



EYFS ELG	ELG: Fine Motor Skills: - Begin to show accuracy and care when drawing. - Use a range of small tools, including scissors, paint brushes		ELG: People, Culture and Communities - Explain some similarities and differences between life in this country and life in other countries ELG: The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants		ELG: Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT Software)	D1a Experiment with mark marking using line and 2D shape to represent texture D1b Can explore tone using different media of pencils, chalk and pastels D1c Draw landscapes and people	D2a Further develop mark making with increased control using lines and tone to represent objects they are observing D2b Can explore light, dark and shadows using different media D2c Can sketch to make quick records	D3a Develop drawing using different shading techniques D3b Begin to understand how positive and negative shapes D3c Use hatching, cross hatching, blending and stippling techniques to create texture and the illusion of form and light in their observational drawings	D4a know how to use tone and shade in drawing to make things appear 3D D4b begin to draw objects from different perspectives. D4c apply skills of composition and proportion to drawings	D5a Can draw accurate drawings of people and buildings D5b Use proportion and scale when drawing face and body parts D5c Use pencil techniques make things appear 3D, recognising the effect on the object drawn D5d Know what is perspective and begin to use it in drawings by using a focal point and horizon	D6a Know the effect of light on objects and people from different directions D6b know how portraits can be drawn to reflect different personalities D6c Use pencils and charcoal techniques to create atmosphere and detailed images in monochrome D6d Know how to draw using one point of perspective and begin to use 2point perspective
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Painting (painting, inks, dyes, textiles, pencils, pastels)	C1a Can name the primary colours and secondary colours C1b Can mix secondary colour C1c Experiment with warm and cold colours and uses them as backgrounds for hot and cold landscapes	C2a know how to make tones/tints of one colour using white C2b know how to darken colours without using black C2c know how to colour using dotting, scratching, sponging and scraping techniques	C3a use a variety of tools to apply paint and recognise the different effects C3b know the terms; primary, secondary, tertiary & contrasting colours and be able to mix them. C3c know what effect adding different media to paints such as sand, water and glue has on the final piece C3d know how to mix different secondary colours to produce a landscape	C4a know how to colour mix and match and use tints, tones and shades C4b know how colours can be used to reflect mood C4c begin to use colour, tone and shade to create perspective in landscape paintings	C5a Can understand and use colour to demonstrate hue, tint, tone, shades and mood C5b Can explore the use of texture in colour C5c know how to mix secondary colours to create different skin tones in painted portraits	C6a Can understand and use colour to demonstrate hue, tint, tone, shades and mood C6b Explore colour to express feelings C6c To use their skills and own suggestions to create unique art; evaluating their decisions and choices



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3D (Form)	3D1a Can pull apart and reconstructs with apparatus such as lego 3D1b use materials to make known objects for a purpose 3D1c Can pinch and roll coils and slabs using a modelling media.	3D2a Is able to shape and form from direct observation (malleable and rigid materials) 3D2b Uses cutters and rolling pins to shape and cut materials	3D3a Can shape, form, model and construct (malleable and rigid materials) 3D3b knows how to create texture in 3D models to add depth when recreating fossils 3D3c Can create texture in 3D models to add depth	3D4b Is aware of texture, shape and form when creating a 3D model for Greek sculpture.		
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Printing		P2a Can print with a growing range of hard and soft materials (relief and impressed) P2b Can Identify print in the environment P2c Produce a clean printed image and experiment with pattern, rotation and overlapping to create a repeated pattern	P3a Make own relief printing blocks using string on a card base or wooden block. P3b Explores mono-printing using motifs and colour on a variety of papers and fabrics P3c Continue to experiment with pattern, rotation and overlapping and also use a range of colour.	P4a Continue to explore both mono-printing and relief printing experiment with overlapping colour.	P5a Use polystyrene tile printing to create tessellating geometric patterns. P5b Expand experience of printing in 2-3 colours.	
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Textiles /Collage (Textiles)	T1a Uses cutting, layering to create simple collage T1b Begin to identify different types and textures of fabric and materials for collage	T2a Can name and sort fabrics, such as Felt, according to textural qualities T2b Apply some decoration using buttons, feathers or beads	T3a Knows that overlapping and overlaying to create effects (collage) T3b Use large eyed-needles to explore simple stitches such as running stitch	T4a Can create textures through weaving with wool and other natural or man-made materials.		



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Art through Technology	ATT1a Can take self-portrait using a camera app ATT1b Use a simple computer paint program to create a picture	ATT2a use digital media to create repeated patterns to replicate patterns in nature	ATT3a Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it	ATT4a Create a piece of art which includes integrating a digital image they have taken. ATT4b Take a photo from an unusual or thought-provoking viewpoint	ATT5a describe how their photographic images show perspective ATT5b Use IT equipment to explore geometric patterns	ATT6a use IT to explore historical images of railways to gather ideas ATT6b Combine a selection of images using digital technology considering colour, size and rotation
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Art appreciation (responding to art)	AA1a Look at and talk about own work and that of other artists expressing their likes and dislikes	AA2a Express thoughts and feelings about a piece of Brazilian art. AA2b Explain changes they might make or how their work could be further developed	AA3a Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. AA3b recognise the work of British artist painting urban and rural landscapes	AA4a Compare the French artists Courbet, De Malherbe and Leger 's work and how it represents the varied landscapes of France	AA5a Compare the styles of American artist Frida Kahlo and Andy Warhol and discuss techniques used AA5b Explore the work of Peter Thorpe.	AA6a explore the work of Lorenzo Mattotti and compare to other artists studied in previous years AA6b look at artwork about railways and explore how perspective is used
End of Key Stage Expectations	- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Know about great artists, architects and designers in history.			