



	Sketching and Drawing	Painting and Printing	Moulding and Sculpting	Collaging and Crafting	Art History and Knowledge	Presenting and Evaluating
Early Years	<ul style="list-style-type: none"> To explore making marks on a variety of materials using marks, lines and curves to represent different ideas and objects. 	<ul style="list-style-type: none"> To explore making marks and printing using a range of materials e.g. body parts, straws, sponges, brushes. 	<ul style="list-style-type: none"> To explore with handling, feeling, manipulating, pulling and constructing rigid and malleable materials. 	<ul style="list-style-type: none"> To experiment with handling, cutting, tearing, sticking different materials, select and sort materials into given criteria. 	<ul style="list-style-type: none"> To explore and replicate the works of Jackson Pollock or Henri Matisse. 	<ul style="list-style-type: none"> To identify and use their favourite colour and things they like in their surroundings.
Year 1	<ul style="list-style-type: none"> To use marks, lines and curves to represent objects or ideas. To understand the line produced by pencils, pastels, chalk. 	<ul style="list-style-type: none"> To use a range of tools to spread paint or create patterns. To experiment with mixing colour and using two contrasting colours. 	<ul style="list-style-type: none"> To pull apart and reconstruct basic shapes. To mould and create effects in clay e.g. pinching, rolling. 	<ul style="list-style-type: none"> To develop folding, cutting, tearing and sticking techniques. To begin to consider which adhesives will be appropriate for the task. 	<ul style="list-style-type: none"> To know the names of tools, techniques and elements that they use. To explore and replicate the works of Andy Goldsworthy or Wassily Kandinsky. 	<ul style="list-style-type: none"> To record ideas, observations and work in a sketch book. To explain what they like about their own work and the work of others.
Year 2	<ul style="list-style-type: none"> To demonstrate a controlled use line and tone to represent objects or ideas. To develop shading techniques including using hard and soft pencils, pastels and chalk. 	<ul style="list-style-type: none"> To create patterns using different tools and colours. To use colour to represent objects, mood or ideas. To explore and recreate patterns and textures with a range of materials e.g. sponges, leaves, food. 	<ul style="list-style-type: none"> To begin to consider the form, feel, texture and pattern. To experiment using basic tools e.g. use rolling skills. 	<ul style="list-style-type: none"> To apply folding, cutting, tearing and sticking skills with increased accuracy. To develop skills of overlapping and overlaying in collaging. 	<ul style="list-style-type: none"> To know the names of tools, techniques and elements that they use. To explore and replicate the works of Henri Rousseau or Giuseppe Arcimboldo. 	<ul style="list-style-type: none"> To record ideas, observations and work in a sketch book. To give reasons for their preferences of their own work and the work of others. To begin to consider what they might change in their own work next time.
Year 3	<ul style="list-style-type: none"> To use line, tone and shade to represent objects or ideas. To develop shading techniques through use of colour and change in tone. To draw objects from a range of viewpoints or perspectives. 	<ul style="list-style-type: none"> To use different types of brushes for specific purpose and effect. To look at primary and secondary colours and black and white. To explore creating patterns using a range of printing materials e.g. wallpaper, string, and polystyrene. 	<ul style="list-style-type: none"> To compare and recreate different forms and shape e.g. sculpting. To begin to use tools and techniques to create texture and specific effects. 	<ul style="list-style-type: none"> To apply folding, cutting, tearing and sticking skills with increased accuracy. To begin to develop an awareness of contrast in texture and colour. 	<ul style="list-style-type: none"> To know the names of tools, techniques and elements that they use. To explore and replicate the works of Andy Warhol or Sonia Delaunay. 	<ul style="list-style-type: none"> To record ideas, observations and work in a sketch book. To explain what they like or dislike about their own work and the work of others. To compare methods and approaches between their own work and the work of others.
Year 4	<ul style="list-style-type: none"> To use line, tone and shade to represent objects or ideas. To experiment with shading techniques with a range of different mediums e.g. pencils, pastels, charcoal. To draw objects from a range of viewpoints or perspectives. 	<ul style="list-style-type: none"> To being using different types of brushes for specific purpose and effect. To look at primary and secondary colours and black and white and experiment with mixing. To use printing to represent their environment. 	<ul style="list-style-type: none"> To begin to consider using texture, shape and form in recreating an image in 3D form. To use a range of tools and techniques to add details and create specific effects. 	<ul style="list-style-type: none"> To apply folding, cutting, tearing and sticking skills with increased accuracy. To begin to experiment with texture and colour creating a collage to represent an idea, feeling or object. 	<ul style="list-style-type: none"> To know the names of tools, techniques and elements that they use. To explore and replicate the works of William Morris or Georges Seurat. 	<ul style="list-style-type: none"> To record ideas and observations in a sketch book to plan work and experiment with ideas. To articulate how they might improve their work using technical terms and reasons e.g. through annotation. To consider how some of their ideas, techniques and artist's work have impacted on their final piece of work.
Year 5	<ul style="list-style-type: none"> To confidently use a range of materials to represent objects or ideas with a range of materials. To begin to select appropriate media and techniques to achieve a specific outcome. To draw objects from a range of viewpoints or perspectives. 	<ul style="list-style-type: none"> To begin to use a range of techniques including dots, scratches and splashes. To investigate symbols, shapes, form and composition through painting and printing. To make connections between printing using patterns and patterns in their environment. 	<ul style="list-style-type: none"> To demonstrate an awareness of texture, shape and form by recreating an image in 3D form. To begin to consider which tools and techniques to use to add detail or create specific effects. 	<ul style="list-style-type: none"> To apply folding, cutting, tearing and sticking skills with increased accuracy. To confidently use texture and colour creating a collage to represent an idea, feeling or object. 	<ul style="list-style-type: none"> To know the names of tools, techniques and elements that they use. To explore and replicate the works of LS Lowry or Vincent Van Gough 	<ul style="list-style-type: none"> To evaluate their work against their intended outcome. To generate an explanation about why they like specific features of an artist's work or techniques.
Year 6	<ul style="list-style-type: none"> To confidently use a range of techniques and material to represent objects or ideas. To apply knowledge and skills to independently choose appropriate materials and techniques to create an outcome. 	<ul style="list-style-type: none"> To confidently use a range of techniques, colours and effects to represent objects or ideas. To apply knowledge and skills to design and create a print e.g. wallpaper. 	<ul style="list-style-type: none"> To confidently use a range of tools and techniques to add detail or create specific effect. To apply knowledge and skills to design and create a 3D piece e.g. vase. 	<ul style="list-style-type: none"> To consider how to embellish collage using a variety of materials and techniques e.g. drawing, painting and printing. To apply knowledge and skills to design and create a collage. 	<ul style="list-style-type: none"> To know the names of tools, techniques and elements that they use. To explore and replicate the works of Banksy or Monet. 	<ul style="list-style-type: none"> To explain and justify preferences towards different styles and artists. To critically evaluate the work that they produce and use the evaluations to impact positively on generating a final outcome.