

Art in the early years			
Birth to three – babies, toddlers and your children will be learning to:	Physical Development	<ul style="list-style-type: none"> <li>Develop manipulation and control. Explore different materials and tools.</li> </ul>	
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> </ul>	
Three and Four-Year-Olds will be learning to:	Physical Development	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Choose the right resources to carry out their own plan.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Explore colour and colour mixing.</li> </ul>	
Children in Reception will be learning to:	Physical Development	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop overall body-strength, balance, coordination and agility.</li> </ul>	
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>	
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>

Drawing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That a continuous line drawing is a drawing with one unbroken line.	How different marks can be used to represent words and sounds.	Use shapes identified within in objects as a method to draw.	Use pencils of different grades to shade and add tone.	What print effects different materials make.	Gestural and expressive ways to make marks.
Properties of drawing materials.	That a combination of materials can achieve the desired effect.	Create tone by shading.	Hold a pencil with varying pressure to create different marks.	Analyse an image that considers impact, audience and purpose.	Effects different materials make.
Hold and use drawing tools in different ways to create different lines and marks.	That charcoal is made from burning wood.	Achieve even tones when shading.	Use observation and sketch objects quickly.	Draw the same image in different ways with different materials and techniques.	The effects created when drawing into different surfaces How to:
Create marks by responding to different stimulus.	Use different materials and marks to replicate texture.	Make texture rubbings.	Draw objects in proportion to each other.	Make a collagraph plate.	Use symbolism as a way to create imagery.
Overlap shapes to create new ones.	Manipulate materials and surfaces to create textures.	Create art from textured paper.	Use charcoal and a rubber to draw tone.	Make a collagraph print.	Combine imagery into unique compositions.
Use mark making to replicate texture.	Use marks and lines to show expression on faces.	Hold and use a pencil to shade.	Use scissors and paper as a method to 'draw'.	Develop drawn ideas for a print.	Use charcoal to create chiaroscuro effects.
Look carefully to make an observational drawing.	Use drawing to tell a story.	Tear and shape paper.	Make choices about arranging cut elements to create a composition.	Combine techniques to create a final composition.	
Complete a continuous line drawing.	Use paper shapes to create a drawing.	Use drawing tools to take a rubbing.	Create a wax resist background.	Decide what materials and tools to use based on experience and knowledge.	
	Use charcoal to avoid snapping and to achieve different types of lines.	Make careful observations to accurately draw an object.	Choose a section of a drawing to recreate as a print.		
	Use drawing pens.	Create abstract compositions to draw more expressively.			
Painting and mixed media					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Combine primary coloured materials to make secondary colours.	Mix a variety of shades of a secondary colour.	Use simple shapes to scale up a drawing to make it bigger.	Mix a tint and a shade by adding black or white.	Develop a drawing into a painting.	Use sketchbooks to research and present information.
Mix secondary colours in paint.	Make choices about amounts of paint to use when mixing a particular colour.	Make a cave wall surface.	Use tints and shades of a colour to create a 3D effect when painting.	Create a drawing using text as lines and tone.	Develop ideas into a plan for a final piece.
Choose suitable sized paint brushes.	Match colours seen around them.	Paint on a rough surface.	Apply paint using different techniques.	Experiment with materials and create different backgrounds to draw onto.	Make a personal response to the artwork of another artist.
Clean a paintbrush to change colours.	Create texture using different painting tools.	Make a negative and positive image.	Choose suitable painting tools.	Use a photograph as a starting point for a mixed-media artwork.	Use different methods to analyse artwork such as drama, discussion and questioning.
Print with objects, applying a suitable layer of paint to the printing surface.	Make textured paper to use in a collage.	Create a textured background using charcoal and chalk.	Arrange objects to create a still life composition.	Take an interesting portrait photograph, exploring different angles.	
Overlap paint to mix new colours.	Choose and shape collage materials.	Use natural objects to make tools to paint with.	Plan a painting by drawing first.	Adapt an image to create a new one.	
Use blowing to create a paint effect.	Compose a collage, arranging and overlapping pieces	Make natural paints using natural materials.	Organise painting equipment independently,		

Make a paint colour darker or lighter (creating shades) in different ways.	for contrast and effect.  Add painted detail to a collage to enhance/improve it.	Create different textures using different parts of a brush.  Use colour mixing to make natural colours.	making choices about tools and materials.	Combine materials to create an effect.  Choose colours to represent an idea or atmosphere.  Develop a final composition from sketchbook ideas.	
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**Sculpture and 3D**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Roll and fold paper.  Cut shapes from paper and card.  Cut and glue paper to make 3D structures.  Decide the best way to glue something.  Create a variety of shapes in paper.  Make larger structures using newspaper rolls	Smooth and flatten clay.  Roll clay into a cylinder or ball.  Make different surface marks in clay.  Make a clay pinch pot.  Mix clay slip using clay and water.  Join two clay pieces using slip.  Make a relief clay sculpture.  Use hands in different ways as a tool to manipulate clay.  Use clay tools to score clay	Join 2D shapes to make a 3D form.  Join larger pieces of materials, exploring what gives 3D shapes stability.  Shape card in different ways.  Identify and draw negative spaces.  Plan a sculpture by drawing.  Choose materials to scale up an idea.  Create different joins in card.  Add surface detail to a sculpture using colour or texture.  Display sculpture.	How different tools can be used to create different sculptural effects and add details and are suited for different purposes.  Use their arm to draw 3D objects on a large scale.  Sculpt soap from a drawn design.  Smooth the surface of soap using water when carving.  Join wire to make shapes by twisting and looping pieces together.  Create a neat line in wire by cutting and twisting the end onto the main piece.  Use a range of materials to make 3D artwork.  Try out different ways to display a 3D.	Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.  Try out ideas on a small scale to assess their effect.  Use everyday objects to form a sculpture.  Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.  Try out ideas for making a sculpture interactive.  Plan an installation proposal, making choices about light, sound and display.	Translate a 2D image into a 3D form.  Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).  Manipulate cardboard to create different textures.  Make a cardboard relief sculpture.  Make visual notes to generate ideas for a final piece.  Translate ideas into sculptural forms.

**Craft and design**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What materials can be cut, knotted, threaded or plaited. How to:  Wrap objects/shapes with wool.  Measure a length.  Tie a knot, thread and plait.  Make a box loom.  Join using knots.	Draw a map to illustrate a journey.  Separate wool fibres ready to make felt.  Lay wool fibres in opposite directions to make felt.  Roll and squeeze the felt to make the fibres stick together.  Add details to felt by twisting small amounts of wool.	That layering materials in opposite directions make the handmade paper stronger.  Use a sketchbook to research a subject using different techniques and materials to present ideas.  Construct a new paper material using paper, water and glue	That a mood board is a visual collection which aims to convey a general feeling or idea.  That batik is a traditional fabric decoration technique that uses hot wax.  Select imagery and use as inspiration for a design project.  To know how to make a mood board.	The steps to make a monoprint.  When a roller is sufficiently inked.  Make an observational drawing of a house.  Use shapes and measuring as methods to draw accurate proportions.  Select a small section of a drawing	How different materials can be used to produce photorealistic artwork.  That macro photography is showing a subject as larger than it is in real life.  Create a photomontage.  Create artwork for a design brief.

<p>Weave with paper on a paper loom.</p> <p>Weave using a combination of materials.</p>	<p>Choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>Overlap cellophane/tissue to create new colours.</p> <p>Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p> <p>Apply paint or ink using a printing roller.</p> <p>Smooth a printing tile evenly to transfer an image.</p> <p>Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>	<p>Use symbols to reflect both literal and figurative ideas.</p> <p>Produce and select an effective final design.</p> <p>Make a scroll.</p> <p>Make a zine.</p> <p>Use a zine to present information.</p>	<p>Recognise a theme and develop colour palettes using selected imagery and drawings.</p> <p>Draw small sections of one image to docs on colours and texture.</p> <p>Develop observational drawings into shapes and pattern for design.</p> <p>Transfer a design using a tracing method.</p> <p>Make a repeating pattern tile using cut and torn paper shapes.</p> <p>Use materials, like glue, in different ways depending on the desired effect.</p>	<p>to use as a print design.</p> <p>Develop drawings further to use as a design for print.</p> <p>Design a building that fits a specific brief.</p> <p>Draw an idea in the style of an architect that is annotated to explain key features.</p> <p>Draw from different views, such as a front or side elevation.</p> <p>Use sketchbooks to research and present information about an artist.</p> <p>Interpret an idea in into a design for a structure.</p>	<p>Use a camera or tablet for photography.</p> <p>Identify the parts of a camera.</p> <p>Take a macro photo, choosing an interesting composition.</p> <p>Manipulate a photograph using photo editing tools.</p> <p>Use drama and props to recreate imagery.</p> <p>Take a portrait photograph.</p> <p>Use a grid method to copy a photograph into a drawing.</p>
<b>Form</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Learn about form and space through making sculptures and developing language.	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form.
<b>Line</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Use, express and experiment with line for purpose, then use appropriate language to describe lines	Draw lines with increased skill and confidence. Use line for expression when drawing portraits.	Express and describe organic and geometric forms through different types of line.	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line.	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
<b>Pattern</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Understand patterns in nature, design and make patterns in a range of materials	Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
<b>Shape</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other	Identify, draw and label shapes within images and objects. Create and form	Create geometric compositions using mathematical shapes. Analyse and	Composing original designs by adapting and synthesising the work of others.	Fluently sketch key shapes of objects when drawing. Create abstract

	artists to suit their own ideas.	shapes from 3D materials	describe the use of shape in artist's work.	Analyse and evaluate artists' use of shape.	compositions using knowledge of other artists' work.
<b>Texture</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures	Analyse and describe texture within artists' work.	Use a range of materials to express complex textures.	Develop understanding of texture through practical making activities.	Develop understanding of texture through practical making activities.
<b>Tone</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Understand what tone is and how to apply this to their own work	Experiment with pencils to create tone. Use tone to create form when drawing.	Develop skill and control when using tone. Learn and use simple shading rules.	Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.
<b>Sketchbooks</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.