

SUBCONCEPTS		EYFS Skills	KEY STAGE 1 Skills		END OF LOWER KEY STAGE 2 Skills		END OF UPPER KEY STAGE 2 Skills	
		Reception Expectations	Year 1 Expectations	Year 2 Expectations	Year 3 Expectations	Year 4 Expectations	Year 5 Expectations	Year 6 Expectations
Generating Ideas	Develop ideas from a range of stimuli	NUR -N/A REC - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Draw from or talk about experiences, creative ideas and observations	Develop ideas from a variety of starting points including the natural world, man-made objects, fantasy and stories	Identify interesting aspects of objects as a starting point for work	Select and record visual and other information to develop ideas on a theme	Explain how an idea has developed over time	Explain intentions when developing ideas, identifying any changes and improvements made as work progresses
	Select materials and techniques from a growing repertoire	NUR -N/A REC – • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using.	Describe the sensory properties of a range of different materials and decide which ones to use when making something	Choose appropriate materials and techniques for a given project	Explain the purpose of a given task and identify the ideal materials and tools for the job	Investigate, combine and organise visual and tactile qualities of materials and processes when making something	Combine a range of media within a piece of work and explain the desired effect	Describe how the techniques and themes used by other artists and genres have been developed in their own work
	Use of sketchbook	Tapestry – Recording pictures and quotes about the work	<p>Y1 Children can use their class sketchbook to show the progression of their work</p> <p>Children can use their sketch book to show initial ideas, thoughts and feelings about a piece of art work</p> <p>Y2 Children can use their year groups sketch book to demonstrate their ideas through photos in their books.</p> <p>Use annotation in their books to show how their ideas have progressed.</p> <p>Children should keep notes in their sketch book about what changes they have or would make to their work.</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p>	<p>Y3 Children can use their sketch book to express likes and dislikes about a subject.</p> <p>Can use annotations to write an explanation of their sketch</p> <p>Use sketchbooks to record initial ideas and observations</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p> <p>Suggest improvements to their work that is in the sketch book</p> <p>Y4 Children can use their sketch book to express personal feelings about various subjects</p> <p>They can outline likes and dislikes of a piece of artwork</p> <p>Children can produce a montage all about themselves</p> <p>Sketch books are used to adapt and improve their original ideas</p> <p>The sketch book should had notes about the purpose of the work</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p>	<p>Y5 Use their sketchbook to show how ideas have developed and improved</p> <p>Use annotations in the sketch book to show what further changes they would make</p> <p>Use their sketch book to show how children have compared and discussed ideas with others</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p> <p>Y6 The sketch book should have detailed notes about items and pieces of work</p> <p>Children should make explicit reference to methods and skills used in art work they have created or artwork of others</p> <p>Sketch books should contain research on artists and links to how this has impacted upon the work created</p> <p>Children can use their sketch book to reflect on their work (and other children’s work) and its meaning and purpose</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p>			

Making (Mastering Techniques)	Draw	<p>NUR• Sometimes gives meaning to marks as they draw and paint.</p> <ul style="list-style-type: none"> • Ascribes meanings to marks that they see in different places. <p>REC – Nothing about drawing</p> <p>Explore using different materials to draw and draw in different materials.</p> <p>Draw on different scales and materials.</p> <p>Draw all kinds of objects, places and people from observation, memory and imagination</p>	<p>Use viewfinders to focus on particular areas.</p> <p>Make drawings as a starting point for work in other areas i.e design.</p> <p>Draw faces putting features in correct places.</p> <p>Start to create mood in drawing.</p>	<p>Continue to draw objects, people and places from observation, memory and imagination.</p> <p>Make drawings that show pattern and texture</p> <p>Make drawings that show how something has changed over time.</p> <p>Blend and smudge (Pastels and chalks)</p> <p>Use different pressures (Wax crayons etc)</p>	<p>Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form</p> <p>Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)</p> <p>Show facial expression in their drawing</p> <p>Use small sketches to produce a final piece and write an explanation of their sketch</p> <p>Use different pressures to create hard and soft lines</p>	<p>Draw demonstrating an understanding of line, tone, scale, texture and depth</p> <p>Draw from close observation to capture fine details by using mirrors, viewfinders, magnifying glasses etc to aid observation</p> <p>Begin to show facial expression and body language in their drawings , show reflections</p> <p>Explain why they have chosen specific materials to draw with</p>	<p>Make a collection of drawing around a theme</p> <p>Use new media pastels and charcoal</p> <p>Prepare a drawing surface to create the detail a wax crayon image (e.e colour a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface)</p> <p>Continue to draw simple objects including texture.</p> <p>Shade to reflect mood and feeling</p>	<p>Use new media such a pen and ink, pastel, chalks and charcoal</p> <p>Experiment with resistance techniques.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement (Chalks etc)</p> <p>Explain why they combined different tools to create their drawings</p> <p>Use a variety of media to represent light, shade, form, reflection, pattern, and texture in a range of drawing work</p> <p>Explain why they have chosen specific drawing techniques.</p>
	Make creative use of line and tone	<p>NUR - N/A</p> <p>REC – N/A</p> <p>Use thick and line lines</p> <p>UsLighter and darker tones</p>	<p>Find and draw different types of lines –wavy, thick, thin, broken, zigzag</p> <p>Experiment with coloured pencils selecting appropriate colours</p>	<p>Use tone to show light and shade</p> <p>Use pastels and chalk to blend and smudge</p>	<p>Use of different grades of pencils</p> <p>Use different pressures to create hard and soft lines</p> <p>Use line to add surface detail to a drawing, print or painting</p> <p>Continue to use tone to show light and shade (cross hatch, dot dash, circle and spiral etc)</p>	<p>Use of different grades of pencils and pressure to create hard and soft lines</p> <p>Use line to add surface detail to a drawing, print or painting</p> <p>Continue to use tone to show light and shade and to continue to emphasis form(cross hatch, dot dash, circle and spiral etc)</p>	<p>Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber. (Use simple rules of perspective in drawing of figures and buildings)</p>	<p>Use pen and ink to add line, tone and perspective using a tonal ink wash</p> <p>Use line and tone to show figures and forms in movement.</p>
	Paint	<ul style="list-style-type: none"> • NUR - Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>REC – NOTHING ABOUT PAINTING</p>	<p>Apply paint using a range of tools (eg large brushes, hands, feet, rollers and pads)</p> <p>Develop a vocabulary to discuss colour –</p>	<p>Look at how artists uses colour for effect and to show mood/convey meaning</p> <p>Look at the work of artists and</p>	<p>Learn about different types, sizes and style of brushes.</p> <p>Select an appropriate brush type, size and style</p>	<p>Use different types, sizes and style of brushes for purpose and to be able to explain the effect</p> <p>Add textural materials to paint, to create a desired effect and use</p>	<p>Use layers of paint to add detail to background colours.</p> <p>Create mixed media work – work back into paintings.</p> <p>Create moods and feeling in painting s and express their own emotions</p>	<p>Explain and establish their own style</p> <p>Use a wide range of paint techniques characteristic of a specific genre e.g. particular brush strokes, colour and</p>

		<p>Explore different types of paint (Poster, powder, water colour) and a range of applicators</p> <p>Explore changing texture (mix in sawdust, sand, washing up liquid)</p> <p>Paint small scale and large scale</p> <p>Paint on different sizes, shapes and colours of paper</p> <p>Paint objects, places from observation, memory and imagination)</p>	<p>light/dark, hot/cold, happy/sad etc</p> <p>Paint a picture of something they can see.</p> <p>Communicate something about themselves and moods in their paintings.</p>	<p>experiment with their approaches</p> <p>Make painting and draw on top to add detail (mixed media)</p>	<p>depending on the task</p> <p>Create a background using a wash</p> <p>Explore links colours and feelings/ meanings</p> <p>Use artists' work as a starting point and create work in the style of different artists</p>	<p>different thickness of paints.</p> <p>To experiment with a range of different types of paint and explain the effects.</p> <p>Creating moods with painting and starting to paint using perspectives.</p>	<p>accurately through their painting</p>	<p>paint application techniques and explain why they have selected them.</p> <p>Add texture to paints and use brushes in different ways to thicken paint.</p> <p>Create multi-media work</p>
Making (Mastering Techniques)	Make creative use of Colour	<p>NUR - Explores colour and how colours can be changed.</p> <p>REC- They safely use and explore a variety of materials, tools and techniques, experimenting with colour.</p> <p>Name and recognise all colours (plus name primary colours)</p>	<p>Mix primary colours (red, yellow and blue) to make secondary colours (orange, purple, green)</p> <p>Experimenting with altering tone</p> <p>Collate colours into groups of similar shades</p>	<p>Mix tints, shades (adding black and white) and secondary colours</p> <p>Mix Select and match colours when painting from observation.</p> <p>Explaining how different colours make them feel.</p>	<p>Create and use a palette colours from natural materials</p> <p>Know where the colours are on the colour wheel (primary and secondary)</p> <p>Can mix colours with accuracy to a required colour, shade or tone.</p>	<p>Work in monochrome (shades of one colour)</p> <p>Mix and match colours for purpose (i.e. skin tones)</p>	<p>Continue to create different skin tones.</p> <p>To start using complementary and contrasting colours for effect</p>	<p>To be able to mix colours, shades and tones with accuracy.</p> <p>To use complementary and contrasting colours for effect with great skill.</p> <p>To explain reasons for colour choice; personal preference, mood, feeling, meaning, effect</p>
	Print	<p>NUR - N/A</p> <p>REC – N/A</p> <p>Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks)</p> <p>Make monoprints (drawing into printing ink with different tools and making a mark)</p> <p>Using stencils to create patterns</p> <p>Print on fabric and paper</p>	<p>Design own blocks with card and print with sponge rollers.</p> <p>Use Press print and develop mono printing by mixing colours</p> <p>Develop printing using stencils and found objects by creating more complex patterns</p> <p>Move onto screen prints.</p> <p>Create prints by pressing, rolling, rubbing and stamping</p> <p>Recreate a print like a designer/artist</p>		<p>Make and use a range of printing blocks i.e include those using natural materials</p> <p>Printing using four different colours.</p> <p>Create more intricate and accurate printing designs whilst printing on a range of materials; card, tissue, fabrics etc.</p>		<p>Can overprint using different colours</p> <p>Develop screen printing by cutting masks.</p> <p>Work back into work and mix media</p> <p>Look carefully at printing methods used and their effectiveness.</p> <p>Print for specific purposes and to set criteria</p>	
	Create Collage	<p>NUR - N/A</p> <p>REC - They safely use and explore a variety of materials, tools and techniques, experimenting with</p>	<p>To gather and sort materials needed.</p> <p>Explaining choices in materials.</p> <p>Cutting with increasing accuracy from paper and material</p>		<p>Use a variety of materials to create a collage on a theme.</p> <p>Begin to overlap materials to experiment with different final looks.</p> <p>Begin to use montage</p>		<p>Combine visual and tactile qualities.</p> <p>Combine pattern, tone and shape in collage</p>	

		colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and To cut and tear paper and card for their collage	Attaching paper and material using different joining techniques. Creating individual and group collage		Create a photo montage of digital images to achieve a particular purpose (see photograph) Begin to use mosaic as a form of collage.		
Making (Mastering Techniques)	Make creative use of Pattern	NUR - N/A REC – N/A Repeat printing of a single stamp	Create a simple sequence pattern using colours <u>and</u> shapes Create patterns using natural materials e.g. pebbles, sticks, shells, leaves and petals	Repeat Patterning of colour and shape	Imprint a range of patterns into modelling materials e.g. clay, dough, and paper mache Creating patterns that show stories.	Use bold colour and geometric shapes to create a graphic style print	Combine pattern with tone and shape in collage Use rubbing techniques (frottage art) to collect patterns and textures Using digital software and not to create abstract prints which involve experimentation with colour, size, shape and repetition Use pattern to add detail, movement and interest to a piece of work
	3D work: Modelling	NUR - N/A REC – N/A *Use a range of junk, found and natural materials to make models and structures *Talk about the properties of materials, name tools and materials *Use glues, masking tape and other fastenings *Use rolled up paper and artstraws, pipecleaners to create structures and objects *Talk about displays of three dimensional objects e.g. a display of clay objects, objects made from wood or metal etc *Use natural objects to make patterns on the ground *Talk about sculpture in the environment, what it can be made of and what it is about	Make models from balls of paper, tubes of paper and masking tape. Slot card together Handle and manipulate rigid and malleable materials and say how they feel. Make junk models and know how to make them stronger i.e stuffing with paper, reinforcing etc. Use modelling materials to create an imaginary and realistic form.		Add embellishments and decorations to enhance a form or sculpture.(Greek Pots) Use 3D materials to sculpt a human form (Masks) Use a range of modelling materials and tools, choosing the one most appropriate to a given task. Create natural form such as shells, leaves, flowers and animals <u>showing an awareness of different viewpoints of the same object.</u> (Jaws- Clay) Y3/Y4 Modelling – Clay as main units		Create cylindrical and spherical forms using a range of media and scales Experiment and combine materials and process to design and make 3D art. Use wood and card scraps to make panels Create models on a range of scales. Include visual and tactile elements to their work. Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre. Use 3D shapes to create an abstract form or sculpture, contrasting individual components Y5/6 – 3D modelling – Junk, Mesh, etc.
	Clay Work	Know how to use clay safely Draw into clay with a range of tools Compare clay with other modelling materials such as dough, plasticine Press objects into clay and roll clay over fabrics with different textures. Name the tools used and describe how the	To know about H & S of clay (washing hands, clay off floor etc) and different types of clay. To learn how to cut clay shaped and how to join clay parts together (smudging, hatching etc) To learn how to pattern and decorate clay using tools and equipment. To learn how to roll and coil Study the work of artists such as Antony Gormley or Joan Miro(surrealist)		To look at clay as it's dried and fired Compare and contrast the techniques of slab pots and coil pots. Add embellishments and decorations to enhance a form or sculpture.(Greek Pots) Use 3D materials to sculpt a human form (Masks) Use a range of modelling materials and tools, choosing the one most appropriate to a given task.		Make maquettes (small prototype sculptures and display in front of a painting or photograph) Carve and sculpt materials using a range of tools and finishing techniques e.g. sanding, etching, and smoothing. Add colour and glaze to clay

		<p>clay feels using an appropriate vocabulary.</p> <p>Make rubbings and talk about texture.</p> <p>Make a collection of objects made from clay and talk about them</p>		<p>Create natural form such as shells, leaves, flowers and animals <u>showing an awareness of different viewpoints of the same object.</u> (Jaws- Clay)</p>				
	<p>Use Photographic images</p>	<p>NUR -N/A REC –N/A</p> <p>Learn to use a digital camera to take a picture</p> <p>To use a pint programme on the computer</p>	<p>Take a self-portrait or photo of someone else</p> <p>Take photos showing different moods Use a zoom feature to show an object in detail</p> <p>Use a digital camera and manipulate the pictures using a simple programme such a 2photo (save, open, print)</p> <p>Use a painting programme such as Fresco.</p>	<p>Know about animation through simple flick books</p> <p>Make a simple drawn animation using 2animate</p> <p>Use the internet to research artists and their work.</p> <p>Take photographs and explain their creative vision</p> <p>Manipulate images using simple photo programmes.</p> <p>Use the printed picture and work back into the piece to produce artwork.</p> <p>Use ICT programmes to create art work that includes their artwork and the work of others</p>	<p>Use a software package to create pieces of digital art to design (graphic design)</p> <p>Type up descriptions or evaluations of art work for display by the finished work</p> <p>Compose a photograph with an emphasis on textural qualities, light and shade</p> <p>Using digital software and not to create abstract prints which involve experimentation with colour, size, shape and repetition</p> <p>Combine images using digital technology, colour, size and rotation</p> <p>Create a piece of art which can be used as part of a wider presentation or project.</p>			
	<p>Evaluate</p>	<p>NUR -N/A REC – N/A</p> <p>• Recognise and describe key features of their own work</p>	<p>Outline personal likes and dislikes regarding their own work</p>	<p>Explain the main successes and challenges encountered when completing a piece of art work</p>	<p>Make suggestions for ways to adapt/improve their art work</p>	<p>Comment on similarities/differences between own and others' work, describing what they feel about both</p>	<p>Compare and comment on ideas/methods/approaches in own and others' work (relating to context)</p>	<p>Explain how studying other artists' work has influenced and developed their own Adapt and refine own work in the light of evaluations</p>
	<p>Appreciate</p>	<p>NUR -N/A REC – N/A</p> <p>Likes and dislikes with respect to other pieces of art.</p>	<p>Outline personal likes and dislikes regarding a piece of art</p>	<p>Explain what they like/dislike about an artwork, comparing it with other pieces of art</p>	<p>Use a range of artistic vocabulary to compare artworks of a particular genre or movement</p>	<p>Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres</p>	<p>Explain how a piece of art work makes them feel, explaining views by reference to effects e.g. colour and pattern</p>	<p>Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.</p>
<p>Knowledge and Understanding</p>		<p>Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>Know how to explain what they are doing</p>	<ul style="list-style-type: none"> Recognise and describe how different forms of creative works are made by artists, crafts makers and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (colour, shape, tone etc.) 	<ul style="list-style-type: none"> Discuss and describe some of the techniques used by notable artists, craft makers, sculptors, architects and designers. Create original pieces that are influenced by studies of others. Demonstrate, how tools they have chosen to work with, should be used effectively and with safety. 	<ul style="list-style-type: none"> Research, describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked Create original pieces that show a range of influences and styles. Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. 			

