|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **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.
 |