

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas		Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.		Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.		Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.	
	- Share creations, explaining the process used.	<ul style="list-style-type: none"> - Respond positively to ideas and starting points. - Explore ideas and collect information. - Record and explore the work of artists, craft makers and designers. - Ask sensible questions about a piece of art. - Create images from imagination, experience and observation. 	<ul style="list-style-type: none"> - Record and explore ideas from first hand observation. - Draw for a sustained period of time when looking at real objects, including single and grouped objects. - Demonstrate ideas through photographs and by using sketch book. - Identify what changes in current work or develop in future work. - Explain why certain materials have been chosen. - Set out ideas using annotations in my sketch book. - Make notes in sketch books explaining how work has been changed. 	<ul style="list-style-type: none"> - Use my sketch books to express feelings about a subject. - Make notes in sketch books about techniques used by artists. - Make notes about how to improve work. - Describe likes and dislikes about work. 	<ul style="list-style-type: none"> - Use sketch books to express feelings about various subjects. - Question and make observations about starting points and respond positively to suggestions. - Use sketch books to adapt and improve original ideas. - Use my sketch book to keep notes about the purpose of work. - Use progression plans to influence final pieces. - Use sketch books to collect and record visual information from different sources. - Use sketch books for planning, trying out ideas, plan colours and collect source material for future works. - Outline likes and dislikes and reasons why. 	<ul style="list-style-type: none"> - Keep notes in sketch book explaining how work could be developed further - Use notes to adapt work. -Use sketch book to compare and discuss ideas, methods and approaches with others. - Offer feedback using technical vocabulary. - Renew and revisit ideas in sketchbooks. - Question and make thoughtful observations in artwork. 	<ul style="list-style-type: none"> -Use sketch books to make a record about the styles and qualities of work. - Use sketch books to write detailed notes and quotes. - Make decisions about the effectiveness of the techniques that have been used. - Compare chosen methods with others. - Be expressive and analytical to criticise each other's' work. - Adapt and refine work to reflect its meaning and purpose. - Alter and modify work following discussion. - Use sketch books to keep notes and annotations about work.

					- Adapt and refine ideas using technical vocabulary.		- Be expressive and analytical to criticise each other's' work. - Adapt and refine work to reflect its meaning and purpose. - Alter and modify work following discussion.
Drawing		Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.		Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.		Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.	
	- Use pencil control effectively. - Begin to show accuracy and care when drawing.	- Draw lines or different shapes and thickness, using 2 different grades of pencil. - create mood in drawings - Use a variety of shapes, including lines and texture	- Use three different grades of pencil in drawing- 4B, 8B and HB. - Use charcoal, pencil and pastels to create a drawing. - Show patterns and textures in drawings.	- Use hatching in artwork. - Use cross hatching in artwork. - Identify shading techniques in a piece of artwork. - Experiment with different hardness of pencils showing line, tone and texture. - Use sketches to produce a final piece of work.	- Draw a portrait, knowing that the head is wider at the top and tapers towards the bottom. - Use lines on the face to determine where features sit and know that the eyes sit half way down the face. - Show and awareness of space when drawing. - Begin to draw to proportion. - Begin to show facial expressions and body language in my sketches. - Begin to use line, tone shape and colour to represent figures and forms in movement.	- Explore colour mixing with colour pencils. - Have an awareness of scale and proportion. - Organise line, tone, shape and colour to represent figures and forms in movement. - Organise line, tone, shape and colour to show reflections. - Organise line tone, shape and colour to show shadows. - Use shading to create mood and feeling.	- Use coloured pencils for blending. - Organise line, tone shape and colour to show perspective. - Understand picture composition. - Accurately recreate an object using sketching, shading and shadows. -use black and white to create shades and tints to modify my colours. - Draw familiar objects and people realistically, using a realistic scale between different objects.

					<ul style="list-style-type: none"> - Begin to use shading to show light and shadow effects - Work in monochrome. - Use shading to create mood and feeling. - Use hatching, cross-hatching and stippling for shading when drawing. 	<ul style="list-style-type: none"> - Explore colour mixing and blending with coloured pencils. - Express emotions accurately through sketching. - Identify and draw simple objects. - Use marks and lines to produce texture. 	
Painting		Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.		Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.		Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.	
	<ul style="list-style-type: none"> - Explore what happens when I mix colours using a paintbrush. - Use paint brush effectively. 	<ul style="list-style-type: none"> - Choose to use thick and thin brushes as appropriate. - Identify the primary colours. - Create mood in paintings. - Use a variety of shapes, including lines and texture. - Use a simple painting program to create a picture. - Use tools like fills and brushes in a painting package. 	<ul style="list-style-type: none"> - Make tones by adding black and white. - Create different tones using light and dark. - Recognise, name and mix paint to create all of the secondary colours. 	<ul style="list-style-type: none"> - Create a background using a wash. - Create paints using materials that an artist during certain time periods would have access to. - Create paints through experimentation creating paints of different thicknesses and viscosities. - Experiment with different marks- thin, thick, zig-zag and curved lines, splats, lines becoming thicker and lines becoming thinner. 	<ul style="list-style-type: none"> - Explain what a watercolour wash is. - Explain what a dry brush is. - Create mood in planning by choosing appropriate colours and shading. - Create all the colours that needed. - Create mood paintings by using warm and cold colours. - Use bleeds when water colour painting. - Use washed when water colour painting. - Use resists when water colour painting. 	<ul style="list-style-type: none"> - Have a sense of foreground, middle ground and background. - Create mood in paintings. - Use warm and cold colours to create depth. - Combine colours, tones and tints to enhance the mood of a piece. - Express emotions accurately through my painting. 	<ul style="list-style-type: none"> - Apply a foreground, middle-ground, background to work. -create a colour palette demonstrating mixing techniques. -use a range of paint (acrylic, oil paints and watercolours) to create visually interesting pieces. - Use three different skills in one piece of art- e.g. brushstrokes for one element, stippling for another, watercolour bleeds for a third.

				<ul style="list-style-type: none"> - Use a range of brushes to create different effects. - Explain where each primary and secondary colour sits on the colour wheel. - Predict with accuracy the colours that have been mixed. - Create a background using a wash. - Identify complementary colours and where to find them on a colour wheel. - Mix complementary colours. - Identify cold colours. - Identify warm colours. - Explain why an artist has used warm/ cold colours. 			<ul style="list-style-type: none"> - Use black and white to create shades and tints to modify their colours.
Sculpture		Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.		Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.		Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.	
	<ul style="list-style-type: none"> - Use hands to manipulate malleable materials in different ways e.g. rolling, 	<ul style="list-style-type: none"> - Experiment ways of joining materials to make simple constructions 	<ul style="list-style-type: none"> - Join clay objects together using a variety of ways 	<ul style="list-style-type: none"> - Understand that a sculpture can be made by removing and adding materials. 	<ul style="list-style-type: none"> - Experiment with and combine materials and processes to design and make 3D form. 	<ul style="list-style-type: none"> - Develop my skills in clay using different techniques including slabs, coils and slips. 	<ul style="list-style-type: none"> - Use tools to carve and add shapes, textures and patterns.

	<p>kneading, squashing, pinching.</p> <ul style="list-style-type: none"> - Combine resources with different textures, colours and shapes e.g. rice, tissue paper, string, fabric 	<p>which express imaginative ideas.</p> <ul style="list-style-type: none"> - Use a variety of natural, recycled and manufactured materials for sculpting. - Manipulate materials such as clay, dough and plasticine in a variety of different ways e.g. rolling, kneading, cutting, shaping, adding texture. - Explore shape and form (Explore size, impact and use of materials of 3D sculptures). -Use a variety of shapes including lines and texture on sculptures. - Select appropriate resources and tools for sculptures. 	<p>including coiling and pinching.</p> <ul style="list-style-type: none"> - Apply texture, line and shape to clay using a variety of different tools. - Use clay to make impressions and textures. 	<ul style="list-style-type: none"> - Use a variety of different techniques- cutting, tearing, twisting, folding curling. - Be aware of possible constraints that materials may have on their design. - Cut, make and combine shapes to create recognisable forms. - Use clay and other malleable materials to practise joining techniques. - Work with life size materials. 	<ul style="list-style-type: none"> - Cut, make and combine shapes to create recognisable forms - Develop a sculpture from a drawing. - Sculpt clay and other mouldable materials. - Use a clip to join pieces of clay. 	<ul style="list-style-type: none"> - Plan and design a sculpture. -Sculpt clay and other mouldable materials. - Use tools to carve and add shapes, textures and pattern in malleable media. - Shape, form, model and construct from observation or imagination and describe the different qualities used in modelling, sculpture and construction. 	<ul style="list-style-type: none"> - Combine pattern, tone and shape. - Use recycled, natural and man-made materials to create sculptures - Create models on a range of scales.
Collage		<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p>			

		<ul style="list-style-type: none"> - Gather and sort materials. - Cut and tear paper and card for collages. - Use a combination of materials that have been cut, torn and glued, including photocopy material, fabric, plastic, tissue, magazines, crepe paper. - Use a wide variety of media. 	<ul style="list-style-type: none"> - Try different materials and methods to improve work. - Use IT to edit and change images. - Select appropriate materials for work. - Manipulate materials by cutting, twisting, tearing, rolling, folding and crumpling. - Add texture by mixing materials. - Use repeated patterns in a collage. 	<ul style="list-style-type: none"> - Explore ways of working with new and familiar tools. - Understand that layering materials can create an effect. - Cut accurately. - Overlap materials. - Experiment using different colours. - Use montage in my work. 	<ul style="list-style-type: none"> - Select colours and materials to create effect, giving reasons for choices - Refine to ensure precision. - Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; 	<ul style="list-style-type: none"> - Combine visual and tactile qualities. - Experiment with a range of materials and techniques. - Apply appropriate materials and techniques to work. - Use different techniques, colours and textures when designing and making pieces of work. - Use ceramic mosaic to produce a piece of art. - Create a piece of artwork which includes the integration of digital images - Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. 	<ul style="list-style-type: none"> - Include both visual and tactile elements in work. - Choose own media and technique to create a chosen piece. - Create and manipulate images using digital media.
Printing		Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.		Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.		Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.	
		<ul style="list-style-type: none"> - Make marks in print with a variety 	<ul style="list-style-type: none"> - Create prints using pressing, rolling, 	<ul style="list-style-type: none"> - Create a printing block. - Create a 2 colour print. 	<ul style="list-style-type: none"> - Use a least four colours when printing. 	<ul style="list-style-type: none"> - Create an accurate print design that 	<ul style="list-style-type: none"> -Choose inks and overlay three colours

		<ul style="list-style-type: none"> of objects including natural and made objects. - Print with sponges, fruit and vegetables. - Copy an original print. - Design own printing block. - Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> rubbing and stamping. - Create a print like a designer. 	<ul style="list-style-type: none"> - Understand the importance of making prints clear. - Use space appropriately when using printing blocks. 	<ul style="list-style-type: none"> - Use more than one colour to layer in a print. - Replicate patterns from observations. - Make repeated patterns with precision, - Print onto different materials. - Use a wax resist as part of the Batik process. 	<ul style="list-style-type: none"> meets a given criteria. - Print using a number of different colours. - Print onto different materials. 	<ul style="list-style-type: none"> to create a background. - Over print using different colours. - Use mono, resist and relief printing to create patterned piece.
Work of artists		Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.		Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.		Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.	
		<ul style="list-style-type: none"> - Describe the work of famous, notable artists and designers. - Express an opinion on the work of famous, notable artists - Review what others have done and express opinions about their work. - Use the work of others to describe 	<ul style="list-style-type: none"> - Investigate the work and styles used by different craftspeople. - Use inspiration from famous, notable artists to create work. - Create a piece of work in response to another artist's work. - Say how other artists have used colour, pattern and shape. 	<ul style="list-style-type: none"> - Explore work from various periods in time. - Compare the work of different artists. - Explore work from different cultures. - Begin to understand the viewpoints of others by studying images of people and understanding how they are feeling. - Begin to understand what an artist is trying to express in their work. 	<ul style="list-style-type: none"> - Explain art from different periods in history. - Experiment with different styles which artists have used. - Consider the time and place that an artist lived and how it affected their work. - Express an opinion on the work of famous, notable artists and refer to techniques they have used. 	<ul style="list-style-type: none"> - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Learn about the work of others by looking at their work in books, the internet and other sources of information. - Investigate art, craft and design in the locality and in a 	<ul style="list-style-type: none"> - Give detailed observations about notable artists', artisans' and designers' work. - Explain feelings and thoughts about two different artists and compare their styles. - Explain what work is influenced by. -Use appropriate vocabulary and refer to historical and cultural contexts.

		differences and similarities and make links to own work.		<ul style="list-style-type: none">- Identify some key features within an artistic style.- Use inspiration from famous artists to replicate a piece of work.- Recreate art which has been influence by original artists.	<ul style="list-style-type: none">- Express an opinion on the work of famous, notable artists and explain the effects of their work.- Use artists to influence work, rather than copying.	variety of genres, styles and traditions. <ul style="list-style-type: none">- Experiment with different styles which artists have used.-Discuss similarities and differences in the artists' approach.	
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