

| | Who We Are | Sharing the Planet | How the World Works | How we organise ourselves | Where we are in place and time | How We Express Ourselves |
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| EYFS | Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures | Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Begin to show accuracy and care when drawing. | | Share their creations explaining the process they have used. Share their creations explaining the processes they have used. | | Make props and materials when r |
| Year 1 | <p>Drawing: *Can they communicate something about themselves in their drawing? *Can they draw using pencil and crayons?</p> <p>Painting: *Can they communicate something about themselves in their painting? *Can they create moods in their painting? *Can they choose to use thick and thin brushes as appropriate? *Can they paint a picture of something they can see? *Can they name the primary and secondary colours?</p> <p>Knowledge: Can they describe what they can see and like in the work of another artist/craft maker/designer? Can they ask sensible questions about a piece of art?</p> | | <p>Collage: *Can they cut and tear paper and card for their collages? *Can they gather and sort the materials they will need?</p> <p>Knowledge: *Can they describe what they can see and like in the work of another artist/craft maker/designer? *Can they ask sensible questions about a piece of art?</p> | <p>3D: *Can they add texture by using tools? *Can they make different kinds of shapes? *Can they cut, roll and coil materials such as clay, dough or plasticine?</p> <p>Knowledge: *Can they describe what they can see and like in the work of another artist/craft maker/designer? *Can they ask sensible questions about a piece of art?</p> | <p>Use of IT: *Can they use a simple painting program to create a picture? *Can they use tools like fill and brushes in a painting package? *Can they go back and change their picture?</p> <p>Knowledge: *Can they describe what they can see and like in the work of another artist/craft maker/designer? *Can they ask sensible questions about a piece of art?</p> | <p>Drawing: *Can they create moods in their drawings? *Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</p> <p>Textiles: *Can they sort threads and fabrics? *Can they group fabrics and threads by colour and texture? *Can they weave with fabric and thread?</p> <p>Knowledge: *Can they describe what they can see and like in the work of another artist/craft maker/designer? *Can they ask sensible questions about a piece of art?</p> |

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| Year 2 | <p>Drawing Create different tones using light and dark. Show patterns and texture in drawings.</p> <p>Painting Mix paint to create all the secondary colours. Mix their own brown.</p> <p>Collage Create individual and group collages. Use different kinds of materials on a collage and explain why they have chosen them. Use repeated patterns in their collage.</p> <p>Knowledge Create a piece of work in response to another artist's work.</p> | <p>Painting Make tints by adding white.</p> <p>Drawing Use charcoal, pencil and pastels.</p> <p>Sketchbooks begin to demonstrate their ideas through photographs and in their sketchbooks. set out their ideas, using 'annotation' in their sketchbooks.</p> <p>Knowledge Create a piece of work in response to another artist's work. Can they link colours to natural and man-made objects?</p> | <p>Drawing Use three different grades of pencil in their drawing (4B, 8B, HB).</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>Knowledge Say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work.</p> <p>Sketchbooks Keep notes in their sketch books as to how they have changed their work.</p> | <p>Painting Mix and match colours and predict outcomes.</p> <p>IT Create a picture independently using IT software. Use simple IT mark-making tools, e.g.brush and pen tools Change their photographic images on a computer.</p> <p>Knowledge Say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work.</p> | <p>Painting Make tones by adding black</p> <p>IT Take different photographs of themselves displaying different moods. Edit own work using IT Software.</p> <p>Knowledge Say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work.</p> <p>Sketchbooks Begin to demonstrate their ideas through photographs and in their sketchbooks. Set out their ideas, using 'annotation' in their sketchbooks. Keep notes in their sketch books as to how they have changed their work. Create a piece of work in response to another artist's work.</p> | <p>3D/Textiles Make a clay pot and join two finger pots together. Add line and shape to pieces of work and join fabric using glue. Sew fabrics together.</p> <p>Printing Create a print using pressing, rolling, rubbing and stamping. Create a print like a designer.</p> <p>Knowledge Say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work.</p> <p>Sketchbooks begin to demonstrate their ideas through photographs and in their sketchbooks. set out their ideas, using 'annotation' in their sketchbooks. Keep notes in their sketch books as to how they have changed their work. Create a piece of work in response to another artist's work.</p> |
| Year 3 | <p>Can they use their sketches to produce a final piece of work? Can they create a background using a wash? Can they use a range of brushes to create different effects? Can they make notes in their sketch books about techniques used by artists? Can they use the printed images they take with a digital camera and combine them with other media to produce art work?Can they explore work from other periods of time?</p> | <p>Can they cut very accurately? Can they overlap materials? Can they use mosaic? Can they use different grades of pencil shade, to show different tones and texture? Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> | <p>Do they know where each of the primary and secondary colours sits on the colour wheel? Can they predict with accuracy the colours that they mix? Can they experiment using different colours? Can they make a printing block? Can they make a 2 colour print? Can they use the web to research an artist or style of art? Can they show facial expressions in their drawings? Can they write an explanation of their sketch in notes?</p> | <p>Can they add onto their work to create texture and shape? Can they work with life size materials? Can they create pop-ups? Can they use more than one type of stitch? Can they join fabric together to form a quilt using padding? Can they use sewing to add detail to a piece of work? Can they add texture to a piece of work? Can they suggest improvements to their work by keeping notes in their sketch books?</p> | <p>Can they use IT programs to create a piece of work that includes their own work and that of others? Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artists is trying to express in their work?</p> | <p>Can they compare the work of different artists? Can they explore work from other cultures? Can they cut very accurately? Can they overlap materials? Can they experiment using different colours? Can they use mosaic? Can they use montage?</p> |

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| Year 4 | <p>Printing: Can they print using at least four colours? Can they create an accurate print design? Can they print onto different materials? Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials?</p> | <p>Sketch books: Can they begin to show facial expressions and body language in their sketches? Can they explain why they have chosen specific materials to draw with? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they create all the colours they need? Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</p> | <p>Painting: Can they create mood in their paintings? Do they successfully use shading to create mood and feeling? Can they experiment with different styles which artists have used? Can they explain art from other periods of history?</p> | <p>Collage: Can they use ceramic mosaic? Can they combine visual and tactile qualities?</p> | <p>3D/Textiles: Can they use early textile and sewing skills as part of a project? Can they present a collection of their work on a slide show? Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research?</p> | <p>Drawing: Can they produce a montage all about themselves? Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books?</p> |
| Year 5 | <p>Drawing: Can they identify and draw simple objects, and use marks and lines to produce texture? Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with?</p> <p>Knowledge Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p> | <p>Painting: Can they create a range of moods in their paintings? Can they express their emotions accurately through their painting and sketches? Knowledge Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p> | <p>Sketch Books: Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others? Knowledge Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p> | <p>3D/Textiles Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt mouldable materials? Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. Knowledge Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p> | <p>Use of IT Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? Can they create digital images with animation, video and sound to communicate their ideas? Knowledge Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p> | <p>Collage Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities to express mood and emotion? Knowledge Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p> |

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| <p>Year 6</p> | <p>Drawing</p> <ul style="list-style-type: none"> Explain why they have chosen specific drawing techniques <p>Painting</p> <ul style="list-style-type: none"> Use a wide range of techniques in their work <p>Knowledge</p> <ul style="list-style-type: none"> Make a record about the styles and qualities in their work Say what their work is influenced by Include technical aspects in their work, e.g. architectural design | <p>Sketch Books</p> <ul style="list-style-type: none"> Sketch books contain detailed notes, and quotes explaining about items Compare their methods to those of others and keep notes in their sketch books Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books <p>Drawing</p> <ul style="list-style-type: none"> Sketches communicate emotions and a sense of self with accuracy and imagination Explain why they have combined different tools to create their drawings Explain why they have chosen specific drawing techniques <p>Knowledge</p> <ul style="list-style-type: none"> Make a record about the styles and qualities in their work Say what their work is influenced by Include technical aspects in their work, e.g. architectural design | <p>Sketch Books</p> <ul style="list-style-type: none"> Sketch books contain detailed notes, and quotes explaining about items Compare their methods to those of others and keep notes in their sketch books Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books <p>Drawing</p> <ul style="list-style-type: none"> Sketches communicate emotions and a sense of self with accuracy and imagination Explain why they have combined different tools to create their drawings Explain why they have chosen specific drawing techniques <p>Painting</p> <ul style="list-style-type: none"> Use a wide range of techniques in their work <p>Knowledge</p> <ul style="list-style-type: none"> Make a record about the styles and qualities in their work Say what their work is influenced by Include technical aspects in their work, e.g. architectural design | <p>Sketch Books</p> <ul style="list-style-type: none"> Sketch books contain detailed notes, and quotes explaining about items Compare their methods to those of others and keep notes in their sketch books Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books <p>Drawing</p> <ul style="list-style-type: none"> Sketches communicate emotions and a sense of self with accuracy and imagination Explain why they have combined different tools to create their drawings Explain why they have chosen specific drawing techniques <p>3D/Sculpture</p> <ul style="list-style-type: none"> They create models on a range of scales Create work which is open to interpretation by the audience Include both visual and tactile elements in their work Sculpt clay and other mouldable materials <p>Knowledge</p> <ul style="list-style-type: none"> Make a record about the styles and qualities in their work Say what their work is influenced by Include technical aspects in their work, e.g. architectural design | <p>Sketch Books</p> <ul style="list-style-type: none"> Sketch books contain detailed notes, and quotes explaining about items Compare their methods to those of others and keep notes in their sketch books Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books <p>Collage</p> <ul style="list-style-type: none"> Justify the materials they have chosen Combine pattern, tone and shape? <p>Use of IT</p> <ul style="list-style-type: none"> Use software packages to create pieces of digital art to design. Create a piece of art which can be used as part of a wider presentation. <p>Knowledge</p> <ul style="list-style-type: none"> Make a record about the styles and qualities in their work Say what their work is influenced by Include technical aspects in their work, e.g. architectural design | <p>Sketch Books</p> <ul style="list-style-type: none"> Sketch books contain detailed notes, and quotes explaining about items Compare their methods to those of others and keep notes in their sketch books Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books <p>Printing</p> <ul style="list-style-type: none"> Overprint using different colours Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods <p>Knowledge</p> <ul style="list-style-type: none"> Make a record about the styles and qualities in their work Say what their work is influenced by Include technical aspects in their work, e.g. architectural design |
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