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| **Skills** | **EYFS** | **Yr1** | **Yr2** | **Yr3** | **Yr4** | **Suggested artists** |
| **EYFS -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**  **Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art**  **KS1 - Use a range of materials to design and make products**  **KS2 – Pupils should be taught about great artists, architects and designers in history** | * Can look at and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest reasons for the artist’s intention or meaning of the work. Can use their consideration of artist’s work to improve their own | * Can look at and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest reasons for the artist’s intention or meaning of the work. Can use their consideration of artist’s work to improve their own | * Can look at and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest reasons for the artist’s intention or meaning of the work. Can use their consideration of artist’s work to improve their own | * Can describe the work of artists, craftspeople and designers to build understanding and discuss this with others. Can use work of other cultures as a stimulus to develop ideas and ways of making and decoration. Can learn about ‘how to’ from studying other artist’s work. | * Can describe the work of artists, craftspeople and designers to build understanding and discuss this with others. Can use work of other cultures as a stimulus to develop ideas and ways of making and decoration. Can learn about ‘how to’ from studying other artist’s work. |  |
| **Shape, form and space**  **(3D work, clay, dough, boxes, wire, paper sculpture, mod roc )** | * Handle, feel and enjoy using materials to make 3D models. Use soft (clay, playdough) and other materials e.g. recyclable, mobile etc. * Talk about objects in 3 and 2D from | * Model in malleable / plastic materials to assemble basic 3D forms that are real or imagined – e.g. make simple thumb and finger pots; make tiles and impress designs into them; wrap or weave wools around made natural objects e.g. cane * Work in a variety of scales small and large | * Model in malleable / plastic materials to assemble basic 3D forms that are real or imagined – e.g. pinch and pull clay to make real or imagined forms; make tiles and apply additional pieces of clay using slip; assemble a range of materials to make real or imagined forms. * Work in a variety of scales small and large | * Demonstrate increased confidence in using a range of materials in different scales e.g. join thumb pots together to from new forms * Can construct a structure in linear or soft media before then covering the surface to make a form * Can design and make a 3D form as a maquetté for a larger imagined piece and consider form / function | * Be able to use more complex techniques e.g.join slabs of clay together or make and use papier mache * Be able to include more detail and show increasing aware ness of proportion * Can scale a design up to a larger scale and work as part of a group to create a human scale structure or form * Can build in clay a functional form using two/three building techniques and some surface decoration | Henry Moore, Barbara Hepworth, Andy Goldsworthy, |
| **Colour and tone** | * Be able to talk about colours and name them * Experiment with and mix informally primary colours * Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques * Be aware that each colour has a variety of shades, tints and tones e.g. make colour collections * Be introduced to and explore a variety of different media e.g. powder and ready mixed paint, pastels, felt tipped pens etc include threads and fabrics and coloured papers. | * Know how to manage paint to mix colours e.g. mix colours using the double primary system * Know that, mixing primary colours, many new colours including secondary colours can be created. e.g. making colour strips showing shades of one colour or e.g. explore a range of pencils: H to 6B, for example to make as many tones as possible. * Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context * Can investigate mark-making using thick brushes, sponge brushes for particular effects | * Be able to observe more closely, and talk more knowledgeably about colour and tone * Be able to make and use colours and tones that match natural and made objects, using paint, crayon. pencil, pastels, textiles, paper e.g. make “camouflage” pictures, observational drawings or make wool windings to match an object. * Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season | * Can understand how artists use warm and cool colours, using this when mixing paint to express a mood in a work * Can represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes * Introduces different types of brushes for specific purposes * Make colour wheels * Use techniques- apply colour using dotting, scratching, splashing * Be able to apply colour for effect in prints, collages, paintings, textiles e.g.use a **monochrome** pattern using paint or pencils or use torn or cut newspaper to make a monochrome collage | * Develop an understanding of mood related to colour e.g. **contrasting colours** to make exciting, disturbing, exotic, rich, violent effects or **toning colours** to make calm, gloomy, soothing, dull, mysterious gentle effects   Look at works of art to see how other artists have used colour and tone to convey a mood and be able to use colour in their own work to portray a mood: e.g. make a mask or portrait   * Look at the works of other artists and observe how they use shadow and apply it to their own work. * Can mix and use primary and secondary colours with the addition of black and white and other hues * Can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting | Pollock, Monet, Chagall, Ben Moseley, Van Gogh, |
| **Texture** | * **Handling, manipulating and enjoying using materials** * Sensory experience * Simple collages * simple weaving | * Continue to develop vocabulary and language related to texture * Be able to develop textured surfaces with different media * Can sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist * Can collect, deconstruct, discuss and use fabrics and cloth to reassemble new work | * Know how to make certain techniques for making textures e.g. how to apply clay with slip or how to roll, wrap and fold paper or how to apply wools and other threads to a surface. * Can cut threads and fibres, stitch, sew together and surface decorate using adhesive beads or buttons * Can weave in a simple loom and build constructed textile surfaces | * Be able to select and use different media to express the qualities of **texture** e.g translate observed textures into clay or textiles based on natural form, including landscape, architectural detail or use thickened paint to enrich the textural qualities of an image * Can weave paper and found materials to represent an image e.g landscape, pattern or texture * Can discriminate between fabric materials to select and assemble a constructed form | * Demonstrate increased confidence and skill in clay, textiles and paper using more complex techniques -e.g. using clay slip decoration, burnishing incising or textiles – e.g. overlay of fabrics and applique e.g paper –quilling, embossing * Can print on fabric using a monoprint block or tile, or as part of a group using a simple stencil * Can attach different elements using stitching, using straight stitch, running or cross-stitch | Linda Caverley, Molly Williams, William Morris, Gustav Klimt |
| **Pattern and line – includes printing** | * Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials * Be able to make random marks, lines and patterns e.g. Use a variety of objects to print with – cotton reels, found objects. Pieces of potato, corks or e.g. use a variety of drawing or painting materials to make patterns, lines and marks or e.g. collect and assemble objects to make patterns * Be able to talk about patterns, lines and marks | * Can Mono print by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure * Can take rubbings from texture to understand and inform their own texture prints * Be able to show more control in making marks, lines and patterns e.g. use a variety of different tools to draw different lines and describe them – zig zag, wavy, bumpy etc or e.g. Use a range of drawing tools on large squared paper to make a collection of as many marks and patterns as possible. * Be able to show a developing understanding that patterns are made by repeated marks and line by using a variety of objects to print with, or tools to draw with, grouping and repeating the marks to make patterns | * Be able to use marks, lines and patterns in a more informed way e.g. use previously gained knowledge to develop skills in drawing, observed, imagined or remembered pictures; use a viewfinder to observe and recreate marks, lines and patterns in natural and made objects and in the work of other artists; make repeat pattern prints, using string or press print blocks based on observed or drawn lines. * Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks * Can explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads | * Know that pattern can be used to create the illusion of texture; know that closely grouped drawn, printed or impressed marks create the illusion of texture; use a magnifying glass as a **viewfinder** to make a collection of drawn textures; observe and talk about how other cultures have used line and **pattern** * Can explore lines, marks and tones through mono printing on a variety of papers to create an image * Can explores images and recreates texture in a Collograph print using e.g. corrugated card, string, press print * Can explore colour mixing through printing, using two coloured inks a roller and stencil or press print | * Be able to make rotated or reflected **patterns** in drawings and print e.g. prepare a printed block from, e.g. potato, card, or **press print** to create a rotated or reflected print * Be able to include more detail, and show an increased awareness of proportion, in work from observation * Be able to show a developing understanding of the expressive qualities of line, (e.g. “excited”, “angry”, “calm”) and be able to use it in observed, imagined or remembered drawings * Can design a complex pattern made up from two or more motifs and print a tiled version * Can compare own design and pattern making with that of well-known designers or familiar patterns * Can cut a simple stencil and use this for making printed shapes | **Picasso, Dan Mather, Andy Warhol - printing**  **Joan Miro, Bridget Riley, Escher, Paul Klee - pattern** |
| **Digital Media** | * Explore ideas using digital sources e.g. internet, CD-roms * Record visual information using digital cameras and video recorders * Can open and use an art program, selecting simple tools to make lines, shapes and pour colours | * Can identify and recognise examples of photography as a visual tool and an art form. * Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition) * In simple graphics packages, can control the size of mark and select colours, and use predefined shapes, motifs and stamps | * Can hold and use a camera to select and capture with clear intention and can control focus, or zoom settings or move closer composing their photograph * Can copy and paste areas of the image, save and print the image * Use simple graphics packages to create images and effects with lines by changing the size of brushes in response to ideas, shapes using eraser, shape and fill tools and colours and textures using simple filters to manipulate and create images. * Use basic selection and cropping tools | * Can plan the use of a camera to take a specific photo or set of photos * Can modify an image on a computer to achieve the best quality print. * Can select and record images to be used in researching other artworks * Can use a painting program to make an image corresponding to their work in other art media * Can create a motif in lines and shapes, copy and paste to create a simple repeat pattern * Can use a digital camera and combine a photo with drawing in a paint program | * Can change the camera settings such as flash, to best capture an image in low light conditions * Can use zoom to best frame an image and photograph from dynamic viewpoints * Can show an awareness of mood, emotions and feelings when evaluating the photography of others * Can animate a simple sequence of marks over several frames to make a time based presentation/ animation * Can use a DV camera to capture and make a simple film recording to tell a story or sequence events |  |
| **Sketching** | * Begin to explore and investigate different hardnesses of pencils to show line, tone and texture. * Begin to make sketch lightly (no need to use a rubber to correct mistakes) | * Understand and begin to use different hardnesses of pencils to show line, tone and texture. * Make simple annotations to sketches or verbally explain to elaborate ideas * Begin to make sketch lightly (no need to use a rubber to correct mistakes) * Begin to use in its basic form shading to show light and shadow. | * Understand and begin to use different hardnesses of pencils to show line, tone and texture. * Make simple annotations to sketches explain to elaborate ideas * Begin to make sketch lightly (no need to use a rubber to correct mistakes) * Begin to use in its basic form shading to show light and shadow. * Begin to use in its basic from hatching and cross hatching to show tone and texture | * Demonstrate increased confidence in using the correct pencil to show tone, line and texture. * Make sketches based on ideas and starting points and annotate to elaborate ideas. * Demonstrate increased confidence in showing tone and texture by using shading, hatching and cross hatching to show light and shadow. | * Demonstrate increased confidence in using the correct pencil to show tone, line and texture. * Make sketches based on ideas and starting points and annotate to elaborate ideas. * Demonstrate increased confidence in showing tone and texture by using shading, hatching and cross hatching to show light and shadow. |  |
| **KS1 – Pupils should be taught 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** |  |  |  |  |  |  |