| **Art** | **EYFS** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
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| **Drawing** | Make simple marks on a page.  Begin to make marks using a variety of drawing tools.  Explore drawing on different surfaces e.g. floor, table top, easel.  Use a comfortable grip with good control when holding pens and pencils.  Create closed shapes with continuous lines and begin to use these shapes to represent objects.  Draw with increasing complexity such as representing a face with a circle and include details.  Begin to show different emotions in drawings and paintings.  Beginning to show accuracy and care when drawing. | Communicate something about themselves in their drawing.  Draw using pencil and crayons.  Draw lines of different shapes and thickness.  Explore charcoal, pencil and pastels.  Create different tones using light and dark.  Show patterns and texture in their drawings.  Focus on a specific part of an artefact before drawing it. | Show facial expressions in their drawings.   * Use their sketches to produce a final piece of work.   Use mark making and colour to create different tones, textures and pressures.  Develop a variety of different drawing techniques to create tone and texture in their work such as hatching and blending. | Identify and draw simple objects and use marks and lines to produce texture.  Successfully use shading to create mood and feeling.  Select and use a variety of materials and techniques progressing to pressures to add contrast to their work.  Make first hand observations using different viewpoints and abstract representations.  Sketch to communicate emotions and a sense of self with accuracy and imagination.  Explain why they have chosen specific drawing techniques.  Increase the detail in their work. |
| **Painting** | Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  Select simple tools and use them appropriately.  Explore colour and colour mixing.  Talk about what happens when they mix colours. | Express themselves and create mood in their painting.  Paint a picture of something they can see.  Experiment and mix colours  Experiment with different tones. | Predict with accuracy the colours that they mix progressing to making secondary colours and different tints.  Know where each of the primary and secondary colours sits on the colour wheel.  Understand how complementary colours are used in art and design.  Use a range of brushes and techniques to create different effects.  Confidently create different effects and textures with paint.  Create mood in their paintings. | Create a range of moods in their paintings.  Use brushstrokes and colour to create feelings and effects.  Explore painting on different surfaces and scales.  Use wax resist to create form.  Explain what their own painting style is.  Show confidence in mixing colours and tints.  Explain why they have chosen specific painting techniques. |
| **Printing/Collage** | Print with hands, feet or any found materials.  Print with sponges, vegetables & fruit.  Follow and create simple patterns.  Begin to rip or cut paper for a purpose.  Use glue and glue spreaders.  Explore and begin to describe texture.  Make snips and cuts in materials.  Construct with a purpose in mind.  Create collages with a variety of resources.  Manipulate materials and refine work. | Create a repeating pattern.  Use different techniques and materials to create a collage.  Create a print using pressing, rolling, rubbing and stamping.  Print with a range of objects  Use a variety of materials to make a collagraph. | Make a monoprint.  Make a two-colour print.  Cut very accurately.  Experiment and create an accurate print design using 3 colours.  Explore pattern and create a transfer print to develop their work.  Use digital imagery to create a collage. | Use carbon paper and oil pastels to make interesting transfer prints.  Combine visual and tactile qualities to express mood and emotion.  Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.  Justify the materials they have chosen.  Combine pattern, tone and shape. |
| **3D** | Use playdough and Lego to create simple sculptures.  Talk about how materials feel.  Use tools appropriately and safely.  Explore different materials, using all their senses to investigate them.  Manipulate materials and refine work.  Join materials using tape and glue.  Talk about their model. | Investigate clay, dough or plasticine cut, roll and coil materials.  Explore building a form using folding cutting and tearing using card and paper.  Make a clay pot or structure.  Add line and shape to their work.  Make models using reclaimable materials.  Begin to add colour to forms which they have made using a range of materials. | Use patterns from different times, places and cultures as a starting point for design.  Use a variety of hand building techniques slab, pinch, and coil to create a clay sculpture drawing.  Experiment with and combine materials and processes to design and make 3D forms.  Investigate different ways of folding and shaping card to create a form. | Experiment with and combine materials and processes to design and make 3D form.  Sculpt clay and other mouldable materials.  Create models on a range of scales.  Create work which is open to interpretation by the audience.  Include both visual and tactile elements in their work. |
| **ICT** | Explore and use a simple painting IT program to create a picture. | Use a simple painting IT program to create and revise a picture.  Create a picture independently.  Use simple IT mark-making tools, e.g., brush and pen tools.  Use technology to create self-portraits with different moods. | Effectively use IT to create ideas in their artwork.  Use the printed images they take with a digital camera and combine them with other media to produce artwork.  Create a piece of artwork which includes the integration of digital images they have taken.  Use ICT to collect information and develop their ideas. | Create a piece of artwork which includes the integration of digital images they have taken.  Combine graphics and text based on their research.  Take digital photos, and use software to alter them, adapt them and create work with meaning.  Create a piece of art which can be used as part of a wider presentation. |
| **Know-**  **ledge/Wider Skills** | Explore the work of another artist/craft maker/designer.  **Three- and Four-Year Olds**  Select resources to carry out own plan.  Explore different materials freely with their own intention  Develop their own ideas  **Reception**  Use a range of tools competently, safely and confidently.  Explore, a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas.  Create collaboratively, sharing ideas, resources and skills.  **ELG**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used. | Describe what they can see and like in the work of another artist.  Ask sensible questions about a piece of art.  Learn 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.  Create a piece of work in response to an artist’s work.  Say how other artist/craft maker/designer have used colour, pattern and shape. | Create work in the style of different artists.  Use folders/sketchbooks to record their observations and use them to review and revisit ideas.  Learn about great artists, architects, and designers in history, including from other cultures.  Make notes to express feelings about a subject/artist and to describe likes and dislikes.  Suggest improvements to their work by keeping notes in their sketch books or through class discussions.  Compare the work of different artists.  Explain why they have chosen specific materials and techniques to develop their work. | Record their observations and use them to review and revisit ideas.  Learn about the greatest artists, architects, and designers in history.  Discuss how they might and develop their work further and share ideas with others.  Experiment with different styles which artists have used.  Use a greater range of art and design vocabulary to discuss their own and the work of others.  Show a greater understanding of art from different times and cultures.  Adapt and refine their work to reflect its meaning and purpose.  Make a record about styles and qualities in their work.  Say what their work is influenced by.  Include technical aspects in their work, e.g., architectural design. |