



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	3 & 4 Years - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Explore colour and colour-mixing.	- Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work, and develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	- Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
	Reception - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively sharing ideas, resources and skills.						



• Evaluating and developing work (ONGOING)	3 & 4 Years • Develop their own ideas and then decide which materials to use to express them. Reception • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.	• Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work.	• Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work. • Annotate work in sketchbook.	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Use a sketch book to review and revisit ideas.	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Use a sketch book to review and revisit ideas.	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Use a sketch book to review and revisit ideas.	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Use a sketch book to review and revisit ideas.
	3 & 4 Years • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. Reception • Explore, use and refine a variety of artistic effects to express their ideas and feelings.	• Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour	• Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour.	• Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, colour, shape and pattern.	• Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture.	• Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to develop ideas. • Explore the potential properties of the visual elements, line, pattern, texture, colour and shape.	• Demonstrate a wide variety of ways to make different marks with dry and wet media. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, pattern, texture, form, space, colour and shape.



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Painting	3 & 4 Years - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Explore colour and colour-mixing. Reception - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	- Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Mix secondary colours and shades - using different types of paint. - Create different textures - e.g. use of sawdust.	- Mix a range of secondary colours, shades and tones. - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. - Name different types of paint and their properties. - Work on a range of scales e.g. large brush on large paper etc. - Mix and match colours using artefacts and objects.	- Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc.	- Make and match colours with increasing accuracy. - Use more specific colour language e.g. tint, tone, shade, hue. - Choose paints and implements appropriately. - Plan and create different effects and textures with paint according to what they need for the task. - Show increasing independence and creativity with the painting process.	- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources.	- Create shades and tints using black and white. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created (composition).



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• Printing	•	• Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment.	• Use a variety of techniques, inc. carbon printing, relief, press and 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 • Resist printing including marbling, silkscreen and cold water paste.	• Explain a few techniques, including Batik, mono and resist 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. • Choose inks and overlay colours.	• Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently.



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Textiles/collage	3 & 4 Years - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. Reception - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	- Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. - How to thread a needle, cut, glue and trim material. - Create images from imagination, experience or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	- Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. - Create textured collages from a variety of media. - Make a simple mosaic. - Stitch, knot and use other manipulative skills.	- Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. - Name the tools and materials they have used. - Develop skills in stitching. Cutting and joining. - Experiment with a range of media - e.g. overlapping, layering etc.	- Match the tool to the material. - Combine skills more readily. - Choose collage or textiles as a means of extending work already achieved. - Refine and alter ideas and explain choices using an art vocabulary. - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. - Experiment with paste resist.	- Join fabrics in different ways, including stitching. - Use different grades and uses of threads and needles. - Extend their work within a specified technique. - Use a range of media to create collage. - Experiment with using batik safely.	- Awareness of the potential of the uses of material. - Use different techniques, colours and textures etc when designing and making pieces of work. - To be expressive and analytical to adapt, extend and justify their work.



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3 D form	3 & 4 Years - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. Reception - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	- Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. - Experiment with, construct and join recycled, natural and man-made materials. - Explore shape and form. - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.	- Build a textured relief tile. - Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.	- Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes. - Cut and join wood safely and effectively. - Make a simple papier mache object. - Plan, design and make models.	- Make informed choices about the 3D technique chosen. - Show an understanding of shape, space and form. - Plan, design, make and adapt models. - Talk about their work understanding that it has been sculpted, modelled or constructed. - Use a variety of materials.	- Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and man-made materials to create sculpture. - Plan a sculpture through drawing and other preparatory work.	- Develop skills in using clay inc. slabs, coils, slips, etc. - Create sculpture and constructions with increasing independence.



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Breadth of study	Reception • Create collaboratively sharing ideas, resources and skills.	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate different kinds of art, craft and design.	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate different kinds of art, craft and design.	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT.