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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Exploring and developing ideas****(ONGOING)** | \* 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.  | \* 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. Develop their ideas.\* Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | \* 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 working in different times and cultures. | \* 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 working in different times and cultures.  | \* 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 and processes to use in their work. \* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  | \* 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 and processes to use in their work. \* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  |
| **Evaluating and developing work****(ONGOING)** | \* Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook.\* Identify what they might change in their current work or develop in their future work. | \* Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook.\* Identify what they might change in their current work or develop in their future work.\* Annotate work in sketchbook.  | \* 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.  | \* 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.  | \* 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.  | \* 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 |
| **Drawing** | \* Use a variety of tools, inc. 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 | \* Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. \* 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 inc. 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.  | \* 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.  |
| **Painting** | \* Use a variety of tools and techniques including the use of different brush sizes and types. \* Mix and match colours to artefacts and objects. \* Work on different scales.\* Mix secondary colours and shades \* Using different types of paint. \* Create different textures e.g. use of sawdust.  | \* Mix a range of secondary colours, shades and tones.\* Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. \* Name different types of paint and their properties. \* Work on a range of scales e.g. large brush on large paper etc. \* 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 inc. blocking in colour, washes, thickened paint etc. \* 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). |
| **Printing** | \* 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, inc. 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 \* Resist printing including marbling, silkscreen and coldwater paste.  | \* Explain a few techniques, inc’ 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 a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. \* How to thread a needle, cut, glue and trim material. \* Create images from imagination, experience or observation. \* Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.  | \* Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. \* Create textured collages from a variety of media. \* Make a simple mosaic. \* Stitch, knot and use other manipulative skills.  | \* Use a variety of techniques, inc. 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. \* Choose collage or textiles as a means of extending work already achieved. \* 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. \* Experiments with paste resist.  | \* Join fabrics in different ways, including stitching. \* Use different grades and uses of threads and needles. \* Extend their work within a specified technique. \* 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.  |
| **3D Form** | \* 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, inc. thumb pots, simple coil pots and models. \* Build a textured relief tile. \* 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. \* Make a simple papier mache object. \* Plan, design and make models.  | \* 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 man-made materials to create sculpture. \* Plan a sculpture through drawing and other preparatory work.  | \* Develop skills in using clay inc. slabs, coils, slips, etc. \* Make a mould and use plaster safely. \* Create sculpture and constructions with increasing independence.  |
| **Breadth of Study** | \* Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. \* Use ICT \* Investigate different kinds of art, craft and design.  | \* Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. \* Use ICT. \* Investigate different kinds of art, craft and design.  | \* Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. \* Use ICT. \* Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.  | \* Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. \* Use ICT. \* Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.  | \* Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. \* Use ICT. \* Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.  | \* Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. \* Use ICT. \* Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.  |