



KS2~Exploring and developing ideas (ONGOING)				KS2~Evaluating and developing work (ONGOING)		
<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the differences and similarities within the artists, craftspeople and designers working in different times and cultures.</li> </ul>						
Yr	Drawing	Painting	Printing	Textiles/collage	3 D form	Breadth of study
4	<ul style="list-style-type: none"> <li>Make informed choices in drawing Inc. paper and media.</li> <li>Alter and refine drawings and describe changes using art vocabulary.</li> <li>Collect images and information independently in a sketchbook.</li> <li>Use research to inspire drawings from memory and imagination.</li> <li>Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy.</li> <li>Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>Choose paints and implements appropriately.</li> <li>Plan and create different effects and textures with paint according to what they need for the task.</li> <li>Show increasing independence and creativity with the painting process.</li> </ul>	<ul style="list-style-type: none"> <li>Research, create and refine a print using a variety of techniques.</li> <li>Select broadly the kinds of material to print with in order to get the effect they want</li> <li>Resist printing e.g. marbling, cold-water paste.</li> </ul>	<ul style="list-style-type: none"> <li>Match the tool to the material</li> <li>Combine skills more readily.</li> <li>Choose collage or textiles as a means of extending work already achieved.</li> <li>Refine and alter ideas and explain choices using art vocabulary.</li> <li>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices about the 3D technique chosen.</li> <li>Show an understanding of shape, space and form.</li> <li>Plan, design, make and adapt models.</li> <li>Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>Use a variety of materials</li> <li>Include health &amp; safety precautions when planning and carrying out tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT.</li> <li>Investigate art, craft and design in a variety of genres, styles and traditions.</li> </ul>
3	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> <li>Use their sketchbook to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at their own level.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Mix and match a variety of colours to artefacts and objects</li> <li>Use a developed colour vocabulary.</li> <li>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint etc.</li> <li>Work confidently on a range of scales e.g. thin brush on small picture etc</li> </ul>	<ul style="list-style-type: none"> <li>Print using a variety of materials, objects and techniques</li> <li>Talk about the processes used to produce a simple print.</li> <li>To explore pattern and shape, creating designs for printing.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. printing, weaving, embroidery, paper and plastic trappings</li> <li>Name the tools and materials they have used.</li> <li>Develop skills in stitching and cutting fabric</li> <li>Experiment with a range of media e.g. overlapping, layering etc.</li> <li>Make a simple mosaic.</li> </ul>	<ul style="list-style-type: none"> <li>Join clay adequately and work reasonably independently.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>Consider health &amp; safety when planning &amp; carrying out tasks</li> <li>Make a simple papier mâché object.</li> <li>Plan, design and make models.</li> </ul>	<ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT.</li> <li>Investigate art, craft and design in a variety of genres, styles and traditions.</li> </ul>
KS1 Exploring and developing ideas~ (ONGOING)				KS1 Evaluating and developing work~(ONGOING)		
<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used.</li> <li>Develop their ideas.</li> <li>Introduced to key works of significant artists, craftspeople or designers.</li> </ul>						
<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used.</li> <li>Develop their ideas.</li> <li>Introduced to key works of significant artists, craftspeople or designers.</li> </ul>				<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in sketchbook</li> </ul>		

Yr	Drawing	Painting	Printing	Textiles/collage	3 D form	Breadth of study
2	<ul style="list-style-type: none"> <li>Layer different media, e.g. crayons, pastels, felt tips and charcoal.</li> <li>Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Know which primary colours make secondary colours</li> <li>Mix a range of secondary colours, shades and tones.</li> <li>Experiment with tools and techniques, Inc. layering, mixing media, scraping through etc.</li> <li>Work on a range of scales e.g. large brush on large paper etc.</li> <li>Identify and name a wider range of colours by and sort into main colour groups</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g., relief, press and fabric printing and rubbings.</li> <li>Design patterns of increasing complexity and repetition.</li> <li>Print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. weaving, fabric crayons, wax or oil resist,</li> <li>Create textured collages from a variety of media.</li> <li>Stitch, knot and use other manipulative skills.</li> <li>Thread a large, plastic needle and glue material</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay for a variety of purposes, Inc. thumb pots, simple coil pots and models.</li> <li>Build a textured relief tile.</li> <li>Understand the safety and basic care of materials and tools.</li> <li>Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT.</li> <li>Investigate different kinds of art, craft and design.</li> </ul>
1	<ul style="list-style-type: none"> <li>Use a variety of tools, Inc. pencils, rubbers, crayons, pastels, felt tips, charcoal and chalk.</li> <li>Use a sketchbook to gather and collect artwork.</li> <li>Begin to explore the use of line, shape and colour</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>Sort objects into groups of different colour.</li> <li>Work on different scales.</li> <li>Mix secondary colours and shades.</li> <li>Create different textures e.g. use of sawdust.</li> </ul>	<ul style="list-style-type: none"> <li>Make marks in print with a variety of objects, e.g. stamps, potato prints</li> <li>Make rubbings.</li> <li>Recognise and build a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. weaving, fabric crayons, sewing</li> <li>Use correct terms to describe textiles and tools</li> <li>Create images from imagination, experience or observation.</li> <li>Use a wide variety of media, Inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay.</li> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> <li>Explore shape and form</li> </ul>	<ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT</li> </ul>
R	<p><b>EYFS: Exploring, developing and evaluating ideas and work</b></p> <p>To plan, carry out and evaluate and change where necessary.  To use what they have learnt about media and materials in an original way and be able to explain their choices.  To share their creations, explaining the process they have used.</p>					
	<p>To give meaning to the marks they make.</p> <p>To draw circles, squares, diagonal and straight lines on paper/playground with chalk, paint and crayons</p> <p>To draw for a range of purposes</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>To enjoy drawing freely</p> <p>To hold a pencil with a comfortable grip -moving to tripod grip when able</p> <p>To begin to use anticlockwise movement and retrace vertical lines/diagonal lines</p> <p>To copy over patterns</p>	<p>To explore paint - mixing colours and working on different scales.</p> <p>To use a variety of sized paintbrushes.</p> <p>To use a paintbrush effectively</p> <p>To experiment with colour, design, form and texture</p>	<p>To print using their hands, fingers and objects.</p>	<p>To use textiles to create patterns and pictures.</p> <p>To make cuts in paper using scissors with increasing control</p>	<p>To use clay to achieve a planned outcome - including joining two pieces of clay and adding details using tools.</p> <p>To use a range of resources to create own props to aid role play.</p> <p>To manipulate materials to achieve a planned effect.</p>	<p>To explore a variety of artists and try and replicate their work in an original way.</p> <p>To use ICT to create pieces of artwork or explore the work of an artist.</p>