

	Early Years	Y1	Y2	Y3	Y4	Y5	Y6
<b>Learning Themes</b>							
<b>Exploring, Developing and Evaluating Artwork</b>	<p>Talk about what they have produced, describing simple techniques and media they have used.</p> <p>Use some key art vocabulary appropriate to their age when talking about art.</p>	<p>Begin to explore the work of artists, craft makers and designers.</p> <p>Look at and talk about own work and that of other artists and the techniques they have used.</p> <p>Start to record simple media explorations in an art book.</p> <p>Use a range of key art vocabulary appropriate to their age when talking about art.</p>	<p>Explore the work of artists, craft makers and designers, describing similarities and differences.</p> <p>Discuss own work and that of other artists, expressing thoughts and feelings. Use an art book to develop their ideas and try things out.</p> <p>Confidently use a range of key art vocabulary appropriate to their age when talking about art.</p>	<p>Explore the work of artists, craft makers and designers, describing similarities and differences between different practises and disciplines.</p> <p>Identify what they might change in their current work or develop in future work.</p> <p>Use an art book to record media explorations and experimentations, annotating their findings.</p> <p>Use a range of key art vocabulary appropriate to their age when talking about art.</p>	<p>Explore the work of artists, craft makers and designers, describing similarities and differences between different practises and disciplines and making links to their own work.</p> <p>Discuss own work and that of other artists expressing thoughts and feelings, using knowledge and understanding of artists and techniques</p> <p>Plan and collect source material for future works in their art book.</p> <p>Use a wider range of key art vocabulary appropriate to their age when talking about art.</p>	<p>Begin to explore the place in history of a range of great artists, architects and designers.</p> <p>Discuss and review own and others' work, expressing thoughts and feelings. Identify modifications/changes and see how they can be developed further.</p> <p>Use an art book to collect and record visual information from different sources.</p> <p>Use a wider range of key art vocabulary appropriate to their age when talking about art.</p>	<p>Develop their exploration of the place in history of a range of great artists, architects and designers.</p> <p>Discuss and review own and others' work, expressing thoughts and feelings. Identify artist who have worked in a similar way to their own work.</p> <p>Use an art book to collect and record visual information from different sources.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Use a wider range of key art vocabulary appropriate to their age when talking about art.</p>
<b>Drawing</b>	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Give meaning to marks as they draw.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce simple representations of events, people and objects.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Investigate textures and patterns - describing, naming, rubbing, copying.</p> <p>Draw forms from observation and imagination.</p>	<p>Use and begin to control a range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Produce an expanding range of patterns and textures.</p>	<p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and intricate patterns with a wide range of drawing implements.</p>	<p>Draw for a sustained period of time. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Identify and draw the effect of light (or lack of it – shadow).</p> <p>Include in their drawing a range of techniques and begin to understand why they best suit.</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Show the effect of light on objects and forms from different directions.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop</p>	<p>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.</p> <p>Develop the concept of perspective. Interpret the texture of a surface.</p> <p>Have opportunities to develop further simple perspective in their work</p>

			Observe closely and look for shapes/patterns in order to draw with developing proportions.	Draw forms including people with increasing accuracy.	More accurate drawings of forms and landscapes including proportion and placement (composition).	close observation skills using view finders. Make initial sketches in preparation for painting.	using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their drawings and paintings.
<b>Painting</b>	<p>Explore what happens when they mix colours. Identify primary colours by name.</p> <p>Use simple tools and techniques.</p> <p>Choose particular colours to use for a purpose.</p>	<p>Start to mix a range of primary and secondary colours, moving towards predicting resulting colours.</p> <p>Experiment with a variety of brush sizes and tools. Mix and match colours to different artefacts and objects.</p> <p>Begin to control the types of marks made.</p>	<p>Begin to show an understanding of the colour wheel.</p> <p>Begin to explore lightening and darkening without the use of black or white.</p> <p>Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p>	<p>Show an understanding of the colour wheel and spectrums.</p> <p>Experiment with colour, shades and tones. Continue to explore lightening and darkening without the use of black or white.</p> <p>Experiment with different effects and textures inc. washes, thickened paint creating textural effects.</p> <p>Use a brush/tool to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Begin to explore complimentary colours. Mix colours shades and tones with increasing confidence.</p> <p>Use light and dark within painting.</p> <p>Begin to develop paintings from drawings.</p> <p>Begin to choose different effects and textures with paint according to what they need for the task.</p>	<p>Show understanding of complimentary and contrasting colours.</p> <p>Mix colours shades and tones with confidence – building on previous knowledge.</p> <p>Develop a painting from a drawing.</p> <p>Confidently choose different effects and textures with paint according to what they need for the task.</p>	<p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colours shades and tones with confidence – understanding which work well in their work and why.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Sketch confidently before painting.</p> <p>Work in a sustained and independent way to develop their own style of painting.</p>
<b>Sculpture</b>	<p>Enjoy using malleable materials and handle safely and with increasing control. Impress and apply simple decoration.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Use simple tools to effect changes to materials.</p>	<p>Use personal experience and ideas to shape and form.</p> <p>Experiment to create different textures.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Shape and form from direct observation.</p> <p>Manipulate malleable materials in a variety of ways.</p> <p>Change the surface of a malleable material, exploring texture.</p> <p>Use equipment with increasing confidence.</p>	<p>Begin to plan, design and make models from observation or imagination.</p> <p>Use Mod-Roc to create a simple 3D object.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Purposely alter the texture of their sculpture to create a desired effect.</p> <p>Use equipment and media with confidence.</p>	<p>Plan, design and make models from observation or imagination with increasing confidence.</p> <p>Join clay adequately (inc. using slips).</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Alter the texture of their sculpture to create a desired effect with some confidence.</p> <p>Work in a safe, organised way, caring for equipment.</p>	<p>Plan, design and make models from observation or imagination with confidence.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Begin to produce more intricate surface patterns/ textures and use them when appropriate.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills using Mod-Roc.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Develop their own ideas from observations or imagination, developing sculptures in their own style.</p>