



Exploring and developing ideas		
EYFS	KS1	KS2
<ul style="list-style-type: none"> <li>Explore a range of materials, tools, and techniques with curiosity</li> <li>Begin to generate their own ideas through play and first-hand experiences</li> <li>Use imagination to create simple representations of people, objects, and events</li> <li>Experiment with colour, texture, shape, and form when creating</li> <li>Engage in open-ended exploration without a fixed outcome</li> <li>Talk about what they are making and the ideas behind their creations</li> <li>Make choices about materials and resources to use for their own purposes</li> <li>Adapt and change their ideas as they create</li> <li>Use role play and imaginative play to develop and express ideas</li> <li>Respond to experiences, stories, and the environment through creative activities</li> </ul>	<ul style="list-style-type: none"> <li>To produce creative work, exploring their ideas and recording experiences.</li> <li>respond positively to ideas and starting points</li> <li>explore ideas and collect information</li> <li>describe differences and similarities and make links to their own work</li> <li>try different materials and methods to improve.</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>review and revisit ideas in their sketchbooks</li> <li>offer feedback using technical vocabulary</li> <li>think critically about their art and design work</li> <li>use digital technology as sources for developing ideas</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>

Work of other artists						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To know how to recognise and describe</li> </ul>	<ul style="list-style-type: none"> <li>To know that different forms of</li> </ul>	<ul style="list-style-type: none"> <li>To know about and describe the work of</li> </ul>	<ul style="list-style-type: none"> <li>To know about and describe some of the key ideas, techniques</li> </ul>	<ul style="list-style-type: none"> <li>To research and discuss the ideas and</li> </ul>	<ul style="list-style-type: none"> <li>To describe, interpret and explain the</li> </ul>





<ul style="list-style-type: none"> <li>Children will be able to recreate art in the style of various artists</li> <li>To know how to explain what they are doing when they make art.</li> </ul>	<p>some simple characteristics of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</li> </ul>	<p>creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <ul style="list-style-type: none"> <li>To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).</li> <li>End of KS1:</li> <li>To know about the work of a range of artists, craft makers and designers.</li> <li>To describe the differences and similarities between</li> </ul>	<p>some artists, craftspeople, architects and designers.</p> <ul style="list-style-type: none"> <li>To be able to explain how to use some of the tools and techniques they have chosen to work with.</li> </ul>	<p>and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p> <ul style="list-style-type: none"> <li>To know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</li> </ul>	<p>approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <ul style="list-style-type: none"> <li>To describe the processes they are using and how they hope to achieve high quality outcomes.</li> </ul>	<p>work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <ul style="list-style-type: none"> <li>To know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> <li>End of KS2:</li> <li>To know about great artists, architects and designers in history.</li> </ul>
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		different practices and disciplines, and making links to their own work.				
Painting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Explore paint using fingers, brushes, sponges, and other tools</li> <li>Begin to understand that different tools create different effects</li> <li>Mix colours and notice how new colours are made</li> <li>Use paint to express ideas, feelings, and experiences</li> <li>Experiment with colour, texture, and mark making freely</li> <li>Develop increasing control when using brushes and paint tools</li> <li>Paint simple representations of people, objects, and events</li> <li>Choose colours purposefully for their creations</li> <li>Work on different surfaces and scales (paper, card, large shared spaces)</li> <li>Talk about their painting and what they have created</li> <li>□ Observe and respond to the work of others and simple artworks</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools and techniques: brush sizes, rollers, hands, pads.</li> <li>identify primary colours. Mix secondary colours and shades using different types of paint.</li> <li>• To work on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with tools and techniques e.g. layering, mixing media, scraping through layers.</li> <li>To name different types of paint and their properties.</li> <li>To investigate colour by mixing primary colour shades.</li> <li>To mix colours and know which primary colours make secondary colours, for example</li> </ul>	<ul style="list-style-type: none"> <li>Use light and dark within painting and begin to explore complimentary colours.</li> <li>To work on a range of scales e.g. thin brush on small picture etc.</li> <li>Use light and dark within painting and begin to explore complimentary colours.</li> <li>Mix colours, shades and tones with increased confidence.</li> <li>To introduce different types of brush</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use primary secondary, complementary and contrasting colours.</li> <li>Create different effects and textures with paint according to what they need for the task.</li> <li>To use more specific colour language.</li> <li>To mix and use tints and shades and observe changes in colour.</li> <li>• To choose suitable equipment for the task.</li> <li>To use colour to reflect mood.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the language of hue, tint, tone, shades.</li> <li>Use colour for mood and select colour for specific reasons.</li> <li>Develop a painting from a drawing.</li> <li>carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>• identify and use primary secondary, complementary and contrasting colours</li> </ul>	<ul style="list-style-type: none"> <li>Use the language of hue, tint, tone and shades to describe colour.</li> <li>Use colour to convey feelings and select colour for specific reasons.</li> <li>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> <li>Mix and match colours to create atmosphere and light effects.</li> <li>identify and use primary secondary, complementary and contrasting colours and</li> </ul>





		<p>making colours wheels.</p> <ul style="list-style-type: none"> <li>To investigate making as many tones of one colour as possible (using white).</li> <li>To investigate how to darken colours without using black.</li> <li>To create textured paint by adding sand, plaster and investigate different effects.</li> <li>colours;</li> <li>• add white and black to alter tints and shades.</li> </ul>	<p>techniques- apply colour using dotting, scratching, splashing.</p> <ul style="list-style-type: none"> <li>To experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> </ul>			comment on what works well in their own work.
<b>Drawing</b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>Explore making marks using a range of tools (pencils, crayons, pens, chalk, sticks)</li> <li>Develop early control when drawing lines, shapes, and simple forms</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a variety of media; pencils, rubbers, crayons,</li> </ul>	<ul style="list-style-type: none"> <li>invent new lines and create patterns and textures.</li> </ul>	<ul style="list-style-type: none"> <li>experiment with ways in which surface detail can be added to drawings.</li> </ul>	<ul style="list-style-type: none"> <li>draw for a sustained period of time at an appropriate level.</li> <li>Experiment with different grades of pencil and other</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to collect and develop ideas.                             <ul style="list-style-type: none"> <li>Develop close</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Work from a variety of sources including observation,</li> </ul>





<ul style="list-style-type: none"> <li>• Use drawing to represent people, objects, and experiences from real life and imagination</li> <li>• Experiment with different pressures and movements to create varied marks</li> <li>• Begin to add simple details to drawings (e.g. faces, features, patterns)</li> <li>• Draw with increasing intention and purpose</li> <li>• Choose tools and colours to communicate ideas</li> <li>• Use large-scale and small-scale drawing opportunities</li> <li>• Talk about what they have drawn and the choices they have made</li> <li>• □ Respond to and show interest in drawings made by others</li> </ul>	<p>pastels, felt tips, charcoal, ballpoints, chalk.</p> <ul style="list-style-type: none"> <li>• Control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses.</li> <li>• name, match and draw lines/marks from observations.</li> <li>• • To investigate textures by describing, naming, rubbing, copying.</li> </ul>	<ul style="list-style-type: none"> <li>• draw on different surfaces with a range of media</li> <li>• observe and draw shapes from observations</li> <li>• draw shapes in between objects and to invent new shapes</li> <li>• investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• use sketchbooks to collect and record visual information from different sources.</li> <li>• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• Experiment with different grades of pencil and other implements to create lines and marks.</li> <li>• Create textures with a wide range of drawing implements.</li> <li>• Apply a simple use of pattern and texture in a drawing.</li> </ul>	<p>implements to draw different forms and shapes.</p> <ul style="list-style-type: none"> <li>• Begin to show an awareness of objects having a third dimension, for example to use shading to show light and shadow effects.</li> <li>• Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>• Apply tone in a drawing in simple way.</li> </ul>	<p>observation skills using a variety of view finders.</p> <ul style="list-style-type: none"> <li>• Identify artists who have worked in a similar way to their own work.</li> <li>• Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>• Experiment with wet media to make different marks, lines, patterns, textures and shapes</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Work in a sustained and independent way to create</li> </ul>	<p>photographs and digital images.</p> <ul style="list-style-type: none"> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> <li>• Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>• Show an awareness of how paintings are created i.e. composition.</li> </ul>
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Mindfulness Perseverance Respect Reflection Truth Aspiration Inspiration



						a detailed drawing.	
Collage							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> <li>Explore a range of materials for collage (paper, fabric, card, natural materials, recycled items)</li> <li>Tear, cut, and stick materials with increasing control</li> <li>Experiment with different textures, shapes, and colours in collage work</li> <li>Use glue and other joining methods safely and appropriately</li> <li>Combine materials to create simple images and representations</li> <li>Select materials for a purpose or idea</li> <li>Layer and arrange materials in different ways to create effects</li> <li>Develop fine motor skills through cutting and sticking activities</li> <li>Talk about their collage and describe the materials used</li> <li>Respond to simple examples of collage art and try out new ideas</li> </ul>	<ul style="list-style-type: none"> <li>To create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</li> <li>arrange and glue materials to different backgrounds.</li> <li>sort and group materials for different purposes e.g. colour texture.</li> <li>fold, crumple, tear and overlap papers.</li> <li>work on different scales.</li> <li>collect, sort, name match colours appropriate for an image.</li> </ul>	<ul style="list-style-type: none"> <li>use a combination of materials that have been cut, torn and glued;</li> <li>sort and arrange materials; add texture by mixing materials;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>use collage as a means of collecting ideas and information and building a visual vocabulary.</li> <li>create and arrange shapes appropriately.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>add collage to a painted, printed or drawn background.</li> <li>use a range of media to create collages.</li> <li>use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>use collage as a means of extending work from initial idea.</li> </ul>	<ul style="list-style-type: none"> <li>add collage to a painted or printed background;</li> <li>create and arrange accurate patterns;</li> <li>use a range of mixed media;</li> <li>plan and design a collage;</li> <li>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ul>	
Sculpture							



Mindfulness Perseverance Respect Reflection Truth Aspiration Inspiration



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Explore a range of 3D materials (blocks, boxes, clay, dough, recycled materials, construction kits)</li> <li>Use hands and simple tools to manipulate materials (roll, squeeze, bend, stack, join)</li> <li>Build and construct simple structures with increasing intention</li> <li>Experiment with joining materials using glue, tape, and simple fasteners</li> <li>Develop control when shaping and modelling materials (e.g. clay, dough)</li> <li>Create simple representations of people, objects, and places in 3D form</li> <li>Select materials for a purpose when building or modelling</li> <li>Investigate balance, stability, and structure through play</li> <li>Talk about their constructions and how they made them</li> <li>☐ Improve or adapt their models as they work</li> </ul>	<ul style="list-style-type: none"> <li>manipulate malleable materials in a variety of ways including rolling and kneading</li> <li>Use simple 2-D shapes to create a 3-D form</li> <li>explore sculpture with a range of malleable media</li> <li>manipulate malleable materials for a purpose, e.g. make a pinch pot, roll coils and slabs using a modelling media.</li> <li>understand the safety and basic care of materials and tools.</li> <li>change the surface of a malleable material e.g. build a textured tile.</li> </ul>	<ul style="list-style-type: none"> <li>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>use a variety of shapes, including lines and texture.</li> </ul>	<ul style="list-style-type: none"> <li>plan, design and make models from observation or imagination.</li> <li>shape, form, model and construct using both malleable and rigid materials.</li> <li>plan and develop ideas, using different joining techniques and methods of construction.</li> <li>join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>to create surface patterns and textures in a malleable material.</li> </ul>	<ul style="list-style-type: none"> <li>use papier mache to create a simple 3D object.</li> <li>discuss their own work and work of other sculptors.</li> </ul>	<ul style="list-style-type: none"> <li>produce intricate patterns and textures in a malleable media.</li> <li>develop skills in using clay inc. slabs, coils, slips, etc .</li> <li>shape, form, model and construct from observation or imagination.</li> <li>plan a sculpture through drawing and other preparatory work.</li> <li>recognise the properties of different media.</li> <li>discuss and evaluate own work and that of other sculptors.</li> </ul>	<ul style="list-style-type: none"> <li>plan and design a sculpture;</li> <li>use tools and materials to carve, add shape, add texture and pattern;</li> <li>develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>use materials other than clay to create a 3D sculpture;</li> </ul>





	<ul style="list-style-type: none"> <li>To recognise natural and man-made forms.</li> <li>replicate patterns and textures in a 3-D form.</li> </ul>					
Printing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Explore making prints using a variety of everyday objects (hands, fingers, sponges, blocks, toys, natural materials)</li> <li>Press, roll, and stamp materials to create simple prints</li> <li>Notice that printing creates patterns, shapes, and repeated marks</li> <li>Experiment with colour when printing using paint and inks</li> <li>Develop increasing control when placing and pressing printing tools</li> <li>Create simple repeated patterns and designs through printing</li> <li>Explore different surfaces for printing (paper, card, fabric, large surfaces)</li> <li>Select tools and materials for simple printing ideas</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>develop impressed images.</li> <li>use simple relief printing.</li> <li>create patterns using a repeated pattern.</li> <li>print with a range of hard and soft materials e.g. corks, pen barrels and sponge.</li> <li>make simple marks on rollers and printing palettes.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To print using more than one colour to layer in a print.</li> <li>create printing blocks using a relief or impressed method.</li> <li>build on existing knowledge of mono-prints to create repeating patterns.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To create printing blocks by simplifying an initial sketch book idea.</li> <li>To use relief or impressed method.</li> <li>To create prints with three overlays.</li> <li>To work into prints with a range of media e.g. pens, colour pens and paints.</li> </ul>





<ul style="list-style-type: none"> <li>• Talk about their prints and what they notice about patterns and effects</li> <li>• □ Respond to simple examples of printed artwork and try new ideas</li> </ul>		<ul style="list-style-type: none"> <li>• take simple prints i.e. mono - printing.</li> <li>• roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</li> <li>• build repeating patterns and recognise pattern in the environment.</li> <li>• design more repetitive patterns.</li> <li>• experiment with overprinting motifs and colour.</li> <li>• copy an original print;             <ul style="list-style-type: none"> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing,</li> </ul> </li> </ul>				
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		stamping and rubbing; KS1 key vocabulary: colour, shape, printing, printmaking, woodcut, relief printing, objects.				
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