

	<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<b>Exploring and developing ideas</b>	<p>Observation – look closely at the world through real experiences, objects and artefacts, and natural and made environments.</p> <p>Communication – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch and feel.</p>	<p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Question and make thoughtful observations about starting points and select ideas to use in their work.</p>
<b>Drawing Skills</b>	<p>Aesthetic awareness – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.</p> <p>Physical skill – manipulate and control a range of tools and equipment for different purposes.</p> <p>Art processes and techniques – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.</p>	<p>Record and explore ideas from first hand observations. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media.</p>	<p>Draw on different surfaces with a range of media. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Investigate textures by describing, naming, rubbing, copying. Observe and draw shapes from observations. Name, match and draw lines/marks from observations. Invent new lines.</p>	<p>Experiment with ways in which surface detail can be added to drawings. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements (<i>such as biro, charcoal and chalk</i>) to create lines and marks. Use journals to collect and record visual information from different sources.</p>	<p>Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Experiment with different grades of pencil and other implements to achieve variations in tone. Create textures with a wide range of drawing implements (<i>such as oil and chalk pastel</i>). Draw for a sustained period of time at an appropriate level.</p>	<p>Use a journal to collect, develop and annotate ideas. Identify artists who have worked in a similar way to their own work. Use different techniques for different purposes i.e. shading, hatching within their own work. Use dry media to make different marks, lines, patterns and shapes within a drawing and experiment with wet media to make different marks, lines, patterns, textures and shapes.</p>	<p>Use a journal to collect, develop and annotate ideas. Develop their own style using tonal contrast and mixed media - Mix and match colours to create atmosphere and light effects. Use dry media to make different marks, lines, patterns and shapes within a drawing and experiment with wet media to make different marks, lines, patterns, textures and shapes.</p>
<b>Painting</b>	<p>Evaluation – talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.</p>	<p>Use a variety different brush sizes and types. Mix and match colours to objects and artefacts. Work on different scales. Name different types of paint and their properties; e.g. watercolours/ready mix.</p>	<p>Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. Use a variety of tools and techniques including different brush sizes and types.</p>	<p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Use more specific colour language.</p>	<p>Mix colours and know which primary colours make secondary colours. Mix and use tints and shades. Create different effects and textures with paint according to what they need for the task.</p>	<p>Explore colour mixing and blending techniques. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground and background.</p>	<p>Explore colour mixing and blending techniques. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>
<b>3D</b>	<p>Design and making Explore – experiment and build with a range of construction resources, find out about the properties and functions of</p>	<p>Manipulate malleable materials for a purpose, e.g. to make a sculpture.  Understand the safety and basic care of materials and tools.</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading. Change the surface of a malleable material. Understand the safety and basic care of materials and tools.</p>	<p>Plan, design and make models from observation. Join clay adequately and construct a simple base for extending and modelling other shapes.</p>	<p>Plan, design and make models from observation. Create surface patterns and textures in a malleable material. Use papier-mâché to create a simple 3-D object.</p>	<p>Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures.</p>	<p>Plan a sculpture through drawing and other preparatory work. Produce intricate patterns and textures in a malleable media.</p>

