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|  | **EYFS**  Early Learning Goals | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software) | • Use and control different media.  • Draw on different surfaces.  • Produce lines of different thickness and tone using a pencil.  • Produce patterns and texture from observations and images. | • Free drawing  • Observational drawing  • Control the marks made with a pencil.  • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.  • Investigate patterns and textures | • Heavy and light lines.  • Add colour.  • Investigate tone by drawing light/dark lines, patterns and shapes using a pencil.  • Investigate textures and produce an expanding range of patterns. | • Improve the quality of the line.  • Show how weight of line can improve a drawing  • Show light and shadow.  • Use different grades of pencil, charcoal and eraser.  • Begin to show an awareness of objects having a third dimension and perspective | • As above include form – feeling describing and drawing shapes.  • Show tone and texture.  • Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Understanding why they best suit.  • Opportunities to develop further drawings featuring the third dimension and perspective. | Shadow, light, reflections.  • Drawing the human body – face.  • Use different techniques for different purposes i.e. shading, hatching within their own work.  • Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their drawings. | • Drawing the human body – whole body.  • Develop their own style of drawing through: line, tone, pattern, texture.  • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.  • Work from a variety of sources including observation, photographs and digital images. |
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| Painting (watercolour, ready mixed, acrylic) | • Use different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.  • Recognise and name the primary colours being used. • Match colours to different artefacts and objects.  • Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. | • Explore different brushes and tools.  • Explore lightening and darkening of colour by adding black or white.  • Start to mix secondary colours and predict outcomes. | • Create a colour wheel.  • Explore lightening and darkening of colour without adding black or white.  • Mix colour shades and tones.  • Choose appropriate brush size for work. | • Mix shades and tones confidently.  • Explore complimentary colours.  • Create colour washes, colour blocks and texture with paint. | • Choose and mix colours confidently.  • Show light and dark within a painting.  • Control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  • Start to work in the style of a selected artist. | • Use colour to create light and atmosphere.  • Start to develop own style using tonal contrast and mixed media. | • Work in a sustained way to create their own style using shades, tones, colour mixing, texture etc.  • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  • Mix colour, shades and tones with confidence building on previous knowledge.  • Understand what works well and explain why. |
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| Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) | • Enjoy a range of malleable media such as clay, papier mache, salt dough.  • Impress and apply simple decoration.  • Cut shapes using scissors and other modelling tools.  • Build a construction/ sculpture using a variety of objects | • Shape and model materials for a purpose, e.g. a pot or tile from observation and imagination.  • Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.  • Impress and apply simple decoration techniques. | • Explore surface patterns and textures  • Explore carving as a form of 3D art. | • Join two parts successfully.  • Create a base for a model.  • Explore and create more intricate patterns.  • Use pinch/slab/coil techniques. | • Make slip to join pieces of clay.  • Become confident with pinch/slab/coil techniques.  • Model over an armature: newspaper frame for Modroc.  • Use recycled, natural and man‐made materials to create sculptures. | • Increase awareness of mono and relief printing.  • Fabric printing.  • More experience of 3 colour printing.  • Combine prints from different objects to create a finished piece.  • Repeating patterns | • Develop different embroidery stitches • Apply decoration using needle and thread: buttons, sequins.  • Become confident in applying colour with printing, tie dye.  • Create and use dyes.  • Use resist paste and batik. |
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| Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string) | • Take rubbings: leaf, brick, coin.  • Create simple pictures by printing from objects.  • Develop simple patterns by using objects.  • Use stencils to create a picture. | • Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen, barrels, sponge.  • Impressed printing: drawing into ink, printing from objects.  • Explore printing in relief: String and card. | • Impressed printing: drawing into ink, printing from objects.  • Take simple prints i.e. mono ‐printing.  • Experiment with overprinting motifs and colour. | • Explore mono and relief printing. • 3 colour printing. • Combine prints from different objects to create a finished piece. | • Develop understanding of different ways of finishing work: glaze, paint, polish.  • Confidently carve a simple form.  • Gain experience in modelling over an armature: newspaper frame for Modroc.  • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. | • Continue to gain experience in overlaying colours.  • Start to overlay prints with other media.  • Use print as a starting point to embroidery.  • Show experience in a range of mono print techniques. | • Use different techniques to create texture (see previous years)  • 3D weaving.  • 2 colour tie dye. • Batik – use more than 1 colour.  • Combine techniques e.g. embroidery over tie dye.  • Discuss/experience other techniques – knitting, lace making |
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| Textile (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye) | • Decorate a piece of fabric. • Simple weaving: paper, twigs.  • Fabric collage: layering fabric.  • Use appropriate language to describe colours, media, equipment and textures. | • Colour textiles: printing, fabric crayons.  • Explain how to thread a needle and have a go.  • Simple stitch work.  • Experience weaving and understand the process and some techniques. | • Match and sort fabrics and threads for colour, texture, length, size and shape.  • Use more than one type of stitch.  • Gain confidence in stitching two pieces of fabric.  • Weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.  • Change threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.  • Apply colour with printing, dipping, fabric crayons.  • Create and use dyes i.e. onion skins, tea, coffee | • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.  • Apply decoration using beads, buttons, feathers etc. • Apply colour with printing.  • Explore using resist paste and batik.  • Change threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.  • Fabrics from other countries. | • Apply all the above skills and choose which ones to use independently. • Solve problems as they occur. • Demonstrate experience in relief and freestanding work using a range of media. | • See positive and negative shapes. • Demonstrate experience in a range of printmaking techniques. • Describe techniques and processes. • Develop their own style using tonal contrast and mixed media. | • Use a number of different stitches creatively to produce different patterns and textures. • Work in 2D and 3D as required. • Recognise different forms of textiles and express opinions on them. • Use language appropriate to skill and technique. |