



Topic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum Objectives</b>	<p><b>Expressive Arts and Design (Exploring and Using Media and Materials)</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Expressive Arts and Design (Being Imaginative)</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products.</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</li> <li>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.</li> </ul>	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>In Key Stage 2, pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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]; about great artists, architects and designers in history.</li> </ul>	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>In Key Stage 2, pupils should be taught to develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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]; 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<p>Drawing -line, pattern and texture.</p>	<p><b>EYFS:</b> To work purposefully responding to colours, shapes, materials etc.  To create simple representations of people and other things.</p>	<p><b>Year 1</b> Explore a range of drawing tools to make marks.  Begin to control the types of marks made with a range of media.  Draw on different surfaces.  Explore different textures.  Draw from imagination.  Explore drawing from observation.  Investigate textures by describing, naming, rubbing, and copying.  Produce a range of patterns and texture.</p>	<p><b>Year 2</b> Experiment with tools and surfaces.  Draw experiences and feelings.  Sketch to make records.  Begin to control marks made with different media.  Investigate tone by drawing light/dark lines using pencil.  Investigate textures and produce an expanding range of patterns.</p>	<p><b>Year 3</b> Experiment with various mediums.  Use a sketchbook to document and develop ideas.  Draw from observation and imagination  Experiment with mark making using alternative tools  Create initial sketches for painting.  Begin to draw with accuracy.  Discuss shadows, light and dark.  Have an awareness of how pattern can be used to create texture</p>	<p><b>Year 4</b> Consider scale and proportion  Create accurate observational drawings.  Work on a variety of scales.  Identify and draw the effect of light.  Draw for a sustained period.  Collect and record visual information.  Plan and collect source material.  Develop techniques to create intricate patterns – range of media.</p>	<p><b>Year 5</b> Work in a sustained and independent way to create an accurate, detailed drawing.  Developing key elements of their work (line, tone, pattern, texture)  Draw from different viewpoints considering horizon lines.  Begin to consider perspective.  Use different techniques for purpose e.g. different styles of shading.</p>	<p><b>Year 6</b> Select appropriate media and techniques to achieve a specific outcome.  Develop their own style.  Draw for a sustained period of time over a number of session.  Use tone in drawings to achieve depth.  Develop drawing with perspective, vanishing point and focal point.  Adapt drawings according to evaluations and discuss further development.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Painting, printing and colour.</p>	<p>To work spontaneously and enjoy the act of making/creating 4. sustain concentration and control when experimenting with tools and materials</p>	<p>To recognise <b>primary colours</b> and use an experiential approach to simple colour mixing to discover <b>secondary colour</b> eg <b>exploring colour</b>.</p>	<p>To continue to mix colours and understand relationships of primary and secondary colours and apply colour mixing skills.</p>	<p>Make tints of one colour by adding white.</p> <p>Darken / Lighten colours without using black / white.</p> <p>Mix / create colour for use on a large scale. (wash)</p> <p>Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, pastels etc)</p> <p>Demonstrate increasing control of the types of marks made to create certain effects</p>	<p>Make tints, tones and shades using white, grey and black.</p> <p>Observe colour and suggest why it has been used.</p> <p>Independently choose the right paint and / or equipment for the task.</p> <p>Select colour to reflect mood.</p> <p>Explore different brush strokes and why / when they might be used.</p> <p>Begin to discuss how they are influenced by the work of other artists</p>	<p>Make and discuss hue, tint, tone, shade and mood.</p> <p>Mix colours, shades, tones, tints with confidence, building on previous knowledge.</p> <p>Select colour for purpose explaining choices.</p> <p>Discuss how colour can be used to express ideas, feelings and mood.</p> <p>Confidently control the types of marks made and experiment with different effects and textures</p>	<p>To looking at how the light changed the landscape at different times of the day and during different seasons.</p> <p>Select colour to express feelings</p> <p>Discuss harmonious and contrasting colours and their placement on the colour wheel</p> <p>Work in a sustained and independent way, developing own style.</p> <p>Purposefully controlling the types of marks, brushstrokes used to create desired effect.</p> <p>Use colours and brushstrokes to create atmosphere and light effects</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Collage, sculpture, architecture and 3D art.</p>		<p>Enjoy handling, feeling and manipulating a range of materials.</p> <p>Construct using a range of media</p> <p>Cut shapes using scissors and other modelling tools in a safe way.</p> <p>To describe and discuss what papier mâché is and how it can be used.</p> <p>To create their own papier mâché sculptures using recycled materials.</p>	<p>Show an awareness that natural and human made materials can be used to create sculpture</p> <p>Create models from imagination and direct observation.</p> <p>Join materials together and apply decorative techniques.</p> <p>Replicate patterns and textures in a 3D form.</p> <p>Discuss the work of other sculptors and relate these to their own ideas and designs.</p>	<p>To choose and use different materials to make a sculpture or collage of a famous building.</p> <p>Consider and discuss aesthetics (architecture).</p> <p>Discuss the work of other sculptors and architects and how these have influenced their own work / designs</p> <p>Produce more intricate surface patterns using a range of processes</p> <p>Show an awareness of how texture, form and shape can be transferred from 2D to 3D.</p>	<p>Plan, shape, mould and make constructions from different materials (Modroc and recycled materials).</p> <p>Work in a safe, organised way, caring for equipment</p> <p>Secure work to continue later.</p> <p>Make slip to join and secure pieces of clay together</p> <p>Adapt work when necessary and explain why.</p> <p>Demonstrate awareness in environmental sculpture</p>	<p>To be able to create a montage to portray movement.</p> <p>To understand what montage is and look at some examples.</p> <p>To explore how they can create a montage that gives the illusion of movement by the repeated placement of a figure</p> <p>To use printing to create movement art.</p>	
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<p><b>Evaluating, responding to artwork and using a sketchbook.</b></p>	<p>To begin to recognise and describe key features of their own and others' work.</p>	<p>Enjoy listening to other people's views about artwork made by others.</p> <p>To begin to be able to express and share an opinion about the artwork.</p> <p>Talk to a peer or a teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end results.</p>	<p>To enjoy listening to other people's views about the artwork made by others.</p> <p>To feel able to express and share an opinion about the artwork.</p> <p>To share work to others in small groups and listen to what they think about what you have made.</p>	<p>Make suggestions about other people's work, using things they have seen or experienced themselves.</p> <p>Talk to a peer or a teacher about the artwork made and share what they have enjoyed about the process, and what they like about the result.</p> <p>Discuss problems which came up and how they were solved. Think about what they might try next time.</p>	<p>To reflect regularly on their work, throughout the creative process.</p> <p>To look at the work of others (pupils and artists) to identify how they feel about their own work.</p>	<p>To be able to express and share an opinion about their artwork.</p> <p>To discuss why the work was made, as well as how.</p> <p>To share their response to the artwork.</p> <p>To ask questions about process, technique, idea or outcome.</p> <p>To begin to analyse and reflect upon progress considering the intention.</p>	<p>To provide a reasoned evaluation of both their own work and professionals' work.</p> <p>To regularly analyse and reflect upon the progress considering the intention.</p>
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