



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring,	Identify what	Record and	Record and	Explore the roles	Select and record	Demonstrate a	Select and
evaluating and	needs to be	explore ideas from	explore ideas from	and purposes of	from first	secure knowledge	record from first
developing ideas	changed.	first hand	first hand	artists,	hand observation,	about primary and	hand
		observation,	observation,	craftspeople and	experience	secondary, warm	observation,
	Represent own	experience and	experience and	designers working	and imagination,	and cold,	experience and
	ideas.	imagination.	imagination.	in different times	and explore	complementary	imagination,
				and cultures	ideas for different	and contrasting	and explore
	Use imagination.	Ask and answer	Ask and answer		purposes	colours.	ideas for
		questions about	questions about	Compare ideas,			different
	Ask and answer	the starting points	the starting points	methods and	Compare ideas,	Work on	purposes.
	questions.	for their work, and	for their work and	approaches in	methods and	preliminary	
		develop their	the processes they	their own and	approaches in	studies to test	Question and
		ideas.	have used.	others' work and	their own and	media and	make thoughtful
				say what they	others' work and	materials.	observations
		Explore the	Develop their	think and feel	say what they		about starting
		differences and	ideas.	about them.	think and feel	Create imaginative	points and
		similarities within			about them.	work from a	select ideas and
		the work of artists,	Explore the	Adapt their work		variety of sources.	processes to use
		craftspeople and	differences and	according to their	Adapt their work		in their work.
		designers in	similarities within	views and describe	according to	Choose the	
		different times	the work of artists,	how they might	their views and	printing method	Explore the
		and cultures.	craftspeople and	develop it further.	describe how	appropriate to	roles and
			designers in		they might	task.	purposes of
		Review what they	different times		develop it further		artists,
		and others have	and cultures.			Build up layers and	craftspeople
		done and say what				colours/textures.	and designers
		they think and feel	Review what they				working in
		about it. E.g.	and others have			Organise their	different times
		annotate	done and say what			work in terms of	and cultures.
		sketchbook	they think and feel			pattern,	
			about it. E.g.			repetition,	Compare ideas,
		Identify what they	annotate			symmetry or	methods and
		might change in	sketchbook				approaches in





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		their current work				random printing	their own and
		or develop in their	Identify what they			styles.	others' work and
		future work.	might change in				say what they
			their current work			Use art techniques	think and feel
			or develop in their			to develop and	about them.
			future work.			imaginatively	
						expand ideas.	Adapt their work
			Annotate work in				according to their
			sketchbook.			Comment on art	views and describe
						with a near fluent	how they might
						use of technical	develop it further.
						language.	·
							Use art techniques
						Choose inks and	to develop and
						overlay colours.	imaginatively
						,	expand ideas.
Drawing	Use a variety of	Use a variety of	Layer different	Annotate work in	Alter and refine	Use a variety of	Demonstrate a
	tools.	tools, inc. pencils,	media, e.g.	sketchbook	drawings and	source material for	wide variety of
		rubbers, crayons,	crayons, pastels,		describe changes	their work.	ways to make
	Begin to use a	pastels, felt tips,	felt tips, charcoal	Plan, refine and	using art		different marks
	sketch book.	charcoal,	and ballpoint.	alter their	vocabulary	Work in a	with dry and
		ballpoints, chalk	·	drawings as		sustained and	wet media.
	Colour	and other dry	Understand the	necessary.	Explore	independent way	
	recognition.	media.	basic use of a		relationships	from observation,	Identify artists
			sketchbook and	Use their	between	experience and	who have
		Use a sketchbook	work out ideas for	sketchbook to	line and tone,	imagination.	worked in a
		to gather and	drawings.	collect and record	pattern and		similar way to
		collect artwork.	_	visual information	shape, line and	Use a sketchbook	their own work.
			Draw for a	from different	texture	to develop ideas.	
		Begin to explore	sustained period	sources.		·	Develop ideas
		the use of line,	of time from the			Explore the	using different
		shape and colour.	figure and real	Draw for a		potential	or mixed media,
		·	objects, including	sustained period		properties of the	<u> </u>





			single and grouped objects.  Experiment with the visual elements; line, shape, pattern and colour.	of time at their own level.		visual elements, line, tone, pattern, texture, colour and shape.  Use a variety of effects to add interesting detail, eg. Shading, create 3d effects, indicate direction of sunlight in shading.  Begin to use lines to represent movement and develop accuracy in line for perspective.	using a sketchbook.  Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.  Begin to use lines to represent movement and develop accuracy in line for perspective.
Painting	Colour recognition.  Use a variety of tools.	Use a variety of tools and techniques including the use of different brush sizes and types.  Mix and match colours to artefacts and objects.  Work on different scales.	Mix a range of secondary colours, shades and tones.  Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.	Use different media to achieve variations in line, texture, tone, colour, shape and pattern.  Mix a variety of colours and know which primary colours make secondary colours.	Use more specific colour language e.g. tint, tone, shade, hue.  Choose paints and implements appropriately.  Plan and create different effects and textures with paint according to	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  Work on preliminary studies to test	Create shades and tints using black and white.  Choose appropriate paint, paper and implements to adapt and extend their work.





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				•	media and	Carry out
	Mix secondary	types of paint and	colour vocabulary.	for the task.	materials.	preliminary
	colours and	their properties.				studies, test media
	shades using		Experiment with	Show increasing	Create imaginative	and materials and
	different types of	Work on a range	different effects	independence and	work from a	mix appropriate
	paint.	of scales e.g. large	and textures inc.	creativity	variety of sources.	colours.
		brush on large	blocking in colour	with the painting		
	Create different	paper etc.		process	Develop a	Work from a
	textures e.g. use		Work confidently		personal style of	variety of sources,
	of sawdust.	Mix and match	on a range of		painting	inc. those
		colours using	scales e.g. thin			researched
		artefacts and	brush on small		Use different types	independently.
		objects.	picture etc		of paint to show	
					different	Show an
					techniques and	awareness of how
					effects eg water	paintings are
					colours.	created
						(composition).
						,
Use stamps to	Make marks in	Design patterns of			Explain a few	Describe varied
print on paper.	print with a variety	increasing			techniques, inc'	techniques.
	of objects	complexity and			the use of poly-	
Make leaf	(Stamps).	repetition.			blocks, relief,	Be familiar with
rubbings.					mono and resist	layering prints.
	Build a repeating				printing.	
	pattern and					Be confident with
	recognise pattern				Choose the	printing on paper
	in the				printing method	and fabric.
	environment.				appropriate to	
					task.	Alter and modify
						work.
					Build up layers and	
					colours/textures.	
	print on paper.  Make leaf	Colours and shades using different types of paint.  Create different textures e.g. use of sawdust.  Use stamps to print on paper.  Make leaf (Stamps).  Make marks in print with a variety of objects (Stamps).  Build a repeating pattern and recognise pattern in the	Use stamps to print on paper.  Make leaf rubbings.  Colours and shades using different types of paint.  Make leaf rubbings.  Colours and shades using different types of paint.  Work on a range of scales e.g. large brush on large paper etc.  Mix and match colours using artefacts and objects.  Make marks in print with a variety of objects (Stamps).  Design patterns of increasing complexity and repetition.  Design patterns of increasing complexity and repetition.	Mix secondary colours and shades using different types of paint.  Create different textures e.g. use of sawdust.  Use stamps to print on paper.  Make marks in print with a variety of objects  Make leaf rubbings.  Mix secondary colours and their properties.  Work on a range of scales e.g. large brush on large paper etc.  Mix and match colours using artefacts and objects.  Work confidently on a range of scales e.g. thin brush on small picture etc  Work confidently on a range of scales e.g. thin brush on small picture etc	Mix secondary colours and shades using different types of paint.  Create different textures e.g. use of sawdust.  Work on a range of scales e.g. large brush on large paper etc.  Mix and match colours using artefacts and objects.  Make marks in print on paper.  Make marks in print with a variety of objects  Make leaf rubbings.  Make marks in print with a variety of objects  Show increasing independence and creativity with the painting process  Work confidently on a range of scales e.g. thin brush on small picture etc  Work confidently on a range of scales e.g. thin brush on small picture etc  Work confidently on a range of scales e.g. thin brush on small picture etc  Work confidently on a range of scales e.g. thin brush on small picture etc	Mix secondary colours and shades using different types of paint.  Create different textures e.g. use of sawdust.  Wix and match colours using artefacts and objects.  Was stamps to print on paper.  Make leaf rubbings.  Make marks in print with a variety of objects (Stamps).  Build a repeating pattern and recognise pattern in the environment.  Wix pos of paint and their properties. Show increasing independence and creativity with the painting process  Work confidently on a range of scales e.g. thin brush on small picture etc  Work confidently on a range of scales e.g. thin brush on small picture etc  Work confidently on a range of scales e.g. thin brush on small picture etc  Work confidently on a range of scales e.g. thin brush on small picture etc  Work confidently on a range of scales e.g. thin brush on small picture etc  Work confidently on a range of scales e.g. thin brush on small picture etc  Work confidently on a range of scales e.g. thin brush on small picture etc  Work confidently on a range of scales e.g. thin brush on small picture etc  Use stamps to print with a variety of objects  (Stamps).  Build a repeating pattern and recognise pattern in the environment.  Design patterns of increasing complexity and repetition.  Experiment with different effects and textures inc. blocking in colour work from a variety of sources.  Work confidently on a range of scales e.g. thin brush on small picture etc  Work confidently on a range of scales e.g. thin brush on small picture etc  Use stamps to print with a variety of objects  (Stamps).  Create imaginative work from a variety of sources.  Use different types of paint to show different etchniques and effects and





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						Organise their work in terms of pattern, repetition, symmetry or random printing styles.  Choose inks and overlay colours	Work relatively independently.
Textile / Collage	Pin art using string.	Use a variety of techniques, e.g. weaving.	Make a simple mosaic. Stitch, knot and	Use a variety of techniques, inc. printing, dying, paper and plastic		Join fabrics in different ways, including stitching.	Awareness of the potential of the uses of material.
		How to thread a needle.	use other manipulative skills.	trappings and appliqué.		Use different grades and uses of threads and	Use different techniques, colours and
		Create images from imagination,	Create collages from a variety of	Name the tools and materials they		needles.	textures etc when designing and
		experience or observation.	media.	have used. Cutting and		Extend their work within a specified technique.	making pieces of work.
		Create collages from a variety of		joining.		Use a range of	To be expressive and analytical to
		media.		Experiment with a range of media		media to create collage.	adapt, extend and justify their work.
		Use a variety of tools and scissors.		e.g. overlapping, layering etc			
3D Forms	Using malleable equipment: Playdoh etc.	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.	Manipulate clay for a variety of purposes, inc. models and tiles.	Join clay adequately and work reasonably independently.		Describe the different qualities involved in modelling,	Develop skills in using clay inc. slabs, coils, slips, etc.





		Explore sculpture with a range of	Build a textured relief tile. Understand the	Construct a simple clay base for extending and		sculpture and construction.	Make a mould and use plaster safely.
		malleable media, especially clay.	safety and basic care of materials and tools.	modelling other shapes.		Use recycled, natural and man- made materials to	Create sculpture and constructions with increasing
		Explore shape and form.	Experiment with,	Plan, design and make models.		create sculpture.	independence.
			construct and join recycled, natural and man-made materials more confidently.			Plan a sculpture through drawing and other preparatory work.	
Breadth of Study	Experiment in the scrap shed.  Construction areas.	Work on their own, and collaboratively with others, on projects in 2 and 3	Work on their own, and collaboratively with others, on projects in 2 and 3	Work on their own, and collaboratively with others, on projects in 2	Work on their own, and collaboratively with others, on projects in 2	Work on their own, and collaboratively with others, on projects in 2 and 3	Develop skills in using clay inc. slabs, coils, slips, etc.
	Beginning to use ICT: Log on etc.	dimensions and on different scales.	dimensions and on different scales. Use ICT.	dimensions and on different scales	dimensions and on different scales	dimensions and on different scales.	Make a mould and use plaster safely.
		Use ICT  Investigate different kinds of art, craft and design.	Investigate different kinds of art, craft and design.	Investigate art, craft and design in the locality and in a variety of genres and styles	Investigate art, craft and design in the locality and in a variety of genres and styles	Use ICT.  Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Create sculpture and constructions with increasing independence.



