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|  | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| Drawing  (Pencil, ink, charcoal, chalk, pastels) | Begin to use a variety of drawing tools  Use drawing to tell a story  Investigate different lines  Explore different textures  Encourage accurate drawings of people.   |  | | --- | |  | | |  | | --- | | Extend the variety of drawings tools  Explore different textures  Observe and draw landscapes  Observe patterns  Observe anatomy (faces, limbs) | | |  | | --- | | Experiment with tools and surfaces  Draw a way of recording experiences and feelings  Discuss use of shadows, use of light and dark  Sketch to make quick records | | |  | | --- | | Experiment with tools and surfaces  Draw a way of recording experiences and feelings  Discuss use of shadows, use of light and dark  Sketch to make quick records | | |  | | --- | | Identify and draw the effect of light    Scale and proportion  Accurate drawings of whole people including proportion and placement  Work on a variety of scales  computer generated drawings | | |  | | --- | | Effect of light on objects and people from different directions  Interpret the texture of a surface  Produce increasingly accurate drawings of people  Concept of perspective | | |  | | --- | | Effect of light on objects and people from different directions  Interpret the texture of a surface  produce increasingly accurate drawings of people  concept of perspective | |
| Colour  (Painting, ink, dye, textiles, pencils, crayon, pastels) | |  | | --- | | Experimenting with and using primary colours  Learn the names of different tools that bring colour    Use a range of tools to make coloured marks on | | |  | | --- | | Name all the colours  Mixing of colours    Find collections of colour  Applying colour with a range of tools | | |  | | --- | | Begin to describe colours by objects  Make as many tones of one colour as possible (using white)  Darken colours without using black  using colour on a large scale | | |  | | --- | | Colour mixing  Make colour wheels  Introduce different types of brushes  Techniques- apply colour using dotting, scratching, splashing | | |  | | --- | | Colour mixing and matching; tint, tone, shade  observe colours  suitable equipment for the task  colour to reflect mood | | |  | | --- | | Hue, tint, tone, shades and mood  Explore the use of texture in colour  Colour for purposes | | |  | | --- | | Hue, tint, tone, shades and mood  Explore the use of texture in colour  Colour for purposes  Colour to express feelings | |
| Form  (3D work, clay, dough, boxes, wire, mod roc, sculpture) | |  | | --- | | Handling, feeling, enjoying and manipulating materials  Constructing  Building and destroying  Shape and model | | |  | | --- | | Construct  Use materials to make known objects for a purpose  Make simple joins | | |  | | --- | | Awareness of natural and man-made forms  Expression of personal experiences and ideas  Decorative techniques  Explore work of other sculptors | | |  | | --- | | Shape, form, model and construct  Plan and develop  Understanding of different adhesives and methods of construction  Aesthetics | | |  | | --- | | Plan and develop  Experience surface patterns / textures  Discuss own work and work of other sculptors  Analyse and interpret natural and manmade forms of construction | | |  | | --- | | Plan and develop ideas  Shape, form, model and join  observation or imagination  properties of media  Discuss and evaluate own work and that of other sculptors | | |  | | --- | | Plan and develop ideas  Shape, form, model and join  observation or imagination  properties of media  Discuss and evaluate own work and that of other sculptor | |
| Printing | |  | | --- | | Rubbings  Print with variety of objects  Print with block colours | | |  | | --- | | Create patterns  Develop impressed images  Relief printing | | |  | | --- | | Print with a growing range of objects  Identify the different forms printing takes | | |  | | --- | | Relief and impressed printing  Recording textures/patterns  monoprinting  colour mixing through overlapping colour prints | | |  | | --- | | Use sketchbook for recording textures/patterns  Interpret environmental and manmade patterns  Modify and adapt print | | |  | | --- | | Combining prints  Design prints  Make connections  Discuss and evaluate own work and that of others | | |  | | --- | | Builds up drawings and images of whole or parts of items using various techniques  Screen printing  Explore printing techniques used by various artists | |