



EYFS Early Learning Goals	KS1 National Curriculum	KS2 National Curriculum
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; <p>Fine motor:</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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

Key Knowledge	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> - Experiment with a range of graphic tools: fingers, hands, chalk, pens and pencils. - Draw on different surfaces. - Produce lines of different thickness. 	<p>Spring 1 A Toy's Story</p> <ul style="list-style-type: none"> - Use marks to make shapes and patterns. Work with pencils, pens and crayons. - Use different amounts of pressure to make bold and soft lines. 	<p>Spring 2 Me and You</p> <ul style="list-style-type: none"> - Use drawing techniques: hatching, random lines, stippling, cross hatching. - Investigate tone by drawing light/dark lines, patterns and shapes. 	<p>Summer 2 Rotten Romans</p> <ul style="list-style-type: none"> - Use different grades of pencil (HB, 2B, 4B) to create changes in tone. - Show depth in a picture with more detail and larger subjects in the foreground and less detail and smaller subjects in the background. 	<p>Autumn 1 The Anglo Saxons</p> <ul style="list-style-type: none"> - Create a sense of proportion and perspective in a drawing. - Develop drawings featuring three dimensions. 	<p>Spring 1 Tudors</p> <ul style="list-style-type: none"> - Work in a sustained way to create a detailed drawing. - Develop a key element of their work: line, tone, pattern, texture. 	<p>Spring 2 Temples of Doom - The Maya</p> <ul style="list-style-type: none"> - Compose work to make effective use of available space.
Painting	<ul style="list-style-type: none"> - Explore a range of painting mediums - thick, thin, ready mix, powder, finger paints. - Use everyday objects 	<p>Autumn 1 Sensational Senses</p> <ul style="list-style-type: none"> - Paint lines of different thicknesses - Identify and name 	<p>Summer 1 Terrific Tanzania</p> <ul style="list-style-type: none"> - Mix and name tertiary colours. 	<p>Autumn 1 Dig and Discover</p> <ul style="list-style-type: none"> - Mix a range of colours in the colour wheel. 	<p>Summer 1 Quivers, Quakes, Eruptions and Shakes</p> <ul style="list-style-type: none"> - Work one colour on top of another, waiting 	<p>Autumn 1 Supersonic Space</p> <ul style="list-style-type: none"> - Create shades using different kinds of paint. 	<p>Summer 2 Creation and Beyond</p> <ul style="list-style-type: none"> - Use a wide range of techniques in their work and explain why

	<p>to make marks in paint, e.g. cotton reels, sticks, car wheels.</p> <ul style="list-style-type: none"> -Mix primary colours. -Begin to talk about what happens when colours are mixed together. 	<p>the primary colours</p> <ul style="list-style-type: none"> -use primary colours to mix secondary colours -use a big brush to paint big spaces -use a small brush to paint small spaces 	<ul style="list-style-type: none"> -Explore the range of hues that can be made by mixing primary colours. -Use lines and marks to create shapes, patterns and textures. -Develop control of a paintbrush to 'colour in'. -Paint on a range of surfaces and scales. 	<ul style="list-style-type: none"> -Make a colour wash for a background. -Mix colours to make them lighter or darker (tint and tone). 	<p>for 'layers' of paint to dry in order to add detail on top of background colours.</p> <ul style="list-style-type: none"> - Select a suitable format for work i.e. landscape or portrait. 	<ul style="list-style-type: none"> -Use shade to create depth in a painting. -Show awareness of composition by organising the foreground, middle ground and background in the work. 	<p>they have chosen these techniques.</p>
Sculpture	<ul style="list-style-type: none"> -Explore a range of modelling materials: clay, play dough, junk modelling materials. -Enjoy handling, feeling and manipulating materials. -Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, car wheels. 		<p>Autumn 2 Fire Fire</p> <ul style="list-style-type: none"> -Use bonding techniques to add parts to a sculpture (paper and paste) -Apply a smooth surface to a sculptural form. 			<p>Summer 2 Glorious Greeks</p> <ul style="list-style-type: none"> -Shape using a variety of mouldable materials (clay, plasticine). -Create patterns and images on clay models by impressing with objects or engraving into the surface. -Join 2 pieces of clay by cross hatching, and smoothing the surface. - Use coils to construct a 3D form. Use slabs to construct a 3D form. 	
Collage	<ul style="list-style-type: none"> -Use a range of everyday fabrics and materials to create pictures. 			<p>Spring 1 Gateway to the World</p> <ul style="list-style-type: none"> -Overlap materials. -Use collage as a tool to develop a piece in mixed media. -Cut shapes from a range of materials. -Tear paper to predetermined strips and shapes. 			

				<ul style="list-style-type: none"> -Change the surface of materials by for example crumpling, creasing, folding, pleating, scoring, tearing, fraying. -Apply adhesive sparingly and stick shapes down accurately. 			
Printing	<ul style="list-style-type: none"> -Explore printing using fingers, hands, feet and found objects. 				Spring 2 Simba's UK Road Trip <ul style="list-style-type: none"> -Explore a variety of printing techniques. -Observe and realise that a block print is a mirror image of the block used to make it. -Make an incised block print by engraving into clay or polystyrene. 		Autumn 1 Ola Brazil <ul style="list-style-type: none"> -Overprint using different colours. -Explore block printing techniques, i.e. overlaying prints to create different colours or cutting away parts of the block to emphasise certain features. -Make a complex polystyrene printing tile and cut it to apply several colours.
Textiles	<ul style="list-style-type: none"> -Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt. -Explore simple weaving techniques. -Explore using a range of joining materials (wool, string etc). 	Summer 1 Everything Around Me <ul style="list-style-type: none"> -Build up layers to create an image. -Use different materials to make a raised texture. 					
Computing & Photography	<ul style="list-style-type: none"> - Use different tools on age appropriate painting software to make marks and draw shapes. 					Summer 1 Caribbean Cultures <ul style="list-style-type: none"> -Take digital photos using a camera or ipad. 	

						<ul style="list-style-type: none">-Use photos to tell a story of a journey.-Think about the position of sunlight when taking photos to create the best possible image.- Ensure photographs are in focus.	
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