



EYFS		
	Development Matters:	Statutory Framework Early Learning Goals
Expressive Art and Design	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills 	<p>Creating with materials</p> <ul style="list-style-type: none"> • 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 • Make use of props and materials when role playing characters in narratives and stories
Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using tripod grip in almost all cases • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing
Understanding the World		<p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.



YEAR 1

National Curriculum:	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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
Suggested artists:	Irina Sztukowski, William Morris, Paul Klee
Vocabulary:	work, work of art, idea, starting point, observe, focus, design, line drawing, detail, oil pastels, chalk, drawings, line, bold, size, space, primary colours, secondary colours, sculpture, statue, model, shapes, 2D shapes, 3D shapes, colour, shape, printing, objects, decoration, decorative, crayons, pattern, repeating pattern

Exploring and Developing Ideas

E1	Explore ideas	Collect visual information by researching and studying various pictures
E2	Develop ideas	Develop ideas from starting points
E3	Evaluate	<p>Make changes to work</p> <p>Evaluate work by explaining what they like and dislike</p>

Techniques

T1	Drawing	<p>Draw lines of different sizes and thickness</p> <p>Use dots and lines to show pattern and texture</p> <p>Use different materials to draw, e.g. pencils, crayons, pastels, chalk, felt tips</p>
T2	Painting	<p>Use different tools to make marks with paint, e.g. sponges, fingers and brushes</p> <p>Use thick and thin brushes</p> <p>Name primary and secondary colours</p>
T3	Sculpture (Art day)	<p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching</p> <p>Use a variety of shapes, including lines and texture</p>
T4	Collage	-



T5	Printing	<p>Copy repeated pattern</p> <p>Use a variety of materials, e.g. sponges, fruit/veg, blocks</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</p>
Influences		
I1	Observe	Describe the work of a famous, notable artist or designer
I2	Express opinion	Comment on the work of a famous, notable artist, saying what they like/don't like
I3	Use inspiration	Use some of the ideas of the artist studied to create pieces
I4	Reflect	Reflect on their own work and artist studied, comparing similarities and differences



YEAR 2

National Curriculum:	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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
Suggested artists:	Granger, Leonid Afremov, Van Gogh
Vocabulary:	materials, collage, portrait, self-portrait, landscape, cityscape, building, mix, warm colours, cool colours, watercolour wash, bold brushstroke, wax, resist, improve

Exploring and Developing Ideas

E1	Explore ideas	Collect visual information
E2	Develop ideas	Develop ideas from starting points
E3	Evaluate	<p>Make changes and improve original ideas</p> <p>Evaluate work by explaining what they like and dislike</p>

Techniques

T1	Drawing	<p>Draw lines of different sizes and thickness</p> <p>Use different marks, lines and pressures to show pattern and texture</p> <p>Use different materials to draw, e.g. pencils, crayons, pastels, chalk, felt tips</p>
T2	Painting (Art day)	<p>Use different tools to make marks with paint, e.g. sponges, fingers and brushes</p> <p>Use thick and thin brushes</p> <p>Mix primary colours to make secondary colours</p>
T3	Sculpture	<p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching</p> <p>Use a variety of shapes, including lines and texture</p>
T4	Collage	<p>Use a combination of materials that have been cut, torn and glued</p> <p>Sort and arrange materials</p> <p>Add texture by mixing materials</p>



T5	Printing	-
Influences		
I1	Observe	Describe the work of famous, notable artists and designers
I2	Express opinion	Comment on the work of famous, notable artists, saying what they like/don't like
I3	Use inspiration	Use some of the ideas of artists studied to create pieces
I4	Reflect	Reflect on their own work and artist studied, comparing similarities and differences



YEAR 3

National Curriculum:	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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] about great artists, architects and designers in history.
Suggested artists:	Henri Breuil, Adolph Gottlieb, Jackson Pollock
Vocabulary:	sketchbook, develop, flick, texture, abstract, form, record, light, dark, tone, shadow, outline, neutral colours, shades, tints, emotion, sculptor, carving, edging, trimmings, block printing ink, polystyrene printing tiles, inking rollers, printmaking

Exploring and Developing Ideas

E1	Explore ideas	<p>Collect information, sketches and resources</p> <p>Use a sketchbook to record observations and ideas</p>
E2	Develop ideas	Develop and improve ideas from starting points
E3	Evaluate	<p>Make changes and decisions for a purpose</p> <p>Evaluate work by commenting on successes and difficulties</p>

Techniques

T1	Drawing	<p>Begin to show line, tone and texture with different hardness of pencils</p> <p>Use carefully chosen marks, lines and pressures to show pattern and texture</p> <p>Develop the use of different drawing materials, e.g. pencils, crayons, pastels, charcoal</p>
T2	Painting	<p>Explore the types of marks made in a range of painting techniques, e.g. layering, mixing media and adding texture</p> <p>Use thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>Mix a range of colours effectively using the correct language, e.g. primary and secondary</p> <p>Start to develop a personal style of painting, drawing upon ideas from other artists</p>
T3	Sculpture	<p>Cut, make and combine shapes to create recognisable forms</p> <p>Use clay and other malleable materials and practise joining techniques</p> <p>Add materials to the sculpture to create detail</p>
T4	Collage	-



T5	Printing (Art day)	<p>Use more than one colour to layer in a print</p> <p>Replicate patterns from observations</p> <p>Make printing blocks</p> <p>Make repeated patterns with precision</p>
Influences		
I1	Observe	Give details about the style of some famous, notable artists and designers
I2	Express opinion	Express an opinion on the work of famous, notable artists
I3	Use inspiration	Create original pieces that are influenced by studies of others
I4	Reflect	Reflect upon their work inspired by an artist and the development of their skills



YEAR 4

National Curriculum:	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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] about great artists, architects and designers in history.
Suggested artists:	Clarice Cliff, Antoni Gaudi, Henri Rousseau & Ruth Daniels
Vocabulary:	foreground, middle ground, background, geometric, squares, gaps, mosaic, tile, features, cut, place, arrange, weaving, woven, alternate, over, under, ink, apply, set

Exploring and Developing Ideas

E1	Explore ideas	<p>Collect information, sketches and resources</p> <p>Use a sketchbook to record observations and ideas</p>
E2	Develop ideas	Develop and improve ideas from starting points
E3	Evaluate	<p>Make changes and decisions for a purpose, thinking about effectiveness</p> <p>Evaluate work by commenting on successes and difficulties</p>

Techniques

T1	Drawing	<p>Begin to show line, tone and texture with different hardness of pencils</p> <p>Use hatching and cross hatching to show shadow, tone and texture</p> <p>Develop the use of different drawing materials, e.g. pencils, crayons, pastels, ink</p>
T2	Painting	<p>Explore the types of marks made in a range of painting techniques, e.g. layering, mixing media and adding texture</p> <p>Use thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>Add white to colours to make tints and black to make tones</p> <p>Start to develop a personal style of painting, drawing upon ideas from other artists</p>
T3	Sculpture	<p>Cut, make and combine shapes to create recognisable forms</p> <p>Use clay and other malleable materials and practise joining techniques</p> <p>Add materials to the sculpture to create detail</p>
T4	Collage (Art day)	<p>Select colours and materials to create effect, giving reasons for their choices</p> <p>Refine work as they go to ensure precision</p>



		Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage
T5	Printing	-
Influences		
I1	Observe	Give details about the style of some famous, notable artists and designers
I2	Express opinion	Express an opinion on the work of famous, notable artists
I3	Use inspiration	Create original pieces that are influenced by studies of others
I4	Reflect	Reflect upon their work inspired by an artist and the development of their skills



YEAR 5

National Curriculum:	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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] about great artists, architects and designers in history.
Suggested artists:	Turner and N. Roerich, Geln Alps, David Hockney and Martin Henson
Vocabulary:	sweep, acrylic paint, refine, structure, smudge, blend, mark, hard, soft, light, heavy, sketch, mural, blend, join, slip, coil, cast, fix, architect

Exploring and Developing Ideas

E1	Explore ideas	<p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook</p> <p>Use a sketchbook to review and revisit ideas</p>
E2	Develop ideas	Develop and imaginatively extend ideas from starting points
E3	Evaluate	<p>Adapt and refine ideas as they progress</p> <p>Evaluate work by commenting on successes and difficulties and potential for development</p>

Techniques

T1	Drawing	<p>Use a range of pencils confidently to show line, tone and texture</p> <p>Use a variety of techniques to show shadow, tone and texture, including shading, hatching and cross hatching</p> <p>Use a range of different drawing materials confidently, e.g. sketching pencils, pastels, charcoal, ink, computing software</p>
T2	Painting	<p>Confidently control the types of marks made and experiment with different effects and textures, e.g. blocking in colour, washes and thickening paint to create textural effects</p> <p>Use a range of brushes and techniques to create shapes, textures, patterns and lines</p> <p>Combine colours, tones and tints to express mood</p> <p>Work in a sustained and independent way to develop a personal style of painting, drawing upon ideas from other artists</p>
T3	Sculpture (Art day)	<p>Plan and design a sculpture</p> <p>Use tools and materials to carve, add shape, add texture and pattern</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</p>



		Use materials other than clay to create a 3D sculpture
T4	Collage	-
T5	Printing	Design and create printing blocks/tiles Develop techniques in mono, block and relief printing Create and arrange accurate patterns
Influences		
I1	Observe	Give detailed observations about famous, notable artists', architects' and designers' work
I2	Express opinion	Express an opinion on the work of famous, notable artists and refer to techniques and effect
I3	Use inspiration	Create original pieces that show a range of influences and styles
I4	Reflect	Reflect upon their work inspired by an artist and the development of their skills, explaining how the work of those studied was influential



YEAR 6

National Curriculum:	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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] about great artists, architects and designers in history.
Suggested artists:	Hans Holbein, George Segal & Elizabeth Berrian, Megan Coyle
Vocabulary:	dab, fresco, graffiti, impressionism, impressionists, pattern installation, relief printing, Modroc, skin tone

Exploring and Developing Ideas

E1	Explore ideas	<p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook</p> <p>Use a sketchbook to review and revisit ideas</p>
E2	Develop ideas	Develop and imaginatively extend ideas from starting points
E3	Evaluate	<p>Adapt and refine ideas as they progress and explain why</p> <p>Evaluate work by commenting on successes and difficulties and potential for development</p>

Techniques

T1	Drawing	<p>Use a range of pencils confidently to show line, tone and texture</p> <p>Use a variety of techniques to show shadow, tone and texture, including shading, hatching and cross hatching, understanding which works well in their work and why</p> <p>Use a range of different drawing materials confidently, e.g. sketching pencils, pastels, charcoal, ink, computing software</p>
T2	Painting (Art day)	<p>Confidently control the types of marks made and experiment with different effects and textures, e.g. blocking in colour, washes and thickening paint to create textural effects</p> <p>Use a range of brushes and techniques to create shapes, textures, patterns and lines</p> <p>Mix and match colours for purposes, e.g. creating skin tones</p> <p>Work in a sustained and independent way to develop a personal style of painting, drawing upon ideas from other artists</p>
T3	Sculpture	<p>Plan and design a sculpture</p> <p>Use tools and materials to carve, add shape, add texture and pattern</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</p>



		Use materials other than clay to create a 3D sculpture
T4	Collage	Add collage to a painted or printed background Create and arrange accurate patterns Use a range of mixed media Plan and design a collage
T5	Printing	-
Influences		
I1	Observe	Give detailed observations about famous, notable artists', architects' and designers' work
I2	Express opinion	Express an opinion on the work of famous, notable artists and refer to techniques and effect
I3	Use inspiration	Create original pieces that show a range of influences and styles
I4	Reflect	Reflect upon their work inspired by an artist and the development of their skills, explaining how the work of those studied was influential