

	Year 1	Year 2
Use a range of materials creatively to design and make products	To be able to use a range of materials to think about and make an end product. (with support)	To be able to use a range of materials to think about and make an end product and explain what they have done.
Use drawing, painting and sculpture to share ideas, experiences and imagination		
Drawing and painting	<p>To be able to make a drawing using pencil</p> <p>To add colour to a drawing with crayons.</p> <p>To paint using ready mixed colours</p> <p>To draw or paint a picture to accompany a story</p> <p>To draw or paint a picture of somebody or something known</p> <p>To be able to control the types of marks made</p>	<p>To be able to draw using pencil, chalks, wax and crayons.</p> <p>To start to mix colours to create new colours for painting</p> <p>To use imagination to draw or paint pictures from stories.</p> <p>To share ideas about how best to illustrate an idea/picture/painting.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark</p>
Sculpture	<p>To make a simple sculpture out of clay</p> <p>To make a sculpture out of junk materials</p>	<p>To design a simple sculpture for a purpose</p> <p>To start to use slip to make joins and recognise that some sculpture shapes will not stay in shape</p> <p>To start to consider the best junk materials and fixes to make a junk model</p>

<p>Develop art and design technologies in using colour, pattern texture, line, shape form and space</p>		
<p>Line and shape</p>	<p>Observe and draw shapes from observations</p> <p>Draw shapes in between objects</p> <p>Invent new shapes</p> <p>Use a variety of tools and techniques including different brush sizes and types</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p>
<p>Colour</p>	<p>Mix and match colours to artefacts and objects</p> <p>Identify primary colours by name</p>	<p>Name different types of paint and their properties</p> <p>Mix primary shades and tones</p>

Texture		Investigate textures by describing, naming, rubbing, copying Create textured paint by adding sand, plaster
Printing	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Roll paint over found objects to create patterns e.g. plastic mesh, stencils Arrange and glue materials to different backgrounds	Make simple prints from i.e pre-cut lino Make repeat patterns using a range of colour or print
Pattern	Recognise pattern with an attempt to copy simple patterns.	Build repeating patterns and recognise pattern in the environment
Collage	Sort and group materials for different purposes e.g. colour texture. Start to use paper for basic collage.	Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc Fold, crumple, tear and overlap papers
Learn about the work of a range of artists, craft makers and designers describing differences and similarities between different practices and disciplines and making links to their own work.	Know about artists or craft makers from different cultures or times and have attempted to copy their style or work.	Talk about artists, craft makers or designers from different cultures or times and talk about work they have done in their style.

	Year 3	Year 4	Year 5	Year 6
<p>Create sketchbooks to record their observations and use them to review and revisit ideas (and develop drawing skills)</p>	<p>Use sketchbooks to practise drawing from observation.</p> <p>. Draw for a sustained period of time at an appropriate level.</p> <p>Make accurate marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p>	<p>Use sketch books to draw from observation.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Chose appropriate grades of pencil or other implements to draw.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Start to try to show perspective.</p>	<p>Use a sketchbook to collect and develop ideas.</p> <p>Be able to sketch from a variety of sources including observation, photographs and digital images.</p> <p>Start to use blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Develop skills in showing persepective</p> <p>. .</p>	<p>Use a sketch book to collect and develop ideas</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Start to develop their own style using tonal contrast and choosing their own preferred sketching implements whilst experimenting with others.</p> <p>Begin to develop an awareness of composition, scale and proportion in their drawings e.g. foreground, middle ground and background.</p> <p>Show perspective in drawing</p>

<p>To improve their mastery of art and design techniques including (drawing), painting and sculpture with a range of materials</p>				
<p>Painting</p>	<p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Start to produce more accurate paintings portraying images from imagination or observation</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Start to mix shades and tones more accurately</p> <p>Recognise and explain what has worked in a painting or how it could be improved.</p>	<p>Develop a painting from a drawing.</p> <p>Mix shades and tones.</p> <p>Recognise the benefit of using a restricted number of shades/complementary colours for effect.</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p> <p>With support create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p>	<p>Consider and chose appropriate media and materials</p> <p>Mix appropriate colours.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Independently create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p>
<p>Printing</p>	<p>Use variety of printing tools to create more precise patterns or pictures.</p>	<p>Experiment with overprinting and colour range for effect</p>	<p>Use relief or impressed method</p> <p>Experiment with overprinting to produce an effective overprint pattern</p>	<p>Create more complex printing blocks by simplifying an initial sketch book idea understanding the level of complexity possible with the process,</p> <p>Use over printing effectively</p>

Collage	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p>	<p>Use appropriate collage technique for producing particular pieces of work</p> <p>Experiment with a range of materials; paper, fabric, natural materials,</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use collage as a means of extending work from initial ideas</p>	<p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>
Sculpture	<p>Plan, design and make models from observation or imagination.</p> <p>Join clay adequately</p> <p>Create surface patterns and textures in a malleable material</p>	<p>Use paper mache to make a model</p> <p>Develop skills in joining clay effectively using slip</p>	<p>Sculpt from from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p>	<p>Produce intricate patterns and textures in a malleable media</p> <p>Use slaps, coils and slips effectively in clay</p>
To learn about great artists and architects and designers in history	<p>To have explore the roles and purposes of artists, craftspeople and designers (that have been studied) , working in different times and cultures.</p>	<p>To have an understanding of the purposes of artists, craftspeople and designers (that have been studied, working in different times and cultures.</p>	<p>To be able to talk about the the roles and purposes of artists, craftspeople and designers (that have been studied) working in different times and cultures. Talking about their importance, work.</p>	<p>To be able to talk about the the roles and purposes of artists, craftspeople and designers (that have been studied) working in different times and cultures. Talking about their importance, work. Discussing with reason whether they like their work or not.</p>

