

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> - Begin to use a variety of drawing tool - Use drawings to tell a story Investigate different lines - Explore different textures Encourage accurate drawings of people 	<ul style="list-style-type: none"> - Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - Observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> - Experiment with tools and surfaces - draw a way of recording experiences and feelings - discuss use of shadows, use of light and dark -Sketch to make quick records 	<ul style="list-style-type: none"> -Experiment with the potential of various pencils - close observation - Draw both the positive and negative shapes - initial sketches as a preparation for painting - accurate drawings of people - particularly faces 	<ul style="list-style-type: none"> - Identify and draw the effect of light - scale and proportion - accurate drawings of whole people including proportion and placement - Work on a variety of scales - computer generated drawings 	<ul style="list-style-type: none"> -effect of light on objects and people from different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective 	<ul style="list-style-type: none"> -effect of light on objects and people from different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective 	Leonardo Da Vinci, Vincent Van Gogh, Poonac
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> - Experimenting with and using primary colours - Naming - mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> -Name all the colours - Mixing of colours - Find collections of Colour - applying colour with a range of tools 	<ul style="list-style-type: none"> - Begin to describe colours by objects - Make as many tones of one colour as possible (using white) – Darken colours without using black - using colour on a large scale 	<ul style="list-style-type: none"> - colour mixing - Make colour wheels - Introduce different types of brushes - techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> - colour mixing and matching; tint, tone, shade – -observe colours - -suitable equipment for the task - colour to reflect mood 	<ul style="list-style-type: none"> -hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes - colour to express feelings 	<ul style="list-style-type: none"> -hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes - colour to express feelings 	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - simple weaving 	<ul style="list-style-type: none"> -weaving - collage - Sort according to specific qualities - how textiles create things 	<ul style="list-style-type: none"> -overlapping and overlaying to create effects – Use large eyed needles - running stitches - Simple appliqué work - Start to explore other simple stitches - collage 	<ul style="list-style-type: none"> -Use smaller eyed needles and finer threads - weaving - Tie dying, batik 	<ul style="list-style-type: none"> -Use a wider variety of stitches - observation and design of textural art - experimenting with creating mood, feeling, movement - compare different fabrics 	<ul style="list-style-type: none"> -use stories, music, poems as stimuli - Select and use materials - embellish work - fabric making - artists using textiles 	<ul style="list-style-type: none"> -Develops experience in embellishing - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale 	Linda Caverley, Molly Williams, William Morris, Gustav Klimt
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> -Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model 	<ul style="list-style-type: none"> -Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media. – Make simple joins 	<ul style="list-style-type: none"> -Awareness of natural and man-made forms - Expression of personal experiences and ideas - to shape and form from direct observation (malleable and rigid materials) - decorative techniques - Replicate patterns and textures in a 3-D form - work and that of other sculptors 	<ul style="list-style-type: none"> -Shape, form, model and construct (malleable and rigid materials) - Plan and develop - understanding of different adhesives and methods of construction - aesthetics 	<ul style="list-style-type: none"> -Plan and develop - Experience surface patterns / textures - Discuss own work and work of other sculptors - analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> -plan and develop ideas - Shape, form, model and join - observation or imagination – properties of media - Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> -plan and develop ideas - Shape, form, model and join - observation or imagination - properties of media - Discuss and evaluate own work and that of other sculptors 	Henry Moore, Barbara Hepworth, Andy Goldsworthy,
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> -Rubblings - Print with variety of objects - Print with block colours 	<ul style="list-style-type: none"> -Create patterns - Develop impressed images – Relief printing 	<ul style="list-style-type: none"> -Print with a growing range of objects - Identify the different forms printing takes 	<ul style="list-style-type: none"> -relief and impressed printing - recording textures/patterns - monoprinting - colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> - Use sketchbook for recording textures/patterns - Interpret environmental and manmade patterns - modify and adapt print 	<ul style="list-style-type: none"> -combining prints - design prints - make connections - discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> -Builds up drawings and images of whole or parts of items using various techniques - Screen printing - Explore printing techniques used by various artists 	Picasso, Dan Mather, Andy Warhol
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> - repeating patterns - irregular painting patterns - Simple symmetry 	<ul style="list-style-type: none"> -Awareness and discussion of patterns - repeating patterns – symmetry 	<ul style="list-style-type: none"> -Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - natural and manmade patterns - Discuss regular and irregular 	<ul style="list-style-type: none"> -pattern in the environment - design - using ICT - make patterns on a range of surfaces - symmetry 	<ul style="list-style-type: none"> -Explore environmental and manmade patterns - tessellation 	<ul style="list-style-type: none"> - Create own abstract pattern to reflect personal experiences and expression - create pattern for purposes 	<ul style="list-style-type: none"> -Create own abstract pattern to reflect personal experiences and expression - create pattern for purposes 	Joan Miro, Bridget Riley, Escher, Paul Klee,