scale.</p> <p>Make masks from a range of cultures and traditions, building a collage element into the sculptural process.</p> <p>Use objects around us to form sculptures.</p> <p>Use wires to create malleable forms.</p> <p>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc).</p> <p>Create human forms showing movement.</p>
			Year 1/2	Year 3/4	Year 5/6
Knowledge about artists	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<p>Pupils should be taught:</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work e.g</p>	Pupils should be taught: about great artists, architects and designers in history e.g		
		<p>Paul Klee - colour and painting Jennifer Angus - Sculpture David Hockney- Sculpture</p>	<p>Painting and colour - Franz Marc Sculpture - Andy Goldsworthy Sketching - Quentin Blake Painting - Monet Rob Stein - illustrator of Flanimals Kimmy Cantrell - sculpture/clay Ancient Egyptian artists</p>	<p>Picasso and Matisse- Portraits Lichtenstein, Warhol, Frank Stella- Painting and colour Islamic Artists- pattern and clay Ancient Greek artists - sculpture Paul Nash - sketching (Remembrance topic) Banksy - sketching</p>	

Art Vocabulary

	Y1/2	Y3/4	Y5/6			
Drawing Line and Tone	drawing sketch sketchbook straight wavy soft hard scribble	thick thin light dark sketching pencil pastel chalk smudge	observation (sketch from) position faint bold jagged flowing	curved smooth blend shading shadow	fine sharp fluent angled faded harsh self-portrait	shadow Pointillism charcoal grade (pencils) perspective shading techniques
Painting Colour	painting pallet paintbrush mix primary (colour) light	dark shade (of colours) bright gallery artist	primary colour secondary colour tint Impressionist combine landscape scene	realistic water colour background brush stroke warm colours cool colours	Abstract natural swirling stippled foreground horizon portrait portraiture	oil paint acrylic paint mood contrast Cubism Expressionist contemporary
Sculpture	model clay collage Paper sculpture cut stick fold	bend attach stone shell wood	sculpture form shape texture assemble statue	mould slip papier-mâché natural materials combine	composition mouldable proportion decoration ornate symbolic	sculptor construct wire structure mod-roc monument