|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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. |