

Sketchbooks

	<i>EYFS and Key stage 1</i>	<i>Lower key stage 2</i>	<i>Upper key stage 2</i>
<i>Exploring and developing ideas</i>	<ol style="list-style-type: none"> 1. Record and explore ideas from first hand observations. 2. Ask and answer questions verbally about their own work and work of others (ie explain what they like) 3. Develop their ideas- try things out, change their minds 4. Explore the work of artists, craftspeople and designers from different cultures for differences and similarities. 5. Year 1 to show work in big book, Year 2 to be introduced to sketchbooks and to begin to take ownership of ideas. 	<ol style="list-style-type: none"> 1. All to develop their use of sketchbooks by showing the journey of ideas 2. Use sketchbooks to record observations, planning and developing ideas, gather evidence and investigate testing media and skills to support future work with annotations to explain reasoning for choices 3. Use sketchbooks to review and revisit their ideas. 4. Us Select and record from first hand observations, imagination and explore ideas and techniques/skills. 5. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<ol style="list-style-type: none"> 1. All must use sketchbooks confidently to show their journey of ideas 2. Use sketchbooks to collect evidence, record observations, develop ideas and skills, testing materials and plan and recording information for future works while annotating choices and giving reasons 3. Identify artists who have worked in a similar way to their own 4. Adapt their work according to their reflections and describe through annotations where possible on how they might develop further 5. Explain why they have combined different tools to create their drawings 6. Expand knowledge of artists, designers and architects and link similarities of artist's style in their own work/sketchbooks

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	<i>EYFS and Key stage 1</i>	<i>Lower key stage 2</i>	<i>Upper key stage 2</i>
<i>Sharing/evaluating, developing ideas and knowledge</i>	<ol style="list-style-type: none"> 1. Review what they and others have done and say what they think and feel about it 2. Identify what they might change in their current work or develop in future work 3. Year 2 to begin to annotate ideas and opinions in sketchbooks. 4. Begin to know they names of tools, techniques and formal elements (colour, shapes, tones etc) that they use. 5. Begin to use appropriate vocabulary 	<ol style="list-style-type: none"> 1. Compare ideas, methods and approaches in their own and others work and say what they think and feel about them through annotations 2. Link their art work to artists and discuss techniques and skills used 3. Know how to explain the ways of using some of the tools and techniques they have chosen to work with 4. Know about some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied 	<ol style="list-style-type: none"> 1. Compare ideas, methods and approaches in their own and others work, including famous artists (in history, living AND local). 2. Discuss their opinions and feelings 3. Adapt their work according to their views and describe how they might develop it further from what they have learnt -using annotations. 4. Know technical vocabulary and techniques. 5. Understand how to describe the processes they are using and how they hope to achieve high quality outcomes 6. Know how to research and discuss the ideas and approaches of various artists, designers and architects; beginning to take account of their particular cultural context and intention

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<i>Use of possible artists/ sculptors/ designers for ref</i>	<p><i>Kadinsky, Miro, LS Lowry, Monet, Van Gogh, Cezanne, Andy Goldsworthy, Picasso, Alexander Calder</i></p> <p>Buildings/ architectural features and decorations eg gargoyles, tiles, carvings, murals, brickwork, etc</p> <p>African jewellery fabric work</p> <p>Family albums/newspapers and magazines</p> <p>Degas, Hogarth</p> <p>Henry Moore, Hockney, Picasso</p> <p>Designs from other cultures eg Indian textiles, Islamic tiles, African printing/carving</p> <p>Van Dyck, Paula Rego</p>	<p>Salvador Dhali, Seurat, Monet, Renoir, Cassatt, Matisse, Aboriginal art</p> <p>Mark Chagall, Blake, Magritte, Miro</p>	<p>Esher, Holbein, Leonardo Da Vinci, Picasso, Leger, Bayeux Tapestry.</p>

Drawing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Begin to give meaning to the marks they make</p> <p>2. Begin to use and control a variety of media.</p> <p>3. Start to produce lines of different thickness using a pencil.</p> <p>4. Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>1. Experiment with a variety of media.</p> <p>2. Begin to control the types of marks made with the range of media.</p> <p>3. Draw lines of different shapes and thickness, using 2 different grades of pencil.</p> <p>4. Investigate textures by describing, naming, rubbing and copying.</p> <p>5. Communicate something about themselves.</p> <p>6. Begin to investigate tone by drawing light and dark lines.</p>	<p>1. Experiment with a variety of media.</p> <p>2. Control the types of marks made with a variety of media.</p> <p>3. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>4. Continue to investigate textures and produce an expanding range of patterns. (by describing, naming, copying and rubbings).</p> <p>5. Use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>6. Draw lines and shapes from observations and begin to use shapes to support drawings.</p>	<p>1. Develop intricate patterns and marks with a variety of media to add detail.</p> <p>2. Use different grades of pencil shade to show different tones.</p> <p>3. Create textures and patterns with a wide range of drawing implements (charcoal, pencil, crayons, chalk, pastels).</p> <p>4. Begin to show an awareness of objects having a third dimension and perspective.</p> <p>5. Begin to apply tone in their drawings in a simple way.</p> <p>6. Draw for a sustained period of time at appropriate level.</p>	<p>1. Develop techniques to create intricate patterns, marks and lines using a growing range of media.</p> <p>2. Experiment with different grades of pencils to develop texture, tone, form and shape.</p> <p>3. Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>4. Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>5. Show facial expressions and body language in their sketches.</p> <p>6. Draw for a sustained amount of time.</p>	<p>1. Use learnt techniques to work in a sustained and independent way.</p> <p>2. Develop a key element of their work: line, tone, pattern and texture (shading and hatching).</p> <p>3. Develop further simple perspective by using a focal point and horizon.</p> <p>4. Begin to develop awareness of composition, scale and proportions in drawings.</p> <p>5. Use drawing techniques to work from a variety of sources: observation, photographs and digital images.</p>	<p>1. Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>2. Use different techniques for different purposes (shading, hatching and understand which works well in their work and why).</p> <p>3. Have opportunities to develop further simple perspective.</p> <p>4. Develop an awareness of composition, scale and proportion.</p>

Painting colour

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Enjoy using a variety of tools including different size brushes and tools.</p> <p>2. Explore what happens when they mix colours.</p> <p>3. Use particular colours for a purpose.</p>	<p>1. Explore with a variety of media; different brush sizes and tools.</p> <p>2. Choose to use brushes as thick and thin appropriate.</p> <p>3. Begin to control the types of marks made with the range of media.</p> <p>4. Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>5. Name the primary and secondary colours.</p> <p>6. Explore lightening and darkening paint without the use of black or white.</p>	<p>1. Continue to control the types of marks made with a range of painting techniques: layering, mixing and adding texture.</p> <p>2. Mix paint to create all the secondary colours and predict the outcomes.</p> <p>3. Continue to experiment in lightening and darkening without the use of black or white.</p> <p>4. Begin to mix colour tints and shades.</p> <p>5. Store information on colour mixing, the colour wheel and colour spectrums.</p>	<p>1. Demonstrate increasing control with the types of marks made.</p> <p>2. Experiment with different effects and textures: blocking in colour, washes, thickened paint and textural effects.</p> <p>3. Use a range of brushes to create different effects.</p> <p>4. Use light and dark within painting and begin to explore complimentary colours.</p> <p>4. Mix colour, tints and shades with increasing confidence.</p> <p>5. Know where each of the primary and secondary colours sits on the colour wheel.</p>	<p>1. Confidently control types of marks made.</p> <p>2. Experiment with different effects and textures, including those learnt previously.</p> <p>3. Begin to choose appropriate media to work with.</p> <p>4. Use light and dark within painting and show understanding of complimentary colours.</p> <p>5. Create all the colours they need through mixing.</p> <p>6. Mix colour, tints and shades with increasing confidence.</p> <p>7. Start to look at working in the style of a selected artist.</p>	<p>1. Confidently control the types of marks made.</p> <p>2. Experiment with different effects and textures.</p> <p>3. Be able to identify primary secondary, complementary and contrasting colours.</p> <p>4. Mix and match colours to create atmosphere and light effects.</p> <p>5. Mix colour, tints and shades with confidence.</p> <p>6. Start to develop a painting from a drawing.</p> <p>7. Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>1. Purposely control the types of marks made.</p> <p>2. Experiment with different effects and textures.</p> <p>3. Mix colour, tints and shades with confidence, building on previous knowledge.</p> <p>4. Work in a sustained and independent way to develop their own style of painting.</p> <p>5. Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>6. Explain why they have chosen specific painting techniques.</p>

Printing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Enjoy taking leaf rubbings e.g. leaf, brick and coin.</p> <p>2. Create simple pictures by printing from objects.</p> <p>3. Develop simple patterns by using objects.</p>	<p>1. Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge.</p> <p>2. Design their own printing block.</p> <p>3. Explore printing in relief. Use string and card.</p> <p>4. Explore impressed printing. Drawing into ink, printing from objects.</p> <p>4. Create a simple repeating pattern and recognise pattern in the environment.</p> <p>5. Use equipment and media correctly and start to produce a clean printed image.</p>	<p>1. Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge, pen barrels.</p> <p>2. Explore mono printing. Make simple marks on rollers and printing palettes. Take simple prints.</p> <p>3. Demonstrate experience at impressed printing. Drawing into ink, printing from objects.</p> <p>4. Design patterns of increasing complexity and repetition.</p> <p>5. Use equipment and media correctly and be able to produce a clean printed image.</p> <p>6. Experiment with overprinting motifs and colour.</p>	<p>1. Continue to explore relief printing and mono printing.</p> <p>2. Print simple pictures using different printing techniques.</p> <p>3. Begin to demonstrate experience in three colour printing.</p> <p>4. Experiment with overprinting motifs using two colours.</p> <p>5. Start to combine prints taken from different objects to produce an end piece.</p> <p>6. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work.</p>	<p>1. Increase awareness of relief printing and mono printing.</p> <p>2. Expand experience in three colour printing.</p> <p>3. Continue experimenting with overprinting motifs using three colours.</p> <p>4. Print onto different materials including fabric.</p> <p>5. Continue to experience combining prints taken from different objects to produce an end piece.</p> <p>6. Create an accurate print design.</p>	<p>1. Show experience in a range of mono print techniques.</p> <p>2. Continue to gain experience in overprinting colours.</p> <p>3. Start to overlay prints with other media.</p> <p>4. Print onto a range of different materials.</p> <p>5. Use a variety of tools in a safe way.</p> <p>6. Create an accurate print design that meets a given criteria.</p> <p>7. Collect and record visual information from different sources as well as planning and trying out ideas.</p>	<p>1. Demonstrate experience in a range of printmaking techniques.</p> <p>2. Describe the techniques and processes they use.</p> <p>3. Overprint using different colours.</p> <p>4. Be confident in printing onto a range of different materials.</p> <p>5. Collect and record visual information from different sources as well as planning and collecting source material.</p> <p>6. Adapt their work according to their views and describe how they might develop it further.</p>

3D/sculpture

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Enjoy a range of malleable media such as clay, papier-mâché and salt dough.</p> <p>2. Cut shapes using scissors and other modelling tools.</p> <p>3. Understand that different media can be combined to create new effects.</p> <p>4. Construct with a purpose in mind, using a variety of resources.</p> <p>5. Select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>1. Experiment with a variety of malleable media such as clay, papier-mâché, salt dough and Modroc.</p> <p>2. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>3. Shape and model materials for a purpose e.g. pots.</p> <p>4. Apply simple decoration techniques; impressed, painted and applied.</p> <p>5. Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>6. Use tools and equipment safely and in the correct way.</p>	<p>1. Use equipment and media with increasing confidence.</p> <p>2. Use clay, Modroc or other malleable material to create an imaginary or realistic form e.g. a pot, structure or figure.</p> <p>3. Explore carving as a form of 3D art.</p> <p>4. Demonstrate experience in surface patterns and textures and use them when appropriate.</p> <p>5. Develop an increasing awareness to use tools and equipment safely and in the correct way.</p>	<p>1. Use equipment and media with confidence.</p> <p>2. Join two parts successfully.</p> <p>3. Construct a simple base for extending and modelling other shapes.</p> <p>4. Learn to secure work to continue at a later date.</p> <p>5. Continue to explore carving as a form of 3D art.</p> <p>6. Produce larger ware using pinch, slab and coil techniques.</p> <p>7. Produce more intricate surface patterns and textures and use them when appropriate.</p> <p>8. Use language appropriate to skill and technique.</p>	<p>1. Work in a safe, organised way, caring for equipment.</p> <p>2. Make a slip to join two pieces of clay.</p> <p>3. Secure work to continue at a later date.</p> <p>4. Decorate, coil and produce marquettes confidently.</p> <p>4. Gain more experience in carving as a form of 3D art.</p> <p>5. Use recycled, natural and man-made materials to create sculptures.</p> <p>6. Model over an armature (newspaper frame for Modroc).</p> <p>8. Continue to use language appropriate to skill and technique.</p> <p>9. Show an awareness of the effect of time upon sculptures.</p>	<p>1. Continue to work in a safe, organised way, caring for equipment.</p> <p>2. Carry on securing work to continue at a later date.</p> <p>3. Show experience in combining pinch, slab and coil.</p> <p>4. Develop understanding of different ways of finishing work: glaze, paint and polish.</p> <p>5. Gain experience in modelling over an armature (newspaper frame for Modroc).</p> <p>6. Develop confidence in carving a simple form.</p> <p>7. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>8. Demonstrate awareness in environmental sculpture and found object art.</p> <p>9. Compare the style of different approaches e.g. Moore and Aztec.</p>	<p>1. Work confidently in a safe, organised way, caring for equipment.</p> <p>2. Carry on securing work to continue at a later date.</p> <p>3. Model and develop work through a combination of pinch, slab and coil to produce end pieces.</p> <p>4. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint and polish.</p> <p>5. Work around armatures or over constructed foundations.</p> <p>6. Confidently carve a simple form.</p> <p>7. Demonstrate experience in relief and freestanding work using a range of media.</p> <p>8. Recognise sculptural forms in the environment e.g. furniture and buildings.</p>

Textiles

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Enjoy playing with and using a variety of textiles and fabrics.</p> <p>2. Decorate a piece of fabric.</p> <p>3. Experiment with simple weaving e.g. paper, twigs.</p> <p>4. Experiment in fabric collage e.g. layering fabric.</p>	<p>1. Begin to identify different forms of textiles.</p> <p>2. Have experience in colouring textiles (printing and fabric crayons).</p> <p>3. Have some experience of weaving and understand the process and some techniques.</p> <p>4. Begin to identify different types and textures of fabric and materials for collage.</p> <p>5. Use one type of stitch.</p> <p>6. Explain how to thread a needle and have a go.</p>	<p>1. Continue identifying different forms of textiles.</p> <p>2. Gain experience in applying colour to textiles (dipping and fabric crayons).</p> <p>3. Continue to gain confidence in weaving, both 3D and flat e.g. grass through twigs.</p> <p>4. Stitch two pieces of fabric.</p> <p>5. Create and use dyes e.g. using onion skins, tea and coffee.</p> <p>6. Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>7. Change and modify threads and fabrics (knotting, fraying, fringing, twisting, pulling threads, plaiting).</p>	<p>1. Show an awareness of and name a range of different fabrics.</p> <p>2. Use a variety of techniques e.g. dyeing, weaving and stitching to create different textural effects.</p> <p>3. Develop skills in stitching, cutting and joining.</p> <p>4. Show further experience in changing and modifying threads and fabrics (knotting, fraying, fringing, pulling threads, twisting, plaiting).</p> <p>5. Apply decoration using beads, buttons, feathers etc.</p> <p>6. Demonstrate experience in looking at fabrics from other countries.</p>	<p>1. Plan a design and execute it.</p> <p>2. Become confident in applying colour with tie dye by creating and using own dyes.</p> <p>3. Change and modify threads and fabrics.</p> <p>4. Use a technique as a basis for stitch embroidery.</p> <p>5. Apply decoration using needle and thread e.g. buttons and sequins.</p> <p>6. Use resist paste and batik with the use of one colour.</p> <p>7. Use language appropriate to skill and technique.</p>	<p>1. Continue using a variety of techniques e.g. dyeing, weaving and stitching to create different textural effects.</p> <p>2. Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye.</p> <p>3. Change and modify threads and fabrics as needed.</p> <p>4. Produce two colour tie dye.</p> <p>5. Experience 3D weaving.</p> <p>6. Continue to gain experience in batik. Experiment using more than one colour.</p> <p>7. Use language appropriate to skill and technique.</p>	<p>1. Use a number of different stitches creatively to produce different patterns and textures.</p> <p>2. Design, plan and decorate a fabric piece.</p> <p>3. Use different grades of threads and needles.</p> <p>4. Work in 2D and 3D as required.</p> <p>5. Recognise different forms of textiles and express opinions on them.</p> <p>6. Use language appropriate to skill and technique.</p>

The use of IT should be weaved into the art curriculum and used throughout the year.

IT

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use a simple painting program to create a picture.</p> <p>Use tools like full and brushes in a painting package?</p>	<p>Create a picture independently.</p> <p>Use simple IT mark-making tools e.g. brush and pen tools.</p> <p>Edit their own work.</p> <p>Take different photographs of themselves displaying different moods.</p> <p>Change their photographic images on a computer.</p>	<p>Use the printed images they take with a digital camera and combine them with other media to produce art work.</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (using the internet).</p> <p>Use the internet to research an artist or style of art.</p>	<p>Present a collection of their work on a slide show.</p> <p>Create a piece of art work which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their research.</p>	<p>Create a piece of art work which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their research.</p> <p>Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.</p> <p>Create digital images with animation, video and sound to communicate their ideas.</p>	<p>Use software packages to create pieces of digital art to design.</p> <p>Create a piece of art which can be used as part of a wider presentation.</p>