

Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6



Make marks on a surfaces using a variety of tools, inc. pencils, torayons, pastels, felt us, chalk and other dry media. Draw lines with skill and conter dry media. Draw lines with dry media. Make informed dry media. Make informed dry media. Use a variety of ways to make drawing and and therents. Plan, explore the use of line crayons, pastels, felt tips, chalk and ballpoint. Make informents, with and state Make informents, drawing Use a variety of ways to make drawing Make informents, drawing Use a variety of ways to make drawing Demonstrate a with dry and wet and refine drawings and necessary. Use crayons, pastels, felt tips, chant the sun in the sky, grass at the bottor of parse to the sun and the sun in the sky, grass at the bottor the page etc Use a variety of media. Demonstrate a with dry and wet media. For U for crayons, pastels, felt tips, chant the sun in the sky, grass at the bottor the sun and the sun in the sky, grass at the bottor the sun and the sun in the sky, grass at the bottor the sun and the sun in the sky, grass at the bottor the sun and darker to the sun and the sun in the sky, grass at the bottor the sun and the sun in the sky, grass at the bottor the sun in the sky, grass at the bottor the sun and colour. Draw scurate sustained and contruct these. Draw scurate grass at the bottor drawings. Draw scurate the sun and colour. Draw scurate sustained and contruct these. Draw			•	•				
Forsurfaces using a variety of tools, inc. pencils, crayons and chait, Draw curved and form.crayons, pastels, felt tips, chaik and other dry media. Use a sketchbook to gather and collect artwork. Begin to texpore the use of line - follow simple patterns. Beginning to draw pater and ballpoint. Tolect sint the sky, grass at the bottom of the page etc.crayons, pastels, felt tips, charcoal at work. Begin to suppression to draw crayons, pastels, retries and allopiont. Understande the same colours.pencil (HB, 2B and day of therents, Plan, refine and alter refine and alter refine and alter regresent a human form.for the same different media. dentify at way to sketchbook to using at using at sketchbook to using at sketchbook to sketchbook to patients Plan, sketchbook to the rown work.game and the rown work. Develop ideas. Produce valualary. Develop ideas. Produce valualing. Develop ideas.for most media. dentify at way to sketchbook to using at sketchbook and select appropriate shetchbook. Develop ideas.for most media. dentify and wet or as stained pencils. Crayons, pastels, for a ustained pencils.for most media. gate and propertions when drawing humas. Sketthbook. Use satistined potential properties of the single focal point and horizon.for most media. gate and potencil properties of the single focal point and horizon.for most media. gate and potencil properties of the single focal point and horizon.for most media. gate and potencil potencil potencil potencil potencil potencil potencil potencil and horizon.for most<			•		•	Make informed	Use a variety of	
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Forcrayons and chaik. Draw curved and straight lines to represent a human form.dry media. use 2 different artwork. Begin to explore the use of line crayons, pastels, felt tips, charcoal and balco crayons, pastels, felt tips, charcoal and balcoint.implements. Plan, refine and alter drawings and necessary. Use sketchbook to using art sources.implements. Alter and refine drawings and necessary. Use sketchbook to describe changessustained and media. eag. crayons, pastels, collect and record vocabulary.sustained and refine and alter drawings and describe changessustained and media. eag. sing art sketchbook to develop ideas.with dry and wetl media. Heating media. eag.Forbeginning to draw objects in the sky, the sum in the sky, trags at the botron the page etcindependent way to artists who have experience and the sum in the sky. milg ther and darker to size at the botron of the mere columeindependent way to artists who have worked in a similar way to the order way ing to asstraided provid time for a sustained projection who to ara strained projection who the ray are develop ideas.independent way ther own work.Forforbesenforbesenconstruct projection sithe projection sithe projection sithe and refigered the independent with the else the sum independent with the visual indep		surfaces using a variety	crayons, pastels, felt	including different		paper and		
ProgramDraw curved and straight lines to represent a human form.Use a sketchbook to gather and collect artwork. Begin to explore the use of line -straight, wavy, zig- 2ag, spiral; shape - circle for the sun and the sun in the sky, grass at the bottom of the sage etc.Use a sketchbook to explore the use of line objects in the correct plete.refine and ballpoint. their our make collect and ballpoint.independent way drawings an describe changes using art usag and describe changesindependent way artists who have workel dia imagination. Use a sketchbook to usag art in the sky, grass at the bottom of the sage etc.independent way artists who have workel dia describe changes using art usag art in the sky, grass at the bottom of draw recognisable objects.independent way artists who have workel dia dearing. Draw from different sketchbook to using artists who have usag artist who ha		of tools, inc. pencils,	tips, chalk and other	thickness. Begin to	4B) and other		Work in a	different marks
Straight lines to represent a human form.gather and collect artwork. Begin to orm.Layer different media, e.g. sketchbook to outges, pastel, sketchbook to outges and ballpoint.drawings an necessary. Use sketchbook to outges and ballpoint.drawings and necessary. Use sketchbook to orabulary. Draw accurate lines on the swn, grass at the bottom of the page etcartists who have worked in a site work. Develop ideas. Produce varying their own work. Develop ideas. Produce varying their own work. Develop ideas. Produce varying their own work. Develop ideas. Produce varying their and darker to objects.drawings. Draw form different rom different grade of of time the age etcdrawings. Draw for a sustained of of time the all opicits.drawings. Draw for a sustained of of time the all opicits.drawing and the call opicits, including single and grouped of time at own line, tone, pattern, leaven the visual ements, line, tone, pattern, leaven and colour.drawings and the and colour.drawings and the all opicits.drawings and the all opicits.drawings and the all opicits.drawings and the all opicits.drawings and the all opicits.drawing and the all opicits. <td></td> <td>crayons and chalk.</td> <td>dry media.</td> <td>use 2 different</td> <td>implements. Plan,</td> <td>implements. Alter</td> <td>sustained and</td> <td>with dry and wet</td>		crayons and chalk.	dry media.	use 2 different	implements. Plan,	implements. Alter	sustained and	with dry and wet
Performrepresent a human form. Follow simple patterns. Beginning to draw objects in the correct place geon faces and the sun in the sky, grass at the bottom of the page etcartwork. Begin to explore the use of line, - raight, wary, tigs, charcoal and ballpoint. Understand the objects.necessary. Use, sketchbook to collect and record visual information form different sources.describe changes using at vocabulary. Draw accurate grades of pnecil. Consider parterns. Davelop different grade shetchbook.experience and imagination. Use a sketchbook to develop ideas. Develop ideas using different or visual information to mes through uce varying of a sustained period of time rod a sustained period of time rod a sustained period of time to a sustained period of time to a sustained period of time rod are a compare and sustained period of time to a sustained period of time to a sustained period of time tigure and real objects, including single and real objects, including single octinue these.media, e.g. rod sustained period of time to a sustained period of time at own level. Use different media and choizon.describe changes to mes through uce varying to mes through uce varying to mes through uce varying using and shadow.worked in a similar wy to their own work. Develop different shading by to sustained period of time at own level. Use different media and choizon.describe changes to mes through uce varying to see shading to to see shading to shadow.worked in a <b< td=""><td></td><td>Draw curved and</td><td>Use a sketchbook to</td><td>pencil grades.</td><td>refine and alter</td><td>and refine</td><td>independent way</td><td>media. Identify</td></b<>		Draw curved and	Use a sketchbook to	pencil grades.	refine and alter	and refine	independent way	media. Identify
Form. Follow simple patterns. geginning to farw objects in the correct place eg on faces and the page etcexplore the use of line -straight, wavy, zig- zag, spiral; shape – circle for the sun and colour – make colouri ighter and darker to draw recognisable objects.crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a steetchbook and work out ideas for draw recognisable objects.sketchbook to felt tips, charcoal and ballpoint. Understand the basic use of a set chbook and more a sustained priod filme from the figure and grouped bojects.sketchbook and her and ballpoint. Understand the basic use of a set chbook and more a sustained priod filme from the figure and grouped bojects.sketchbook and her and ballpoint. Create and construct proportions when drawing suma shading skills such a sciencing, cross hatching and stipling. Draw for a sustained period of time at own level used different weisal elements, line, clour, shape, pattern and collect mages and collect mage and proportion in drawings from in line, texture, form, space, composition, scale and colour.sketchbook to develop iders create own patterns and collect mages and the visualsketchbook to develop iders the shape, pattern and colour.similar way to the stope time correct vocabulary.sketchbook to develop iders the shadw.similar way to the vaccurate the shading to shatching and shape, and the visual information in line, texture, form space, collect mages and in line, texture, form, space, collect mages and in line, texture, form, space, form, space, colleur and shape.		straight lines to	gather and collect	Layer different	drawings as	drawings and	from observation,	artists who have
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More PropertiesSolution		grass at the bottom of	draw recognisable	work out ideas for	construct	Consider	pencils.	sketchbook.
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shape, line and colour and shape.						tone, pattern and		
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						texture		



Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
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	Explore making	Use a variety of	Mix a range of	Mix a variety of	Make and match	Demonstrate a	Create shades and
	marks on paper. Use	tools and	secondary colours,	colours and know	colours with	secure knowledge	tints using black and
	a variety of tools;	techniques	shades and tones.	which primary	increasing	about primary,	white. Choose
	straws, fingers,	including different	Experiment with	colours make	accuracy.	secondary, tertiary,	appropriate paint,
	matchsticks, brushes	brush sizes and	tools and	secondary	Predict colour	warm and cold,	paper and
	and rollers to spread	types. Mix and	techniques, inc.	colours.	mixing with	complementary	implements to
	paint. Experiment	match colours to	layering, mixing	Mix secondary	accuracy.	and contrasting	adapt and extend
	with and enjoy	artefacts and	media, scraping	colours to	Use more specific	colours. Work on	their work. Carry
	colour, learning	objects. Work on	through etc. Name	develop a range	colour language	preliminary studies	out preliminary
	names of colours.	different scales,	different types of	of tertiary	e.g. tint, tone,	to test media and	studies, test media
		e.g. large paper.	paint and their	colours. Use a	shade, hue. Choose	materials. Create	and materials and
		Mix paint together	properties.	developed colour	paints and	imaginative work	mix appropriate
		to create new	Work on a range of	vocabulary.	implements	from a variety of	colours.
		colours and shades	scales e.g. large	Experiment with	appropriately. Plan	sources.	Work on different
gu		using different	brush on large	different effects	and create	Start to develop	surface types.
Painting		types of paint.	paper etc. Mix and	and textures inc.	different effects	their own style	Work from a variety
Pai		Blend colours and	match colours using	blocking in colour,	and textures with	using tonal contrast	of sources, inc.
		name primary	artefacts and	washes,	paint according to	and mixed media.	those researched
		colours and how	objects.	thickened paint	what they need for		independently.
		they mix to make	Identify primary	etc.	the task. Show		Show an awareness
		secondary colours.	and secondary	Work confidently	increasing		of how paintings are
		Create different	colours and explore	on a range of	independence and		created
		textures, e.g.	a colour wheel.	scales e.g. thin	creativity with the		(composition).
		mixing paint with	Talk about whether	brush on small	, painting process.		· · · /
		sand, glue or	colours are light or	picture etc.			
		sawdust	dark and make	[
			predictions when				
			adding black and				
			white paint to				
			colours.				

Skill EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
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Printing	Random experimental printing with hands, feet different objects. Uses one colour of paint on a block. Repeating patterns, random or organised, with a range of blocks.	Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques. Make rubbings. Build a repeating pattern and recognise pattern in the environment.	Use a variety of techniques, inc. polystyrene tile printing, fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.	Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want.	Explain different techniques when printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Identify similarities and differences between their artwork and Andy Warhol's.	Describe varied techniques. Be familiar with layering prints. Cut lino safely with a cutter to create a lino tile. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.
Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6



Collage	Stick different materials together to create a picture which they can talk about.	Select, sort, cut, tea Create pictures from experience or obser Experiment with cre movement and area Make a simple mos	n imagination, vation. eating mood, feeling, as of interest.	Name the tools and materials they have used. Experiment with a range of media e.g. overlapping, layering etc. Create patterns by using clay, glass, ceramic or paper tiles to create a mosaic tile. Refine and alter ideas and explain choices using correct terminology.		of sources, describir based on visual and Use different techn	nation from a variety ng with vocabulary tactile elements. iques, colours and esigning and making nalytical to adapt,
Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Textiles	Handle and manipulate materials such as threads, cottons, wools. Be aware of colour, shape and texture.	card. Weave paper, prog two colours. Discriminate betwe Print on/ draw on/ d	dye fabrics. Ise a long needle to	Uses plaiting, pinning, stapling, stitchin and sewing skills to create a piece of artwork. Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery and appliqué. Develop skills in stitching. Cutting and joining.		Join fabrics in different stitching. Use different grades threads and needles Experiment with line	s and uses of S.
Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6



	Handle, feel and	Explore sculpture with a range of	Join materials adequately and work	Describe the different qualities involved
	manipulate rigid and	malleable media, including clay.	reasonably independently.	in modelling, sculpture and
	malleable materials.	Explore shape and form.	Construct a simple model. (Can be DT	construction.
	Pull apart and	Year 1 – roll balls of clay, flatten and	linked)	Plan a sculpture through drawing,
	reconstruct basic	join to make penguins.	Make informed choices about the 3D	discussion, research and other
é	shapes. Experiments	Year 2 - manipulate clay for a variety of	technique chosen.	preparatory work.
Sculpture	with basic tools on	purposes, inc. thumb pots and models.	Show an understanding of shape, space	Create coil pot with decorative
	rigid and plastic	Understand the safety and basic care of	and form.	features, lids and handles with
S	materials.	materials and tools.	Make and adapt models.	increasing independence. Understand
	Manipulate		Talk about work understanding that it	how to join pieces by using slip.
	playdough in a		has been sculpted, modelled or	Make imaginative use of the knowledge
	variety of ways, e.g.		constructed. Use a variety of materials.	they have acquired of tools, techniques
	rolling, kneading and			and materials to express own ideas and
	shaping.			feelings.