|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Foundation Stage** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Drawing** | Enjoys making marks on variety of papers  Is spontaneously expressive, using marks, lines and curves.    Use lines to represent objects seen remembered or imagined  **Artists:** Van Gogh, Seurat | Use lines to represent objects seen remembered or imagined  **Artists:** Van Gogh, Seurat  Explores tone using different grades of pencil, pastel and chalk. | Uses line and tone to represent objects draws or observed.  **Artists:** Durer, Da Vinci, Cezanne  To control the range of marks and lines made when drawing and representing shape. | Explores shading using a range of media including light and dark  Uses line, tone and shade to represent things seen drawn or imagined  **Artists:** Picasso, Hopper, Surrealism etc.  Draws familiar objects from a range of view points.  **Artists:** Goya, Sargent, Holbein. | Experiments with line, tone and shade | Is confident at using a range of materials to produce line, tone and shade.  **Artists:** Moore sketchbooks, Rossetti, Klee, Calder, Cassat.  Selects appropriate media and techniques to achieve a specific outcome. | Independently identifies a mixture/ techniques of media to use to create an outcome, justifying their choices. |
| **Painting** | Explores making marks on a range of papers  Uses a range of tools to spread paint, in addition to brushes E.g. Straws, match sticks etc. | Experiments with and enjoys mixing colour and can mix primary colours.  **Artists:** Klimt, Marc, Klee, Hockney.  Creates patterns using different tools and colours. | Uses colour to express moods and feelings. Can mix a range of colours (eg. secondary).  **Artists:** Pollock, Riley, Monet, Aboriginal.  Represents things observed, remembered or imagined using colour | Explores the effect of other media on paint E.g. Adding water, sand, glue  Is secure in the use of primary and secondary colours with the addition of black and white; including mixing.  **Artists:** Rothko, Rivera, O’Keeffe,  Begins to use different types of brushes for specific purpose and effect.  **Artists:** Hopper, Rambrant. | Begins to use a range of techniques including dots, scratches and splashes | Investigates symbols, shapes, form and composition  **Artists:** Lowry, Matisse, Margritte  Explores the effect of light, colour, texture and tone on natural and man-made objects. | Confidently use a range of techniques, colours, told and effects to represent things seen, remembered or imagined. |
| **3D Work** | Handles, feels and manipulates rigid and malleable materials  Uses techniques such as pinching and rolling when working with moldable materials (e.g. clay, plasticine and doughs etc.) | Become aware of the form, feel, texture and pattern on objects.  **Artists:** Moore, African, Native American  Experiment with a purpose, using basic tools on rigid and plastic materials | Compares and recreates form and shape  **Artists:** Hepworth, Arp, Nevelson, Gabo.  Is able to create texture and specific effects using a range of tools | Uses stimuli to create simple 2D and 3D images using a variety of tools and materials  Recreate a 2D image in a 3D piece.  **Artists:** Calder, Segal, Leach,  Kinetic, recycled/ found object sculptures from Africa and India  Shows an awareness of texture, shape and form by recreating an image in 3D form  **Artists:** Egyptian Artefacts, Christo. | Starting to look at colour and pattern in 3D structures and transfers this knowledge to their own creations | Explores how stimuli can be used as a starting point for 3D work  **Artists:** Frink, Balla, Andre  Looks at 3D work from a variety of genres and cultures to develop own response and opinions | Makes imaginative use of the knowledge they have of tools, techniques and materials to express own ideas and feelings |
| **Collage** | Handles different materials  Selects and sorts materials into given criteria/qualities e.g. warm, cold, shiny, smooth | Engages in more complex activities e.g. cutting and sewing a range of materials  Has an idea of adhesives and decides which might be the most effective for the task | Develops skills of overlapping and overlaying  Develops an awareness of contrasts in texture and colour | Experiments with creating mood, feeling and movement  Interprets stories, music, poems and other stimuli using collage  Uses the natural environment or town scape as stimulus | Selects and chooses materials to achieve a specific outcome | Embellishes using a variety of techniques including drawing, painting and printing  Develops and applies knowledge of embellishing techniques, e.g. stitching and printing as a form of expression | Designs an artefact, using knowledge of techniques, for a specific outcome |
| **Print Making** | Random experimental printing with hands, feet or any found materials  Uses one colour of paint or ink to create patterns; random or organized | Extends repeating patterns – overlapping, using 2 contrasting colours etc.  **Artists:** Warhol, Hokusai  Explores and recreates patterns and textures with an extended range of materials. E.g. sponges, leave, fruit | Creates a range of prints and can identify prints in their own environment.  **Artists:** Hiroshige, Escher  Explores images through mono- printing on a variety of paper | Explores images recreating texture using wallpaper, string, polystyrene etc.  Explores colour mixing through printing, using 2 colours and a variety of materials  **Artists:** Morris  Labelling  Using printing to represent the natural environment.  **Artists:** Rothenstein, Kunisada | Compares own image and pattern making with that of a well-known artist for example William Morris | Makes connections between own work and patterns in their local environment  **Artists:** Advertising, Bawden  Recreates images/scenes through relief printing using card/polystyrene. | Designs prints for fabric book/wallpapers etc.  Experiments with approaches used by other artists |
| **Photography** | Becomes aware of photography as an art form  Collects photographs for a theme | Is aware that there are famous or specialist photographers  Develops an awareness of scale, perspective, movement and colour in photography | Alters images through collage, jigsaws, positives and negative shapes  Experiments with lenses e.g. elescope, camera, video, magnifying glass, binoculars and is aware of their effect on images | Explores creating slides using felt-pens, feathers, gauzes and food dyes.  Is aware that movement can be photographed in small slides.  Can make a photobook showing the effect of movement  Explores negative and positive | Use a pin hole camera to explore close-up and distant images and movement | Superimpose using a combination of techniques and photographs  Uses colour, tone and effects to create a specific mood. | Is aware of all basic principles and processes of photography, together with some of its limitations |
| **Textiles** | Handles and manipulates materials such as threads, wool, raffia, grass etc.  Is aware of colour, texture and shape | Sorts, collects, discusses and pulls apart cloths and threads  **Artists:** Ashley, Fassett, African/ Indian.  Stitches and cuts threads and fibres | Simple weaving with strong wool through stiff card using two colours  **Artists:** Textiles from other countires.  Weaves paper, progressing from two to three colours to create a pattern | Is able to discriminate between materials to create a specific texture  Prints on fabrics  **Artists:** Adire, batik art, tie dye.  Simple stitching – using long needles to make straight stitches.  **Artists:** Indian Embroiders | Uses contrasting colours in stitching and weaving | Uses a range of plaiting, pinning, stitching and sewing techniques.  **Artists:** Nigerian tie dye, java batiks.  Experiments with soft sculpture, cuts, joins patterns embellishing. | Designs shapes, tie-dyes and prints for a specific outcome. |
| **Evaluating** | To identify and use their favourite colour.  To identify things they like in their surroundings  Say what they like about their own/ another child’s work | To identify how their own, peers or other artists work makes them feel. | Identify what they might change in their own work next time.  Generate written evaluation of their own work. | Compares methods and approaches between their own and others work.  Directly annotate work, sketches and drawings prior to creating final piece or work.  To evaluate the work of artists identifying what they like and dislike. | To use the evaluation of artists work to impact and replicate in their own work | To generate an explanation, why they like specific features of an artists’ work/techniques  To explain why they have chosen a specific media, style or technique and the impact this has on their final outcome. | To critically evaluate the work that they produce and use the evaluations to impact positively on generating a final outcome/final piece of work. |