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| **Drawing** (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)  **Possible Artists**: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat. | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Enjoy using a | Experiment with a | Begin to control the | Developing intricate | Developing techniques | Work in a sustained and | Draw for a sustained period |
| variety of media. | variety of media. | types marks made with  the range of media. | patterns/ marks with a  variety of media. | to create intricate  patterns using different | independent way to create  a detailed drawing. Develop | of time over a number of  sessions working on one |
| Use and begin to | Begin to control the |  |  | grades of pencil and | a key element of their work: | piece. |
| control a range of | types of marks made | Control the types of | Demonstrate | other | line, tone, pattern, texture. |  |
| media. Draw on | with the range of | marks made with the | experience in different | implements/media to |  | Develop their own style of |
| different surfaces | media. Draw on | range of media. Draw | grades of pencil and | create lines, marks and | Use different techniques for | drawing through: line, tone, |
| and coloured | different surfaces. | on different surfaces | other implements to | develop tone. | different purposes i.e. | pattern, texture. |
| paper. | Start to record simple | with a range of media. | draw different forms  and shapes. | Understanding why  they best suit. | shading, hatching within  their own work. | Use different techniques for |
| Produce lines of | media explorations in a | Use a sketchbook to |  |  |  | different purposes i.e. |
| different | sketch book. | plan and develop | Use a sketchbook to | Draw for a sustained | Use sketchbooks to collect, | shading, hatching within |
| thickness and  tone using a | Develop a range of | simple ideas. | record media  explorations and | period of time at an  appropriate level. | record and plan for future  works. Start to develop | their own work,  understanding which works |
| pencil. | tone using a pencil and | Continue to investigate | experimentations as |  | their own style using tonal | well in their work and why. |
|  | use a variety of | tone by drawing | well as planning and | Use sketchbooks to | contrast and mixed media. |  |
| Start to produce  different patterns | drawing techniques  such as: hatching, | light/dark lines,  patterns and shapes | collecting source  material for future | collect and record  visual information from | Develop further simple | Develop their own style |
| and textures from | scribbling, stippling, | using a pencil. Name, | works. | different sources as | perspective in using a single | using tonal contrast and |
| observations,  imagination and | and blending to create  light/ dark lines. | match and draw  lines/marks from | Begin to show an | well as planning and  colleting source | focal point and horizon.  Begin to develop an | mixed media. |
| illustrations. |  | observations. | awareness of objects | material for future | awareness of composition, | Use sketchbooks to collect, |
|  | Investigate textures by |  | having a third | works. | scale and proportion in | record and plan for future |
|  | describing, naming,  rubbing, copying. | Continue to investigate  textures and produce | dimension and  perspective. | Have opportunities to | their paintings. | works. Adapt their work  according to their views and |
|  |  | an expanding range of |  | develop further | Use drawing techniques to | describe how they might |
|  | Produce an expanding | patterns. | Create textures and | drawings featuring the | work from a variety of | develop it further. |
|  | range of patterns and  textures. |  | patterns with a wide  range of drawing | third dimension and  perspective. | sources including  observation, photographs | Have opportunities to |
|  |  |  | implements. |  | and digital images. Develop | develop further simple |
|  |  |  |  |  | close observation skills  using a variety of view | perspective in their work  using a single focal point |
|  |  |  |  |  | finders. | and horizon. Develop an |
|  |  |  |  |  |  | awareness of composition, |
|  |  |  |  |  |  | scale and proportion in  their paintings. |

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| **Painting** (watercolour, ready mixed, acrylic, )  **Possible Artists**: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O’Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte. | | | | | | |
| Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.  Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.  Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. | Explore with a variety of media; different brush sizes and tools.  Explore lightening and darkening paint without the use of black or white.  Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media.  Start to record simple media explorations in a sketch book.  Start to mix a range of secondary colours, moving towards predicting resulting colours. | Begin to control the types of marks made with a range of painting techniques  e.g. layering, mixing media, and adding texture.  Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.  Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.  Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work.  E.g. small brush for small marks. | Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Confidently create different effects and textures with paint according to what they need for the task. | Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Start to develop a painting from a drawing.  Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Start to look at working in the style of a selected artist (not copying). | Confidently control the types of marks made and experiment with different effects and textures.  Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Start to develop their own style using tonal contrast and mixed media.  Recognise the art of key artists and begin to place them in key movements or historical events. | Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.  Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix colour, shades and tones with confidence building on previous knowledge.  Understanding which works well in their work and why.  Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. |

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| **Sculpture** (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )  **Possible Artists**: ( Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre. | | | | | | |
| Enjoy a range of malleable media such as clay, papier Mache, Salt dough.  Impress and apply simple decoration.  Cut shapes using scissors and other modelling tools.  Build a construction/ sculpture using a variety of objects  e.g. recycled, natural and manmade materials. | Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.  Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.  Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.  Impress and apply simple decoration techniques: impressed, painted, applied.  Use tools and equipment safely and in the correct way. | Use equipment and media with increasing confidence.  Shape, form, construct and model from observation and imagination.  Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.  Demonstrate experience in surface patterns/ textures and use them when appropriate.  Explore carving as a form of 3D art | Use equipment and media with confidence. Learn to secure work to continue at a later date.  Join two parts successfully.  Construct a simple base for extending and modelling other shapes.  Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.  Produce more intricate surface patterns/ textures and use them when appropriate.  Produce larger ware using pinch/ slab/ coil techniques.  Continue to explore carving as a form of 3D art.  Use language appropriate to skill and technique | Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  Make a slip to join to pieces of clay.  Decorate, coil, and produce marquettes confidently when necessarily.  Model over an armature: newspaper frame for modroc.  Use recycled, natural and man‐made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Adapt work as and when necessary and explain why.  Gain more confidence in carving as a form of 3D art.  Use language appropriate to skill and technique.  Demonstrate awareness in environmental sculpture | way, caring for equipment. Secure work to continue at a later date.  Show experience in combining pinch, slabbing and coiling to produce end pieces.  Develop understanding of different ways of finishing work: glaze, paint, polish  Gain experience in model ling over an armature: newspaper frame for modroc.  Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.  Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.  Adapt work as and when necessary and explain why.  Confidently carve a simple form.  Use language appropriate to skill and technique. | Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.  Model and develop work through a combination of pinch, slab, and coil.  Work around armatures or over constructed foundations.  Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.  Demonstrate experience in relief and freestanding work using a range of media.  Recognise sculptural forms in the environment: Furniture, buildings.  Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.  Confidently carve a simple form.  Solve problems as they occur. |

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|  |  |  |  | | and found object art. Show awareness of the effect of time upon sculptures. | | Compare the style of different styles and approaches: Moore, Aztec. | Use language appropriate to skill and technique. |
| **Printing** (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)  **Possible Artists**: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden, | | | | | | | | |
| Enjoy taking rubbings: leaf, brick, coin.  Simple pictures by printing from objects.  Develop simple patterns by using objects.  Enjoy using stencils to create a picture | Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.  Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics. | Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image  Make simple marks on rollers and printing palettes Take simple prints  i.e. mono ‐printing.  Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.  Experiment with overprinting motifs and colour. | | Print simple pictures using different printing techniques.  Continue to explore both mono-printing and relief printing.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Demonstrate experience in 3 colour printing.  Explore 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.  Demonstrate experience in combining prints taken from different objects to produce an end piece. | | Increase awareness of mono and relief printing.  Demonstrate experience in fabric printing.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Expand experience in 3 colour printing.  Continue to experience in combining prints taken from different objects to produce an end piece.  Create repeating patterns. | Use tools in a safe way  Continue to gain experience in overlaying colours.  Start to overlay prints with other media.  Use print as a starting point to embroidery.  Show experience in a range of mono print techniques.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works | Develop ideas from a range of sources.  See positive and negative shapes.  Demonstrate experience in a range of printmaking techniques.  Describe techniques and processes.  Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.  Develop their own style using tonal contrast and mixed media. |

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| **Textile** (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)  **Possible Artists**: Ashley, Fassett, African/Indian, Adire, | | | | | | |
| Enjoy playing with and using a variety of textiles and fabric.  Decorate a piece of fabric.  Show experience in simple stitch work.  Show experience in simple weaving: paper, twigs.  Show experience in fabric collage: layering fabric.  Use appropriate language to describe colours, media, equipment and textures. | Begin to identify different forms of textiles.  Have experience in colouring textiles: printing, fabric crayons.  Use more than one type of stitch. Explain how to thread a needle and have a go.  Have some experience of weaving and understand the process and some techniques.  Begin to identify different types and textures of fabric and materials for collage.  Use appropriate language to describe colours, media, equipment and textures. | Begin to identify different forms of textiles.  Match and sort fabrics and threads for colour, texture, length, size and shape.  Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.  Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel  Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.  Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.  Gain experience in applying colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee | Show an awareness and name a range of different fabrics.  Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects  Apply decoration using beads, buttons, feathers etc.  Continue to gain experience in applying colour with printing.  Explore using resist paste and batik.  Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.  Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.  Demonstrate experience in looking at fabrics from other countries. | Plan a design in a sketchbook and execute it.  Use a technique as a basis for stitch embroidery.  Apply decoration using needle and thread: buttons, sequins.  Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik.  Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas.  Adapt work as and when necessary and explain why.  Change and modify threads and fabrics, Use language appropriate to skill and technique.  Demonstrate experience in looking at fabrics from other countries. | Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.  Demonstrate experience in 3D weaving.  Produce two colour tie dye.  Continue to ain experience in batik- use more than one colour.  Plan a design in a sketchbook and execute it. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.  Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.  Show awareness of the skills involved in aspects such as knitting, lace making.  Change and modify threads and fabrics, Use language appropriate to skill and technique. | Experiment with a variety of techniques exploiting ideas from sketchbook.  Use a number of different stitches creatively to produce different patterns and textures.  Work in 2D and 3D as required.  Design, plan and decorate a fabric piece.  Recognise different forms of textiles and express opinions on them.  Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture.  Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.  Use language appropriate to skill and technique. |