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|  | | **Early Years** | **Key Stage 1** | | **Lower Key Stage 2** | | **Upper Key Stage 2** | |
| **Strand** | | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Create & Communicate** | | * **Represent their own ideas, thoughts and feelings through design and technology and art.** | * **To use a range of materials creatively to design & make products.** * **To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.** | | * **To create sketch books to record their observations and use them to review and revisit ideas.** | | | |
| * Build confidence and enjoyment in the use of tools and materials in a lively and dynamic way * Foster willingness and eagerness to explore a variety of basic tools (including hands) and materials, and to enable the children to use them with confidence * Build up experience through seeing, touching and doing | * Record and explore ideas from first and observation, experience and imagination. * Ask and answer questions about the starting points for their work, and develop their ideas. * Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook * Identify what they might change in their current work or develop in their future work. * Use a sketchbook to gather and collect artwork. | * Record and explore ideas from first hand observation, experience and imagination. * Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. * Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook * Identify what they might change in their current work or develop in their future work. * Annotate work in sketchbook. * Understand the basic use of a sketchbook and work out ideas for drawings. | * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. * Annotate work in sketchbook. * Use their sketchbook to collect and record visual information from different sources. | * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas to use in their work. * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. * Annotate work in sketchbook. * Collect images and information independently in a sketchbook. | * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas and processes to us in their work. * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. * Annotate work in sketchbook. * Use a sketchbook to develop ideas. | * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Question and make thoughtful observations about starting points and select ideas and processes to use in their work. * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. * Annotate work in sketchbook. * Develop ideas using different or mixed media, using a sketchbook. |
|  | | * **Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.** | * **To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.** | | * **To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).** | | | |
| **Using techniques to create effect** | **Drawing** | * Enjoy simple mark making using: fingers, hands, chalk, pens, pencils, brushes. * Explore big movements with the whole body while drawing. * Experiment with a variety of tools to draw lines *e.g. pens, pencils, wax crayons, markers etc*. | * Make spontaneously expressive marks using lines and curves. * Use drawing to represent objects seen, remembered or imagined * Draw to explore shape and space. * Draw to explore pattern. | * Use thick/thin, fast/slow in their work and in talking about their work. * Exploring tone using different grades of pencil. * Represent texture using a variety of different marks. * Work out ideas through drawing. * Use drawing to express personal interest and feelings. | * Exploring line and tonal shading using a range of different media [*e.g. pencil, felt tips, pastel and chalks]*. * Talk about different types of mark, and the ways they are created. * Draw familiar objects from different viewpoints. | * Confidently use pencils HB to 6B and a range of different media [*e.g. pastels, chalks, felt tips, watercolour pencils*] to explore line, tone and texture. * Create a story board. * Compare drawings for different purposes *e.g. Cartoons advertisements* etc. * Use drawing as a means of designing. | * Use drawing to explore line, tone, texture, form and colour. * Explore the effects of charcoal/ graphite sticks and the light-use of an eraser. * Select appropriate materials for a task *(drawing media, paper etc)*. * Talk about perspective and proportion in their own work. * Use drawing to plan a composition *e.g. painting/collage*. | * Learn to make a distinction between a working sketch and a drawing. * Confidently use a range of different media [e.g. charcoal, graphite sticks, chalks, pastels, drawing pencils, pen and ink to explore line, tone, pattern, form and texture. * Select the appropriate media and techniques to achieve a specific outcome. |
| **Painting** | * Explore making marks on a variety of papers * Use a variety of tools to spread paint - straws, matchsticks as well as brushes. * Explore painting using big movements onto big surfaces. * Use ‘hot’ and ‘cold’ colours. | * Name primary and secondary colours. * Use primary colours to mix secondary colours. * Hold a brush correctly and clean it before changing colours. * Use a brush to create texture by dabbing etc. * Use colour to express mood. | * Develop an understanding of what primary and secondary colours are. * Add different materials to paint to produce different textural effects *e.g. sand*. * Mix powder paints to create different thicknesses of paint. * Use a limited palette. * Mix black and white with other colours to make different tones.(Light-------Dark) | * Mix colours to match an example e.g. skin tone. * Identify warm and cool colours. * Explore blending and washing using watercolours. * Use what they have learnt in an imaginative composition. * Use different types of brushes for specific purposes. | * Choose from a range of brush sizes and use appropriately. * Confidently mix colours to make a range of tones. * Use black/white to make a deeper/lighter shade/tint of one colour. * Give reasons why a colour is liked or disliked. * Recognise and use neutral colours [black, white and grey]. * Identify and work with ‘earthy’ colours. | * Read a colour wheel. * Identify and work with complimentary opposite colours/colour harmonies. * Select and work with a limited palette. * Work with warm and cold colours recognise/mix and use appropriately. * Confidently use watercolour paints on dampened textured paper. | * Use acrylic paints. * Apply paint to board or canvas using palette knives, pieces of card, sponges and rags. * Make informed decisions about colour. * Select and work skilfully with a limited palette. * Use different tones of colour and make links with space and size. * Record the effects of light and dark in more complex situations. |
| **Printing** | * Explore printmaking using different parts of the body e.g. fingers, hands, feet. * Explore simple repeat patterns using found objects. | * Experiment with found and natural objects to make a print. * Explore light and dark images *e.g. white paint onto black paper*. * Make rubbings *e.g. leaves*. | * Use print to explore pattern. * Use stencils. * Explore mono-printing. * Use of appropriate IT software to create simple repeat patterns. | * Make and print with impressed designs on plasticene, clay and polystyrene press print tiles. * Use rollers with printing inks. | * Recognise what makes a good print. * Develop a design from a drawing. * Make a 2 colour press-print. * Experiment with overlapping and overprinting, contrasting shapes and colours. | * Develop a print from a drawing. * Make relief-print tiles *e.g. using card, string, wool.* * Design repeat print designs. * Use repeated images to create a feeling of movement. * Combine printing with other 2D techniques. | * Explore screen printing. * Make a lino print. * Select the appropriate technique for a task. * Produce a print for a specific purpose. * Use tone within prints to create a feeling of distance/movement etc. |
| **Collage** | * Handle different materials from class ‘bit box’. * Sort materials according to specific qualities *e.g. warm, cold, soft, shiny etc*. * Cut and stick a variety of materials. | * Sort materials according to specific qualities *e.g. warm, cold, soft, shiny etc*. * Cut and stick a variety of materials. * Cut wide and narrow paper strips. * Explore horizontal and vertical strips. | * Overlap and overlay materials. * Describe contrasts in texture and colour. * Use the natural environment or townscape as a stimulus. * Explore families of shapes and arrangements in a variety of manners. | * Use scissors to cut complex shapes. * Explore cutting skills through paper collage, low relief, fabric collage etc. * Apply glue accurately. * Use IT to explore collage *e.g. cut and paste*. | * Embellish using stitching and appliqué techniques. * Make patterns with interlocking shapes. * Explore positive and negative shapes *e.g. making a symmetrical counterchange on both horizontal and vertical axes*. * Plan and work from a plan to produce a collage. | * Explore the translucent nature of tissue paper. * Combine collage with other 2D techniques. * Select materials by colour and texture to match intentions. | * Design an artefact, using knowledge of techniques, for a specific outcome. |
| **3D** | * Explore a variety of malleable materials *e.g. clay, play dough, plasticine, cooking dough*. * Explore a variety of 3D materials *e.g. straws, sticks, leaves etc*. * Construct towers, bridges, tunnels using building blocks and cardboard boxes. | * Explore a variety of malleable materials *e.g. clay, playdough, plasticine, cooking dough*. * Explore a variety of 3D materials *e.g. straws, sticks, leaves etc*. * Construct towers, bridges, tunnels using building blocks and cardboard boxes. * Use clay to make representations of faces and figures. * Explore ‘junk modelling’. | * Recreate 2D images in a 3D piece. * Show an awareness of texture, form and shape in creating a 3D form. * Build 3D shapes using thick card. * Build hand pots using clay. | * Explore clay slabbing and coiling. * Build structures using rolled or scrunched up newspaper and masking/parcel tape. * Use papier-mâché. | * Build structures using rolled or scrunched up newspaper and masking/parcel tape. * Use papier-mâché. * Build structures with withie sticks. | * Confidently build structures using rolled or scrunched up newspaper and masking/parcel tape for a specific purpose. * Skilfully use papier-mâché. * Build structures using withies, wire, mod-roc, and plaster of paris. | * Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. |
| **Textiles** | * Use graphic materials *e.g. oil pastels, pens etc* to make marks and drawings onto fabric. * Explore wrapping, weaving, tying, looping etc natural and manmade materials onto a fence, net framework etc. | * Use graphic materials *e.g. oil pastels, pens etc* to make marks and drawings onto fabric. * Explore wrapping, weaving, tying, looping etc natural and manmade materials onto a fence, net framework etc. * Cut and glue fabric pieces. | * Simple weaving using strong wool and stiff card loom. * Paper weaving using one or two colours. * Print onto fabric. * Use simple stitching using long needles to make straight stitches. | * Use contrasting colours in stitching and weaving. * Dye fabrics using tie dye, batik etc. * Show awareness of natural environment through colour matching. | * Use plaiting, pinning, stitching and sewing techniques. * Design tie-dyes, batik and prints for a specific purpose. * Embellish using stitching and appliqué techniques. | * Embellish using more advanced stitching and appliqué techniques. * Stitch using needles to create more complex patterns. * Cut and stitch to a pattern. * Demonstrate an awareness of the potential of the uses of material. | * Use found and constructed textures in expressive and analytical work. * Experiment with soft sculpture. * Cut and join patterns and embellish the components. * Skilfully design shapes, tie-dyes, batiks & prints for an outcome. |
| **Digital** | * Use a simple graphics package to create images | * Explore idea using digital sources i.e. internet, CD-Roms. * Record visual information using digital cameras, video recorders. * Use a simple graphics programme to create images and effects with: * Lines by changing the size of brushes in response to ideas; * Shapes using eraser, shape * and fill tools; * Colours and texture using simple filters to manipulate and create images. * Use basic selection and cropping tools. | | * Explore idea using digital sources i.e. internet, CD-Roms. * Record visual information using digital cameras, video recorders. * Use a simple graphics programme to create images and effects with: * Lines by changing the size of brushes in response to ideas; * Shapes using eraser, shape and fill tools; * Colours and texture using simple filters to manipulate and create images. * Use basic selection and cropping tools. | | * Record and collect visual information using digital cameras and video. * Present recorded visual images using software e.g. * Photostory, PowerPoint. * Use a graphics package to create and manipulate new images. * Be able to import an image (scanned, retrieved, taken) into a graphics package. * Understand that a digital image is created by layering. * Create layered images from original ideas. | |
| **Appreciate artists who inspire and influence us** | | * **Children use what they have learnt about media and materials in original ways, thinking about uses & purposes.** | * **To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.** | | * **To know about great artists, architects and designers in history.** | | | |
| * Introduction to a range of art and design forms, including from other cultures. * Encourage discussion around likes/dislikes & personal responses. | * Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. * Encourage discussion around likes/dislikes & personal responses. * Visits, excursions around the neighbourhood and further afield. * Artists, designers and craftsmen in school. | * Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. * Encourage discussion around likes/dislikes & personal responses. * Visits, excursions around the neighbourhood and further afield. * Artists, designers and craftsmen in school. | * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Museums and galleries visit. * Artists, designers and craftsmen in school. * Looking at functional design * Discussing the ways in which things were made – colour, form, techniques | * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Museums and galleries visit. * Artists, designers and craftsmen in school. * Looking at functional design. * Discussing the ways in which things were made – colour, form, techniques. | * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Museums and galleries visit. * Artists, designers and craftsmen in school. * Development of interest in differing modes of communication and expression. * Look at form and function. * Personal enjoyment and response. | * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. * Museums and galleries visit. * Artists, designers and craftsmen in school. * Development of interest in differing modes of communication and expression. * Look at form and function. * Personal enjoyment and response. |