

	EYFS	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing:</b> pencil, charcoal, inks, chalk, pastels, ICT software	<ol style="list-style-type: none"> <li>1. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>2. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>3. Use drawing to represent ideas like movement or loud noises.</li> <li>4. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Extend the variety of drawings tools</li> <li>2. Explore different textures</li> <li>3. Observe and draw landscapes</li> <li>4. Experiment with tools and surfaces</li> <li>5. Draw as a way of recording experiences and feelings –</li> <li>6. Discuss use of shadows, use of light and dark and attempt in own work</li> <li>7. Sketch to make quick records</li> </ol>	<ol style="list-style-type: none"> <li>1. Experiment with pencils and other tools</li> <li>2. Close observation</li> <li>3. Initial sketches as a preparation for painting and other types of work</li> <li>4. Accurate drawings of people – particularly faces</li> <li>5. Identify and draw the effect of light</li> <li>6. Use scale and proportion</li> <li>7. Accurate drawings of whole people including proportion and placement</li> <li>8. Work on a variety of scales</li> <li>9. Computer generated drawings</li> <li>10. Talk about different types of mark, and the ways they are created.</li> <li>11. Draw familiar objects</li> </ol>	<ol style="list-style-type: none"> <li>1. Know about the effect of light on objects and people from different directions. Replicate in own work.</li> <li>2. Interpret the texture of a surface</li> <li>3. Produce increasingly accurate drawings of people</li> <li>4. Understand and create perspective</li> <li>5. Produce increasingly accurate drawings of people and landscapes</li> </ol>				
<b>Colour:</b> painting, ink, dye, textiles, pencils, crayon, pastels	<ol style="list-style-type: none"> <li>1. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Experimenting with primary colours</li> <li>2. Learn the names of equipment used</li> <li>3. Use a range of tools to apply colour</li> <li>4. Name all the colours</li> <li>5. Mix colours to create new colours</li> </ol>	<ol style="list-style-type: none"> <li>1. Make colour wheels</li> <li>2. Use different techniques to apply colour: dotting, scratching, splashing etc.</li> <li>3. Colour mixing and matching; understand tint, tone, shade</li> <li>4. Observe and talk about colours</li> <li>5. Understand how colour can reflect mood</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand hue, tint, tone, shades and mood</li> <li>3. Explore the use of texture in colour</li> <li>4. Understand colour for purposes</li> <li>5. Use colour to express feelings</li> <li>6. Use a wider variety of paints and different tools to apply</li> <li>7. Make informed decisions about colour choices</li> </ol>				



		<p>6.Find collections of colour 7.Make as many tones of one colour as possible (using white) 8. Darken colours using black.</p>	<p>6. Choose from a range of brush sizes and use appropriately. 7. Confidently mix colours to make a range of tones. 8.Use black/white to make a deeper/lighter shade/tint of one colour. 9.Give reasons why a colour is liked or disliked. 10. Mix colours to match an example e.g. skin tone. 11.Identify warm and cool colours. 12.Explore blending and washing using watercolours. 13.Use what they have learnt in an imaginative composition.</p>	<p>8.Select and work skilfully with a limited palette 9.Use different tones of colour 11.Use different tones of colour and make links with space and size 12.Record the effects of light and dark in more complex situations</p>
<p><b>Texture:</b> textiles, clay, sand, plaster, stone</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>			
<p><b>Form: 3D work, clay, dough, boxes, wire, paper, sculpture, mod roc</b></p>			<p>1.Shape, form, model and construct (malleable and rigid materials) 2.Plan and develop a 3D piece 3.Understand different adhesives 4.Create surfaces with patterns / textures 5.Discuss own work and work of other sculptors</p>	<p>1.Plan and develop ideas considering materials, shape, form, model and join 2.Use observation and/ or imagination to create 3.Discuss and evaluate own work and that of other sculptors</p>



			6. Analyse and interpret natural and manmade forms of construction 7. Discuss and evaluate own work and that of other sculptors 8. Confidently create and build using a wider variety of materials. Clay, paper, card, junk, papier Mache, newspaper	4. Confidently create and build using a wider variety of materials (E.g. Clay, paper, card, junk, papier mache, mod roc, newspaper, paper sticks, wire.)
<b>Printing: found materials, fruit/veg, wood, blocks, press print, lino, string</b>		1. Construct using materials to make known objects for a purpose 2. Carve, Pinch and roll coils and slabs using clay 3. Make simple joins 4. Awareness of natural and man-made forms 5. Express personal experiences and ideas 6. Shape and form from direct observation (malleable and rigid materials) 7. Develop decorative techniques 8. Replicate patterns and textures in a 3-D form	1. Know about relief, impressed printing and mono printing 2. Colour mixing through overlapping colour prints 3. Use sketchbook for recording textures/patterns 4. Identify environmental and manmade patterns 5. Modify and adapt print 6. Use own made stencils 7. Create individual and group prints	1. Combining prints 2. Design prints for different purposes 3. Discuss and evaluate own work and that of others 4. Build up drawings and images of whole or parts of items using various techniques 5. Screen printing 6. Explore printing techniques used by various artists 7. Use tone within prints to create a feeling of distance/movement etc.
<b>Pattern: paint, pencil, textiles, clay, printing</b>		1. Recognise and create repeating patterns 2. Recognise and create Irregular patterns 3. Recognise and create Simple symmetry 4. Awareness and discussion of patterns	1. Identify Pattern in the environment 2. Design using ICT 3. make patterns on a range of surfaces with a variety of materials 4. Make and print with impressed designs on plasticine, clay or polystyrene tiles. 5. Use rollers with printing inks.	1. Create own abstract pattern to reflect personal experiences and expression 2. Create pattern for purposes 3. Develop a print from a drawing 4. Make relief-print tiles <i>e.g. using card, string, wool</i> 5. Design repeat print designs



		<p>5.Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>6.Natural and manmade patterns</p> <p style="text-align: center;">N.B pattern runs throughout each unit.</p>	<p>6.Recognise what makes a good print.</p> <p>7.Develop a design from a drawing.</p> <p>8.Make a 2 colour print.</p> <p>9.Experiment with overlapping and overprinting, contrasting shapes and colours.</p> <p style="text-align: center;">N.B pattern runs throughout each unit.</p>	<p>6.Use repeated images to create a feeling of movement</p> <p style="text-align: center;">N.B pattern runs throughout each unit.</p>
<p style="text-align: center;"><b>Collage</b></p>		<p>1.Develop collages, based on a simple drawing, using papers and materials</p> <p>2.Collect natural materials to create a temporary collage</p> <p>3.Use recycled materials</p> <p>Investigate a range of textures through rubbings</p> <p>4.Develop tearing, cutting and layering paper to create different effects</p>	<p>1.Research collage from around the world, create own designs based on these</p> <p>2.Develop individual and group collages, working on a range of scales</p> <p>3.Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p> <p>4.Use scissors to cut complex shapes.</p> <p>5. Apply glue accurately. Use IT to explore collage <i>e.g. cut and Paste</i></p> <p>6.Make patterns with interlocking and overlapping shapes.</p>	<p>1.Research collage from around the world, create own designs based on these</p> <p>2.Make individual and group collages, working on a range of scales</p> <p>3.Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p> <p>4. Explore the translucent nature of tissue paper.</p> <p>5.Combine collage with other 2D techniques</p> <p>6.Select materials by colour and texture to match intentions.</p>

