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| EYFS | | National Curriculum KS1 | National Curriculum KS2 | |
| Expressive Arts and Design (Exploring and Using Media and Materials)  Children safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function.  Expressive Arts and Design (Being Imaginative)  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. | | Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * 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 | * Pupils should be taught 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.   Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * 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. | |
| **Units** | **EYFS** | **KS1** | **Lower KS2** | **Upper KS2** |
| **Exploring and Developing Ideas** | Look and talk about what  they have produced,  describing simple  techniques and media  used | * Use a sketchbook to plan and develop simple ideas. * Use a sketchbook to plan and develop simple ideas. * Build information on colour mixing, the colour wheel and colour spectrums. * Collect textures and patterns to inform other work. * Respond positively to ideas and starting points. * Describe similarities and differences and make links to their own work | * Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. * Identify interesting aspects of objects as a starting point for work. * Express likes and dislikes through annotations * Use a sketch book to adapt/ refine and improve original ideas. * Keep notes to indicate their intentions/purpose of a piece of work * Make notes in a sketch book about techniques used by artists | * Use sketchbooks. Plan a sculpture through drawing and other preparatory work. * Use the sketch book to plan how to join parts of the sculpture. * Review and revisit ideas in their sketchbook. * Keep notes which consider how a piece of work may be developed further * Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. * Adapt work as and when necessary and explain why. * Think critically about their art and design ideas * Offer feedback using technical vocabulary |
| **Drawing** | * Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. * Use and begin to control a range of media. * Draw on different surfaces and coloured paper. * Produce lines of different thickness and tone using a pencil. * Start to produce different patterns and textures from observations, imagination and illustrations. * Begin to draw with detail e.g. a face including detail | * Draw lines of various thickness * Use dots and lines to demonstrate pattern and texture * Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a   pencil.   * Draw lines/marks from observations. * Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, pen, chalk. * Understand tone through the use of different grades of pencils (HB, 2B, 4B) | * Develop intricate patterns using different grades of pencil and other implements to create lines and marks. * Draw for a sustained period of time at an appropriate level. * Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. * Further develop drawing a range of tones, lines using a pencil. * Begin to use drawing techniques to add effects hatching, cross hatching, stippling and contour hatching * Include in their drawing a range of technique and begin to understand why they best suit. * Begin to show awareness of representing texture through the choice of marks and lines made. | * Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. * Draw for a sustained period of time over a number of sessions working on one piece. * Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. * Develop perspective in their work using a single focal point and horizon. Develop idea of vanishing point. * Develop an awareness of composition, scale and proportion in their paintings. * Develop close observation skills using a variety of view finder * Use drawing techniques to work from a variety of sources including observation, photographs and digital images. |
| **Painting** | * Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. * Recognise and name the primary colours being used. * Mix and match colours to different artefacts and objects. * Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. | * Experiment with paint media using a range of tools. * Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media * Understand how to make tints using white and tones by adding black to make darker and lighter shades. * Build confidence in mixing colour shades and tones. * Understand the colour wheel and colour spectrums. * Be able to mix all the secondary colours using primary colours confidently. * Continue to control the types of marks made with the range of media. * Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. | * Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. * Start to develop a painting from a drawing. * Begin to choose appropriate media to work with. * Use light and dark within painting and show understanding of complimentary colours. * Mix colour, shades and tones with increasing confidence. * Work in the style of a selected artist (not copying). | * Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. * Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. * Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. * Consider the use of colour for mood and atmosphere |
| **Sculpture** | * Enjoy using a variety of malleable media such as clay, play dough, salt dough. * Impress and apply simple decoration. * Cut shapes using scissors and other modelling tools. * Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. | * Use natural materials to make a sculpture * Experiment in a variety of malleable media such as clay. * Shape and model materials for a purpose (e.g. a woodland animal) from observation and imagination. * Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. * Impress and apply simple decoration techniques, including painting. * Use tools and equipment safely and in the correct way. * Use equipment and media with increasing confidence. * Explore carving as a form of 3D art | * Use equipment and media with confidence e.g. papier mache to create realistic form. * Begin to show an awareness of objects having a third dimension and perspective. * Join two parts successfully. * Construct a simple base for extending and modelling other shapes. * Use a sketchbook to plan, collect and develop ideas. * To record media explorations and experimentations as well as try out ideas. | * Work in a safe, organised way, caring for equipment. * Plan a sculpture through drawing and other * preparatory work * Model and develop work through a combination of pinch, slab, and coil. * Work around armatures or over constructed foundations. * Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. * Solve problems as they occur * Adapt and refine work |
| **Collaging** | * Cut shapes using scissors and other modelling tools * Layer materials * Use natural materials to make artwork * Join different materials | * use a combination of materials that have been cut, torn and glued; * Sort and arrange materials; add texture by mixing material * Cut shapes using scissors | * Select colours and materials to create effect, giving reasons for their choices; * Refine work as they go to ensure precision; * Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage | * Add collage to a painted or printed background; * Create and arrange accurate patterns; * Use a range of mixed media |
| **Printing** | * Use a variety of materials, e.g. sponges, fruit, blocks to print * demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing * Use stencils to create a picture | * Use equipment and media correctly and be able to produce a clean printed image. * Make simple marks on rollers and printing palettes * Make rubbings to collect textures and patterns | * Create repeating patterns * Print with two colour overlays | * Demonstrate experience in a range of printmaking techniques. * Create printing blocks * Describe techniques and processes. * Adapt their work according to their views and describe how they might develop it further |
| **Textiles** | * Become familiar with different textiles and feel with hands * Use fabric creatively with other resources such as paint and glue | * Show pattern by weaving * Decorate textiles with glue or stitching to add colour and detail | * Select appropriate materials, giving reasons; * Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; * Develop skills in stitching, cutting and joining (across D&T units too) | * Experiment with a range of media by overlapping and layering in order to create texture, effect and colour * Add decoration to create effect when using textiles (across D&T units too) |
| **Work of Other Artists** | * Become familiar with some notable artists and their artwork.   Kandinsky, Mondrian, Pollock | * Describe the work of famous, notable artists and designer. * Express an opinion on the work of famous, notable artists. * Use inspiration from famous, notable artists to create their own work and compare.   Goldsworthy, Matisse, Klee, Renoir, Niki de Saint Phalle, Warhol, Da Vinci, Freud, Van Gogh, (Phillip Tracey – covered in D&T) | * Use inspiration from famous artists to replicate a piece of work. * Reflect upon their work inspired by a famous notable artist and the development of their art skills. * Express an opinion on the work of famous, notable artists and refer to techniques and effect.   Alma Thomas, Fernand Leger, Kahlo, Gaudi, Monet, Kandinsky, Faith Ringgold, Lucy Sparrow, Richard Sweeney | * Give detailed observations about notable artists’, artisans’ and designers’ work. * Offer facts about notable artists’, artisans’ and designers’ lives.   Lowry, Klimt, Morris, Edvard Munch, Clarice Cliff, Van Gogh, Da Vinci , Wedgwood, Giacometti, Picasso, George Braque , Zaha Hadid |