

Throughout all of these areas children should be given the opportunity to discuss and review their own and others work. They should develop the ability to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers both current and through history.

Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)

Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using a	Experiment with a	Begin to control	Develop intricate	Developing	Work in a sustained	Draw for a
variety of media.	variety of media.	the types marks	patterns/ marks	techniques to	and independent	sustained period of
		made with the	with a variety of	create intricate	way to create a	time over a number
Use and begin to	Begin to control	range of media.	media.	patterns using	detailed drawing.	of sessions working
control a range of	the types of marks			different grades		on one piece.
media.	made with the	Control the types	Demonstrate	of pencil and other	Develop a key	
	range of media.	of marks made with	experience in	implements/media	element of their	Develop their own
Draw on different		the range of media.	different grades	to create lines,	work: line, tone,	style of drawing
surfaces and	Draw on different		of pencil and other	marks and develop	pattern, texture.	through: line, tone,
coloured paper.	surfaces.	Draw on different	implements to draw	tone.		pattern, texture.
		surfaces with a	different forms	Understanding why	Use different	
Produce lines of	Start to record	range of media.	and shapes.	they best suit.	techniques for	Use different
different thickness	simple media				different purposes	techniques for
and tone using a	explorations in a	Use a sketchbook	Use a sketchbook	Draw for a	i.e. shading,	different purposes
pencil.	sketch book.	to plan and develop	to record media	sustained period of	hatching within	i.e. shading,
		simple ideas.	explorations and	time at an	their own work.	hatching within
Start to produce	Develop a range of		experimentations	appropriate level.	Use sketchbooks to	their own work,
different patterns	tone using a pencil		as well as planning		collect, record and	understanding



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and textures from	and use a variety of	Continue to	and collecting	Use sketchbooks to	plan for future	which works well in
observations,	drawing techniques	investigate tone by	source material for	collect and record	works.	their work and why.
imagination and	such as: hatching,	drawing light/dark	future works	visual information		
illustrations.	scribbling,	lines, patterns and		from different	Start to develop	Develop their own
	stippling, and	shapes using a	Begin to show an	sources as well as	their own style	style using tonal
	blending to create	pencil.	awareness of	planning and	using tonal contrast	contrast and mixed
	light/dark lines.		objects having a	colleting source	and mixed media.	media.
		Name, match and	third dimension and	material for future		
	Investigate	draw lines/marks	perspective.	works.	Develop further	Use sketchbooks to
	textures by	from observations.			simple perspective	collect, record and
	describing, naming,		Create textures	Have opportunities	in using a single	plan for future
	rubbing, copying.	Continue to	and patterns with a	to develop further	focal point and	works.
		investigate	wide range of	drawings featuring	horizon.	
	Produce an	textures and	drawing	the third dimension		Adapt their work
	expanding range of	produce an	implements.	and perspective.	Begin to develop an	according to their
	patterns and	expanding range of			awareness of	views and describe
	textures.	patterns			composition, scale	how they might
					and proportion in	develop it further.
					their paintings.	
						Have opportunities
					Use drawing	to develop further
					techniques to work	simple perspective
					from a variety of	in their work using
					sources including	a single focal point
					observation,	and horizon.
					photographs and	Develop an
					digital images.	awareness of
						composition, scale

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			Develop close	and proportion in
			observation skills	their painting
			using a variety of	
			view finders.	
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Painting (watercolour, ready mixed, acrylic)

Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy using a	Explore with a	Begin to control	Demonstrate with	Confidently control	Confidently control	Work in a sustained
variety of tools	variety of media;	the types of marks	increasing control	types of marks	the types of marks	and independent
including different	different brush	made with a range	the types of marks	made and	made and	way to develop
size/ size brushes	sizes and tools.	of painting	made and	experiment with	experiment with	their own style of
and tools i.e.		techniques e.g.	experiment with	different effects	different effects	painting. This style
sponge brushes,	Explore lightening	layering, mixing	different effects	and textures Inc.	and textures.	may be through the
fingers, twigs.	and darkening paint	media, and adding	and textures Inc.	blocking in colour,		development of:
	without the use of	texture.	blocking in colour,	washes, thickened	Mix and match	colour, tone and
Recognise and name	black or white.		washes, thickened	paint creating	colours to create	shade.
the primary colours		Continue to	paint creating	textural effects.	atmosphere and	
being used.	Begin to control	experiment in	textural effects.		light effects. Mix	Purposely control
	the types of marks	lighten and darken		Start to develop a	colour, shades and	the types of marks
Mix and match	made with the	without the use of	Use light and dark	painting from a	tones with	made and
colours to	range of media.	black or white.	within painting and	drawing.	confidence building	experiment with
different		Begin to mix colour	begin to explore		on previous	different effects
artefacts and	Paint on different	shades and tones.	complimentary	Begin to choose	knowledge.	and textures inc.
objects.	surfaces with a		colours. Mix colour,	appropriate media		blocking in colour,
	range of media.		shades and tones	to work with. Use		washes, thickened



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Explore working		Use a sketchbook	with increasing	light and dark	Use sketchbooks to	paint creating
with paint on	Start to record	to plan and develop	confidence.	within painting and	collect and record	textural effects.
different surfaces	simple media	simple ideas and		show understanding	visual information	
and in different	explorations in a	continue to store	Use a sketchbook	of complimentary	from different	Mix colour, shades
ways i.e. coloured,	sketch book.	information on	to record media	colours. Mix colour,	sources as well as	and tones with
sized and shaped	Start to mix a	colour mixing, the	explorations and	shades and tones	planning, trying out	confidence building
paper	range of secondary	colour wheel and	experimentations	with increasing	ideas, plan colours	on previous
	colours, moving	colour spectrums.	as well as try out	confidence.	and collect source	knowledge.
	towards predicting		ideas, plan colours		material for future	Understanding
	resulting colours.	Continue to control	and collect source	Use sketchbooks to	works.	which works well in
		the types of marks	material for future	collect and record		their work and why.
		made with the	works.	visual information	Start to develop	
		range of media.		from different	their own style	Use sketchbooks to
		Use a brush to	Confidently create	sources as well as	using tonal contrast	collect and record
		produce marks	different effects	planning, trying out	and mixed media.	visual information
		appropriate to	and textures with	ideas, plan colours		from different
		work. E.g. small	paint according to	and collect source	Recognise the art	sources as well as
		brush for small	what they need for	material for future	of key artists and	planning and
		marks	the task.	works.	begin to place them	colleting source
					in key movements	material. Adapt
				Start to look at	or historical	their work
				working in the style	events.	according to their
				of a selected artist		views and describe
				(not copying).		how they might
						develop it further.
						Annotate work in
						sketchbook.



Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)

Possible Artists: Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy a range of	Experiment in a	Use equipment and	Use equipment and	Work in a safe,	Work in a safe way,	Work in a safe,
malleable media	variety of	media with	media with	organised way,	caring for	organised way,
such as clay, paper	malleable media	increasing	confidence. Learn	caring for	equipment.	caring for
Mache, Salt dough.	such as clay, paper	confidence.	to secure work to	equipment.	Secure work to	equipment. Secure
	Mache, Salt dough,		continue at a later	Secure work to	continue at a later	work to continue at
Impress and apply	Modroc.	Shape, form,	date.	continue at a later	date.	a later date.
simple decoration		construct and		date.		
	Shape and model	model from	Join two parts		Show experience in	Model and develop
Cut shapes using	materials for a	observation and	successfully.	Make a slip to join	combining pinch,	work through a
scissors and other	purpose, e.g. pot,	imagination.		to pieces of clay.	slabbing and coiling	combination of
modelling tools.	tile from		Construct a simple		to produce end	pinch, slab, and coil.
	observation and	Use a sketchbook	base for extending	Decorate, coil, and	pieces.	
Build a	imagination.	to plan and develop	and modelling other	produce		Work around
construction/		simple ideas and	shapes.	Marquette's	Develop	armatures or over
sculpture using a	Continue to	making simple		confidently when	understanding of	constructed
variety of objects	manipulate	informed choices in	Use a sketchbook	necessarily.	different ways of	foundations.
e.g. recycled,	malleable materials	media.	to plan, collect and		finishing work:	
natural and	in a variety of ways		develop ideas. To	Model over an	glaze, paint, polish.	Demonstrate
manmade material.	including rolling,	Demonstrate	record media	armature:		experience in the
	pinching and	experience in	explorations and	newspaper frame	Gain experience in	understanding of
	kneading.	surface patterns/	experimentations	for Modroc.	model ling over an	different ways of
		textures and use			armature:	



Impress and apply	them when	as well as try out	Use recycled,	newspaper frame	finishing work:
simple decoration	appropriate.	ideas.	natural and man-	for Modroc.	glaze, paint, polish.
techniques:			made materials to		
impressed, painted,	Explore carving as	Produce more	create sculptures.	Use recycled,	Demonstrate
and applied.	a form of 3D art	intricate surface		natural and	experience in relief
		patterns/ textures	Use sketchbooks to	manmade materials	and freestanding
Use tools and		and use them when	collect and record	to create	work using a range
equipment safely		appropriate.	visual information	sculptures,	of media.
and in the correct			from different	confidently and	
way.		Produce larger	sources as well as	successfully	Recognise
		ware using pinch/	planning, trying out	joining.	sculptural forms in
		slab/ coil	ideas, plan colours		the environment:
		techniques.	and collect source	Use sketchbooks	Furniture,
			material for future	Plan a sculpture	buildings.
		Continue to explore	works.	through drawing	
		carving as a form		and other	Use sketchbooks to
		of 3D art.	Adapt work as and	preparatory work.	collect and record
		Use language	when necessary and	Use the sketch	visual information
		appropriate to skill	explain why.	book to plan how to	from different
		and technique		join parts of the	sources. Use the
			Gain more	sculpture.	sketch book to plan
			confidence in		how to join parts of
			carving as a form	Adapt work as and	the sculpture.
			of 3D art.	when necessary and explain why.	Annotate work in sketchbook.
			Use language	explain wity.	Sherchbook.
			appropriate to skill	Confidently carve a	Confidently carve a
			and technique.	simple form.	simple form.
			una recrimque.	Simple form.	Simple for in.

	The Believe College			
		Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.	Use language appropriate to skill and technique. Compare the style of different styles and approaches: Moore, Aztec.	Solve problems as they occur. Use language appropriate to skill and technique.
			and approaches:	



Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)

Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy playing with	Begin to identify	Begin to identify	Show an awareness	Plan a design in a	Use a variety of	Experiment with a
and using a variety	different forms of	different forms of	and name a range	sketchbook and	techniques, e.g.	variety of
of textiles and	textiles.	textiles.	of different	execute it.	printing, dyeing,	techniques
fabric.			fabrics.		weaving and	exploiting ideas
	Have experience in	Match and sort		Use a technique as	stitching to create	from sketchbook.
Decorate a piece of	colouring textiles:	fabrics and	Use a variety of	a basis for stitch	different textural	
fabric.	printing, fabric	threads for colour,	techniques, e.g.	embroidery.	effects.	Use a number of
	crayons.	texture, length,	printing, dyeing,			different stitches
Show experience in		size and shape.	weaving and	Apply decoration	Demonstrate	creatively to
simple stitch work.	Use more than one		stitching to create	using needle and	experience in 3D	produce different
	type of stitch.	Gain confidence in	different textural	thread: buttons,	weaving.	patterns and
Show experience in	Explain how to	stitching two	effects.	sequins.		textures.
simple weaving:	thread a needle	pieces of fabric.			Produce two colour	
paper, twigs.	and have a go.	Explain how to	Apply decoration	Become confident	tie dye.	Work in 2D and 3D
		thread a needle	using beads,	in applying colour		as required.
Show experience in	Have some	and have a go.	buttons, feathers	with printing, tie	Continue to gain	
fabric collage:	experience of		etc.	dye. Create and use	experience in	Design, plan and
layering fabric.	weaving and	Continue to gain		dyes. Use resist	batik-use more	decorate a fabric
	understand the	experience in	Continue to gain	paste and batik.	than one colour.	piece.
Use appropriate	process and some	weaving, both 3D	experience in			
language to	techniques.	and flat i.e. grass				



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describe colours,		through twigs,	applying colour with	Use sketchbooks to	Plan a design in a	Recognise
media, equipment	Begin to identify	carrier bags on a	printing.	collect and record	sketchbook and	different forms of
and textures.	different types	bike wheel.		visual information	execute it. Use	textiles and
	and textures of		Explore using	from different	sketchbooks Plan a	express opinions or
	fabric and	Use a sketchbook	resist paste and	sources. To record	sculpture through	them.
	materials for	to plan and develop	batik.	textile	drawing and other	Use sketchbooks t
	collage.	simple ideas and	Show further	explorations and	preparatory work.	collect and record
		making simple	experience in	experimentations	Use the sketch	visual information
	Use appropriate	informed choices in	changing and	as well as try out	book to plan how to	from different
	language to	media.	modifying threads	ideas.	join parts of the	sources. Use the
	describe colours,		and fabrics,		sculpture.	sketch book to pla
	media, equipment	Change and modify	knotting, fraying,	Adapt work as and	•	how to join parts o
	and textures.	threads and	fringing, pulling	when necessary and	Demonstrate	the sculpture.
		fabrics, knotting,	threads, twisting,	explain why.	experience in	Adapt their work
		fraying, fringing,	plaiting.		combining	according to their
		pulling threads,		Change and modify	techniques to	views and describe
		twisting, plaiting.	Use a sketchbook	threads and	produce an end	how they might
			to plan, collect and	fabrics, Use	piece: Embroidery	develop it further
		Gain experience in applying colour with	develop ideas. To record textile	language appropriate to skill	over tie dye.	Annotate work in sketchbook.
		printing, dipping,	explorations and	and technique.	Show awareness of	
		fabric crayons	experimentations	,	the skills involved	Use language
		Create and use	as well as try out	Demonstrate	in aspects such as	appropriate to ski
		dyes i.e. onion	ideas.	experience in	knitting, lace	and technique.
		skins, tea, coffee		looking at fabrics	making.	,
			Demonstrate	from other	J .	
			experience in	countries.	Change and modify	
			looking at fabrics		threads and	
					fabrics, Use	

from other countries	language appropriate to skill and technique.