



**Art: EYFS and Key Stage 1**

			Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.	
	Nursery	Reception	Year 1	Year 2
Use a range of materials to design and make products	<b>M1</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD	<b>M1</b> Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD	<b>M1</b> I can explore a range of mediums and discover their range of effects when designing and making a product.	<b>M1</b> I can investigate different methods of designing; including drawing, investigating, evaluating and discussing to decide on methods, materials and processes.
	<b>M2</b> Develop their own ideas and then decide which materials to use to express them. EAD	<b>M2</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD	<b>M2</b> I can investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thin card to understand the difference between 2d and 3d.	<b>M2</b> I can use a range of mediums to design products and decide on a preference.
	<b>M3</b> Join different materials and explore different textures. EAD			<b>M3</b> I can experiment with an increasingly wider range of materials to design and make products with control.
<b>National Curriculum: Pupils should be taught to use a range of materials creatively to design and make products.</b>				

	Nursery	Reception	Year 1	Year 2
Share ideas, experience, and imagination (using drawing, painting, and sculpture)	<b>E1</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects. EAD	<b>E1</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD	<b>IE11</b> I can share ideas about what art is and where it can be found.	<b>IE11</b> I can observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist's work.
	<b>E2</b> Explore colour and colour-mixing. EAD	<b>E2</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors,	<b>IE12</b> I can work as part of a group to create a piece of work and also create art work independently.	<b>IE12</b> I can make art individually and collaboratively, sharing ideas for design, technique and use of materials.



		knives, forks and spoons. PD		
	<p><b>E3</b> Draw with increasing complexity and detail, such as representing a face with a circle and including details. EAD</p> <p><b>E4</b> Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. EAD</p>		<p><b>IE13</b> I can draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p>	<p><b>IE13</b> I can confidently use a range of shapes within my artwork to realistically represent objects.</p>
	<p><b>E5</b> Use drawing to represent ideas like movement or loud noises. EAD</p> <p><b>E6</b> Use large-muscle movements to wave flags and streamers, paint and make marks. PD</p>		<p><b>IE14</b> I can create representations of real-life objects using a range of shapes.</p>	<p><b>IE14</b> I am developing my ability and understanding of drawing from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p>

**National Curriculum: Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**

	Nursery	Reception	Year 1	Year 2
Develop a range of art and design techniques	<p><b>T1</b> Join different materials and explore different textures. EAD</p> <p><b>T2</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects. EAD</p> <p><b>T3</b> Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. EAD</p>	<p><b>T1</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. EAD</p> <p><b>T2</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. PD</p> <p><b>T3</b> Return to and build on their previous learning, refining ideas and</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• I can hold and use a range of drawing tools such as pencils, crayons, pens and chalk with some dexterity and control to investigate marks.</li> <li>• I can draw lines of different thickness.</li> <li>• I can use line and shapes to represent objects seen, remembered or imagined.</li> <li>• I can investigate tone by creating light and dark shades with a pencil.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• I can use graded pencils to explore shade.</li> <li>• I can select a pencil based on its label (2B, 6B etc.) for a purpose.</li> <li>• I can experiment with creating a range of textures using a variety of different marks/lines/rubber</li> <li>• I can create observational drawings of natural or man-made objects.</li> </ul>



	<p><b>T4</b> Use a comfortable grip with good control when holding pens and pencils. PD</p> <p><b>T5</b> Use large-muscle movements to wave flags and streamers, paint and make marks. PD</p> <p><b>T6</b> Explore colour and colour-mixing. EAD</p> <p><b>T7</b> Use drawing to represent ideas like movement or loud noises. EAD</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"><li>• That the closer to the point that I hold my pencil the more control I have.</li><li>• How to hold a pencil using two fingers and a thumb, beginning to move away from a whole hand grasp.</li><li>• That lines can be used to make shapes and patterns.</li><li>• That shapes can be used to represent objects.</li><li>• How to add detail to my drawings e.g. adding features to a face.</li><li>• What the different emotions are and how to show them through my art work.</li></ul>	<p>developing their ability to represent them. EAD</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"><li>• That the closer to the point that I hold my pencil the more control I have.</li><li>• How to hold a pencil using two fingers and a thumb, with increasing control.</li><li>• How to draw a simple picture using shapes and lines.</li></ul>		
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	<ul style="list-style-type: none"><li>• How to represent ideas such as movement and loud noises through Art.</li></ul>			
	<p><b>Painting</b></p> <ul style="list-style-type: none"><li>• That there are different tools that can be used in Art.</li><li>• The names of some of the different tools that can be used in Art (particularly when painting) e.g. brush, finger, cotton buds, sticks.</li><li>• That the tools used in Art can come in different sizes.</li><li>• How to describe the tools used in Art e.g. big/small.</li><li>• How to use the different Art tools when painting e.g. how to paint with your finger compared to the use of a brush.</li><li>• That shapes can be used to represent objects.</li><li>• How to draw lines to create shapes.</li><li>• What the different emotions are and how to show them through my art work.</li></ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"><li>• How to name the primary colours and some others.</li><li>• That colours can be mixed and when it is mixed it changes.</li><li>• How to explore by mixing colours.</li><li>• That there are wider range of simple tools that can be used when painting e.g. brush, cotton bud, finger, stick etc.</li><li>• How to use these tools to paint.</li><li>• How to select the tools that I need.</li><li>• To explore techniques to make paint look like different textures.</li></ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"><li>• I can hold a brush correctly and clean it before changing colours.</li><li>• I can use a variety of painting tools including brushes, sponges, cotton buds etc. for effect.</li><li>• I can confidently name the 3 primary colours.</li></ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"><li>• I can make different textural effects with paint. e.g. adding materials to paint, removing paint, stippling etc.</li><li>• I can use white and black paint to create tones of primary colours (tint and shade).</li><li>• I can use a wider range of brushes. Different sizes, different types.</li></ul>

	<p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>• That there are different materials that I can use to build with.</li> <li>• The names of the different materials that I can build with.</li> <li>• That there are different ways that I can build – using the vocabulary of stack, up, across and next to.</li> <li>• How to join materials together.</li> </ul>	<p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>• How to manipulate materials e.g. squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten.</li> <li>• That there are different tools that I can use to shape materials.</li> <li>• How to shape the materials that I am using.</li> <li>• How to join materials together.</li> </ul>	N/A	<p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>• I can manipulate malleable materials in a variety of ways including rolling, cutting, pinching, stretching, smoothing and kneading.</li> <li>• I can manipulate and model materials to represent my idea.</li> <li>• I can design a 3D sculpture</li> <li>• I can create a 3D sculpture using clay</li> </ul>
	<p><b><u>Collage</u></b></p> <ul style="list-style-type: none"> <li>• That materials can feel different to others.</li> <li>• How to describe how the material feels e.g. soft, hard.</li> <li>• How to hold scissors with support.</li> <li>• How to make snips in materials using scissors.</li> <li>• That glue can be used to stick.</li> </ul>	<p><b><u>Collage</u></b></p> <ul style="list-style-type: none"> <li>• That materials and the way that they look can be changed.</li> <li>• That tools can be used to shape and join materials.</li> <li>• How to shape materials using scissors with support.</li> <li>• How to join materials using glue.</li> <li>• That there are different techniques that I can use when working with materials. e.g. cutting, tearing.</li> <li>• How to manipulate materials e.g. squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten.</li> <li>• That materials and the way that they feel can be changed.</li> <li>•</li> </ul>	N/A	<p><b><u>Collage</u></b></p> <ul style="list-style-type: none"> <li>• I can learn how to make collage pictures by cutting, tearing and sticking varied papers and materials to a background.</li> <li>• I can sort and group materials for different purposes in different ways/shapes, i.e. texture, colour, triangles etc.</li> <li>• I can experiment with a range of media (paper, magazines, fabric, photocopies, crepe paper)</li> <li>• I am beginning to experiment with texture by folding, crumpling, tearing and overlapping materials.</li> </ul>

		<p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• That things are made out of different materials.</li> <li>• That different materials don't always feel the same.</li> <li>• How to describe some materials (soft, bumpy, spiky)</li> <li>• That I can thread beads onto strings.</li> <li>• To use a simple weaving motion. (Solid frame)</li> </ul>	<p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• I can begin to identify different types of textiles.</li> <li>• I can choose fabrics based on their colour, texture and shape.</li> <li>• I understand what weaving is and can experiment with weaving using a range of media e.g. strips of paper/card/fabrics/natural resources.</li> <li>• I can add additional decoration to my textile products by sticking buttons, beads, feathers, ribbon etc.</li> </ul>	N/A
		<p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li>• That to print I need to add paint and pressure to an object on a flat surface.</li> <li>• How to print using paint.</li> <li>• That I can print using a range of colours.</li> <li>• How to print using a colour that is fit for purpose.</li> <li>• That different materials can be used to print.</li> </ul>	<p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li>• I can find out how to print by loading an object with paint and applying it to a surface</li> <li>• I can print with a range of hard and soft materials. e.g. corks, domino, pen lid, sponge, flower, feather, fruits/vegetables etc.</li> <li>• I can create a mono print using polystyrene.</li> <li>• I can print simple repeating patterns</li> <li>• (Challenge) I can design and build more intricate/detailed repeated patterns.</li> </ul>	N/A

**National Curriculum: Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**



	Nursery	Reception	Year 1	Year 2
Learn about a range of artists, craft makers and designers.			<b>A1</b> I know the names of some artists and can talk about their work describing how it makes me feel and whether I like it.	<b>A1</b> I can discuss and describe the work of notable artists, artisans and designers and begin to recognise different techniques within their work including drawing, collage, painting, use of ICT etc.
			<b>A2</b> I can create a piece of art in the style of an artist.	<b>A2</b> I can use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the art work.
<b>National Curriculum: Pupils should be taught 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.</b>				



**Art: Key Stage 2**

	Year 3	Year 4	Year 5	Year 6
<b>Create sketchbooks to record their observations and use them to review and revisit ideas.</b>	<b>S1</b> I can use my sketchbook as a working document which develops throughout a unit of work and inspires/informs my artwork.	<b>S1</b> I can use my sketchbook as a working document which develops throughout a unit of work and inspires/informs my artwork.	<b>S1</b> I can use my sketchbook as a working document which develops throughout a unit of work and inspires/informs my artwork.	<b>S1</b> I can use my sketchbook as a working document which develops throughout a unit of work and inspires/informs my artwork.
	<b>S2</b> I can use my sketchbook to explore and experiment with previously taught or new skills and techniques.	<b>S2</b> I can use my sketchbook to explore and experiment with previously taught or new skills and techniques.	<b>S2</b> I can use my sketchbook to explore and experiment with previously taught or new skills and techniques.	<b>S2</b> I can use my sketchbook to explore and experiment with previously taught or new skills and techniques.
	<b>S3</b> I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.	<b>S3</b> I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.	<b>S3</b> I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.	<b>S3</b> I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.
<b>National Curriculum: Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.</b>				





	Year 3	Year 4	Year 5	Year 6
Improve mastery of art & design techniques	<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• I can experiment with an extended variety of drawing tools. (Such as, graded pencils, rubbers, crayons, pastels, felt tips, chalk or charcoal, etc.)</li> <li>• I can understand that objects can be three dimensional and can draw from different viewpoints (above, below, front, back)</li> <li>• I can apply tone in a drawing in a simple way. (Shadow from 3D object)</li> <li>• Experiment and create surface textures.</li> </ul>	<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• I can draw for a sustained period of time.</li> <li>• I can develop skills of hatching and cross hatching to explore 3D work.</li> <li>• I can draw in proportion.</li> <li>• I can further develop my use of light/dark tones/textures/shadows within my drawing to create a realistic representation.</li> </ul>	<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• I can select appropriate materials for a task (drawing media, surface etc.)</li> <li>• I can show an awareness of composition, scale and proportion i.e. foreground, middle ground, background.</li> <li>• I can explore colour mixing and blending techniques with graphite and coloured pencils.</li> <li>• I can begin to develop accuracy and expression in my drawings.</li> <li>• I can develop close observational skills and work on sustained, independent, detailed drawings.</li> </ul>	<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• I can use both wet and dry media to make different marks, lines, patterns, textures and shapes.</li> <li>• I can express my ideas and observations and respond to advice from others to refine my artwork.</li> <li>• I can begin to use perspective in my drawing.</li> <li>• I am learning to make a distinction between a working sketch and a drawing.</li> <li>• I am developing accuracy and expression in my drawings.</li> </ul>
	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• I can mix primary colours to make secondary colours.</li> <li>• I can experiment with different ways to apply paint to a surface e.g. splashing, scratching, dotting, blowing, layering etc.</li> <li>• I can use different types of brushes for specific purposes</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• I can match and mix primary and secondary colours to make tertiary colours effectively.</li> <li>• I am beginning to understand that a colour wheel can be used to find harmonious, contrasting and monochromatic colour combinations.</li> <li>• I can understand how artists use warm and cool colour to express a mood in their work.</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• I can paint using different scales. E.g. selecting thinner brushes when working on a smaller picture.</li> <li>• I can read and use a colour wheel when creating artwork to identify and select colours for effect.</li> <li>• I can use colour to express mood and feelings within my work.</li> <li>• I can show the effect of light and shadow, texture and tone on natural and manmade objects.</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• I can create large and small-scale work showing controlled techniques.</li> <li>• I can select and use appropriate materials and media for a purpose/effect.</li> <li>• I can select and work skilfully with a limited palette, making informed choices about the colours I use.</li> </ul>

	<p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• I am beginning to colour fabric using natural dyes, onion skins, tea, coffee etc.</li> <li>• I can refine weaving techniques to create a closely knit/tight weave in order to create my own textile.</li> <li>• I can embellish my fabric using sewing skills (Running stitch-smaller eyed needles) to attach beads, buttons etc.</li> <li>• I can secure a stitch when I am finished to prevent it from coming undone.</li> </ul>	<p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>• I am beginning experiment with changing the surface texture of a malleable material by impressing and carving.</li> <li>• I can join clay using a slip. (e.g. Handles)</li> <li>• Adapt work as and when necessary.</li> <li>• I can use clay to create a simple functional form such as a pinch pot.</li> </ul>	<p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>• I can explore other ways of colouring fabric such as tie dye or dip dye.</li> <li>• I can experiment with resist pastes (flour and water) / Batik when dyeing fabric.</li> <li>• I am beginning to experiment using a basic back stitch.</li> <li>• I can embellish using more advanced stitching and appliqué techniques.</li> </ul>	<p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>• I know the difference between malleable and rigid materials.</li> <li>• I can plan, design, shape and form models from observation or imagination.</li> <li>• I can model over an armature such as rolled/scrunched newspaper paper, masking tape/parcel tape, with Papier Mache/Mod Roc to create a simple 3D object.</li> <li>• I can identify adaptations/improvements during the making process and know how my work could be developed further.</li> </ul>
	<p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li>• I can refine my mono-printing techniques by making controlled marks/patterns/motifs directly onto a printing plate to remove ink, before placing paper on top to transfer the ink.</li> <li>• I am beginning to widen my monoprinting skills by using a printing plate and drawing onto the back of paper controlling line and tone using tools or pressure</li> </ul>	<p><b><u>Collage</u></b></p> <ul style="list-style-type: none"> <li>• I can experiment with a range of techniques such as cutting, tearing, overlapping, folding, crumpling, tearing, fraying and layering to create images.</li> <li>• I can select and arrange materials/textures/colours for a purpose and justify my choices.</li> <li>• I can confidently manipulate materials to create an intended texture or effect.</li> <li>• I can experiment with creating mood, feeling, movement and areas of interest using different media.</li> </ul>	<p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li>• I can explore creating collagraph prints e.g. using card, string, wool</li> <li>• I can recognise what skills/techniques make an effective print.</li> <li>• I can make informed choices about the colours, space, lines and textures in my print.</li> <li>• I can master my preferred printing technique(s) to create striking visual effect.</li> </ul>	<p><b><u>Collage</u></b></p> <ul style="list-style-type: none"> <li>• I can create textures (with intent) to combine visual and tactile qualities in my collage.</li> <li>• I can understand / explain the definition of abstract art.</li> <li>• I can create abstract representations when creating collage.</li> <li>• I can embellish a collaged surface using a variety of techniques, including drawing, painting and printing.</li> </ul>

**National Curriculum: Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay).**



	Year 3	Year 4	Year 5	Year 6
Learn about and take inspiration from notable artists, architects, and designers.	<b>A1</b> I can look at and talk about a larger array of artist's work and can study a piece to make comments on the techniques used.	<b>A1</b> I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used.	<b>A1</b> I can look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.	<b>A1</b> I can show the work of those studied was influential in both society and to other artists.
	<b>A2</b> I can replicate some of the techniques used by notable artists, architects or designers.	<b>A2</b> I can create original pieces that are influenced by the studies of notable artists, architects or designers.	<b>A2</b> I can show and explain the influence of notable artists, artisans and designers within my own work.	<b>A2</b> I can create original pieces that show a range of influences and styles from notable artists.
	<b>A3</b> I can recognise features of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist's work.	<b>A3</b> I can recognise artistic techniques and use a wider range of artistic terminology to describe an artist's work	<b>A3</b> I can make links between the techniques/styles/skills/mediums between an artist's work and my own.	<b>A3</b> I can confidently use a wide range of artistic vocabulary to describe my original pieces of art work.
<b>National Curriculum: Pupils should be taught about great artists, architects and designers in history.</b>				