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|  | **C:\Users\MissSpalvieri\Downloads\Badge.pngEYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Drawing** | Use senses to explore a variety of drawing tools  (pencils, chalk, charcoal etc.)  Make marks using a range of media (pencils, chalk,  charcoal etc.).  Investigate different  lines.  Create simple drawings from  observations. | Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.  Use a sketchbook to  gather and collect artwork.  Begin to explore the use of line, shape and colour | Understand the basic use of a sketchbook and work out ideas for drawings.  Draw for a sustained period of time from the figure and real objects, including single and grouped objects.  Experiment with the visual elements; line, shape, pattern and colour. | Experiment with different grades of pencil and other implements.  Plan, refine and alter their drawings as necessary.  Use their sketchbook to collect and record visual information from different sources.  Draw for a sustained period of time at their own level.  Use different media to achieve variations in line, texture, tone, colour, shape and pattern. | Make informed choices in  drawing including. paper and media.  Alter and refine drawings and describe changes using art vocabulary.  Collect images and information independently in a sketchbook.  Use research to inspire  drawings from memory and imagination.  Explore relationships between line and tone, pattern and shape, line and texture. | Use a variety of source  material for their work.  Work in a sustained and  independent way from  observation, experience and imagination.  Use a sketchbook to develop ideas.  Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.  Use tone and shade to draw three-dimensional perspective. | Demonstrate a wide variety of ways to make different marks with dry and wet media.  Identify artists who have worked in a similar way to their own work.  Develop ideas using different or mixed media, using a sketchbook.  Manipulate and experiment with the elements of art: line,  tone, pattern, texture, form, space, colour and shape.  Use tone and shade to draw three-dimensional perspective. |
| **Paint** | Use the senses to explore a range of painting materials.  Use everyday objects to make  marks in paint, e.g. cotton reels, sticks, wheels on cars etc.  Experiment with and use primary colours, mixing them to create secondary colours.  Begin to talk about what happens when colours are mixed together. | Use a variety of tools and techniques including the use of different brush sizes.  Mix and match colours to artefacts and objects.  Mix and name all the secondary colours and shades using different types of paint. | Mix a range of secondary colours, shades and tones.  Experiment with tools and techniques, including layering, mixing media and scraping.  Work on a range of scales.  Mix and match colours using artefacts and objects. | Mix a variety of colours and know which primary colours make secondary colours.  Use a developed colour  vocabulary.  Experiment with different effects and textures.  Work confidently on a range of scales e.g. thin brush on small picture etc | Make and match colours with increasing accuracy.  Use more specific colour language e.g. tint, tone, shade, hue.  Choose paints and implements appropriately.  Plan and create different effects and textures with paint according to what they need for the task.  Show increasing  independence and creativity with the painting process. | Demonstrate a secure  knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  Work on preliminary studies to test media and materials.  Create imaginative work from a variety of sources. | Create shades and tints using black and white.  Choose appropriate paint, paper and implements to adapt and extend their work.  Carry out preliminary studies, test media and materials and mix appropriate colours.  Work from a variety of sources, inc. those researched independently.  Show an awareness of how paintings are created (composition). |
| **3D Structure** | Use the senses to explore a range of modelling materials,  e.g. salt dough, play dough. Junk modelling materials  Experiment with handling,  feeling, enjoying and manipulating  materials. | Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.  Explore sculpture with a range of malleable media, especially clay.  Experiment with, construct and join recycled, natural  and man-made materials.  Explore shape and form. | Manipulate clay for a variety of purposes.  Build a textured relief.  Understand the safety and basic care of materials and  tools.  Experiment with, construct and join recycled, natural and man-made materials more confidently. | Join clay adequately and work reasonably independently.  Construct a simple clay base for extending and modelling other shapes.  Cut and join wood safely and effectively.  Plan, design and make models. | Make a simple papier mâché object.  Make informed choices about the 3D technique chosen.  Show an understanding of shape, space and form.  Plan, design, make and adapt models.  Talk about their work  understanding that it has been sculpted, modelled or constructed.  Use a variety of materials. | Describe the different qualities involved in modelling, sculpture  and construction.  Use recycled, natural and manmade materials to create sculpture.  Plan a sculpture through  drawing and other preparatory work.  Show an understanding of shape, space and form.  Talk about their work  understanding that it has been sculpted, modelled or constructed. | Develop skills in using clay inc. slabs, coils, slips, etc. safely.  Create sculpture and  constructions with increasing independence.  Plan a sculpture through  drawing and other preparatory work.  Show an understanding of shape, space and form.  Talk about their work  understanding that it has been sculpted, modelled or constructed. |
| **Printing** | Use the senses to explore a range of printing materials  and tools, e.g. found objects, rubbings, hands, feet etc. | Make marks in print with a variety of objects,  including natural and  made objects.  Carry out different printing techniques e.g. monoprint, block, relief and resist printing.  Make rubbings.  Build a repeating pattern  and recognise pattern in  the environment. | Use a variety of techniques, including. carbon printing, relief,  press and fabric printing and rubbings.  Design patterns of increasing complexity and repetition.  Print using a variety of materials, objects and techniques. | Print using a variety of materials, objects and techniques including  layering.  Talk about the processes used to produce a simple print to explore pattern and shape, creating designs for printing. | Research, create and refine a print using a variety of techniques.  Select broadly the kinds of material to print with in order to get the effect they want.  Build up layers by working into original print. | Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.  Choose the printing method appropriate to task.  Build up layers and colours/textures.  Organise their work in terms of pattern, repetition, symmetry or random printing styles.  Choose inks and overlay  colours. | Describe varied techniques.  Be familiar with layering prints.  Be confident with printing on paper and fabric.  Alter and modify work.  Work relatively independently |
| **Textiles/collage** | Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc.  Use a range of every day fabrics and materials to create pictures.  Create simple collages. | Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.  Learn how to thread a needle, cut, glue and trim material.  Create images from imagination, experience or  observation.  Use a wide variety of  media, including photocopied material, fabric, plastic, tissue, magazines, crepe, paper, etc. | Use a variety of techniques, including weaving, french knitting, tie-dyeing, fabric crayons and appliqué and embroidery.  Create textured collages from a variety of media.  Stitch, knot and use other manipulative skills. | Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.  Name the tools and materials they have used.  Develop skills in stitching, cutting and joining.  Experiment with a range of media e.g. overlapping, layering etc. | Match the tool to the material. Combine skills more readily.  Refine and alter ideas and explain choices using an art vocabulary.  Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. | Join fabrics in different ways, including stitching.  Use different grades and uses of threads and needles.  Use a range of media to create collage.  Experiment with using batik safely. | Awareness of the potential of the uses of material.  Use different techniques, colours and textures etc when designing and making pieces of work.  To be expressive and analytical to adapt, extend and justify their work. |
| **Annotating and Evaluation** | Communication and Language:  Ask how and why questions to find out more about different aspects within art and design.  Make comments about their work and the work of others.  Offer explanations for why things might happen, making use of introduced vocabulary. | Record and explore ideas  from first hand observation, experience and imagination.  Ask and answer questions  about the starting points  for their work, and develop their ideas.  Explore the differences  and similarities within the work of artists, craftspeople and designers in different times and cultures.  Review what they and others have done and say what they think and feel about it.  Annotate sketchbook  Identify what they might  change in their current work or develop in their future work. | Record and explore ideas from first hand observation, experience and imagination.  Ask and answer questions  about the starting points for their work and the processes they have used.  Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.  Review what they and others have done and say what they think and feel about it.  Annotate sketchbook  Identify what they might  change in their current work or develop in their future work. | Select and record from first hand observation, experience and  imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in  their work.  Explore the roles and purposes of artists, craftspeople and designers.  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. | Select and record from first hand observation, experience and  imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in  their work.  Explore the roles and purposes of artists, craftspeople and designers.  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. | Select and record from first hand observation, experience and  imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in  their work.  Explore the roles and purposes of artists, craftspeople and designers.  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. | Select and record from first hand observation, experience and  imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in  their work.  Explore the roles and purposes of artists, craftspeople and designers.  Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. |