

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested Artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> - Begin to use a variety of drawing tools - Use drawings to tell a story - Explore different textures <p>Encourage accurate drawings of people</p>	<ul style="list-style-type: none"> - Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - observe anatomy (face,limbs) 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Experiment with the potential of various pencils -close observation - initial sketches as a preparation for painting - accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	Leonardo Da Vinci, Vincent Van Gogh.
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> -Experimenting with and using primary colours - Naming - mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make 	<ul style="list-style-type: none"> - name all the colours - mixing of colours - Find collections of colour - applying colour with a range of tools 	<ul style="list-style-type: none"> - Begin to describe colours by objects - Make as many tones of one colour as possible (using white) - Darken colours 	<ul style="list-style-type: none"> colour mixing -Make colour wheels - Introduce different types of brushes - techniques- apply colour using dotting, 	<ul style="list-style-type: none"> - colour mixing and matching; tint, tone, shade - observe colours - suitable equipment for the task - colour to reflect mood 	<ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes 	<ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes - colour to express feelings 	Pollock, Monet, Chagall, Ben Moseley.

	coloured marks on paper		without using black - using colour on a large scale	scratching, splashing				
Texture (textiles, clay, sand, plaster, stone)	-Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - simple weaving	-weaving -collage -Sort according to specific qualities - how textiles create things	-overlapping and overlaying to create effects - Use large eyed needles – running stitches - Simple appliqué work -Start to explore other simple stitches -collage	- Use smaller eyed needles and finer threads - weaving - Tie dying, batik	- Use a wider variety of stitches - observation and design of textural art - experimenting with creating mood, feeling, movement- - compare different fabrics	- use stories, music, poems as stimuli - Select and use materials - embellish work - fabric making - artists using textiles	- Develops experience in embellishing - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale	Linda Caverley, Molly Williams, William Morris, Gustav Klimt
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	-Handling, feeling, enjoying and manipulating materials - Constructing -Building and destroying - Shape and model	- Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a	- Awareness of natural and man-made forms - Expression of personal experiences and ideas - to shape and form from direct observation	- Shape, form, model and construct (malleable and rigid materials) - Plan and develop - understanding of different	- Plan and develop - Experience surface patterns / textures - Discuss own work and work 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	- plan and develop ideas - Shape, form, model and join - observation or imagination - properties of media - Discuss and evaluate own work and that	Henry Moore, Barbara Hepworth, Andy Goldsworthy, Salvador Dali

		modelling media. - Make simple joins	(malleable and rigid materials) - decorative techniques - Replicate patterns and textures in a 3-D form - work and that of other sculptors	adhesives and methods of construction - aesthetics	- analyse and interpret natural and manmade forms of construction	of other sculptors	of other sculptors	
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	- 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	Picasso, Dan Mather, Andy Warhol
Pattern (paint, pencil, textiles, clay, printing)	-repeating patterns - irregular painting patterns - Simple symmetry	-Awareness and discussion of patterns -repeating patterns -symmetry	- Experiment by arranging, folding, repeating, overlapping, regular and	pattern in the environment -design -using ICT -make patterns on a	-Explore environmental and manmade patterns -tessellation	- Create own abstract pattern to reflect personal experiences	-Create own abstract pattern to reflect personal experiences	Joan Miro, Bridget Riley, Escher, Paul Klee,

			irregular patterning -natural and manmade patterns -Discuss regular and irregular	range of surfaces -symmetry		and expression - create pattern for purposes	and expression - create pattern for purposes	
Golden Threads Art in other Cultures (suggests activities)	EYFS Simple representations. Exploring colour and pattern. Exploring basic tools and mediums. (Aboriginal Art Simple Aboriginal patterns using peg boards and finger painting. Understanding simple symmetry. Shapes.)	Year 1 Observations and simple representations. Exploring tools and mediums. Colour, Patterns and symmetry in their artwork. (Aboriginal Art Exploring different tools to create aboriginal art. sticks, twigs and fingers. Understanding symmetry)	Year 2 Observations and representation Explore Tools, mediums and surfaces. Patterns, symbols and symmetry. Mixing colours for a purpose. (Aboriginal Art Creating aboriginal art on different surfaces. Leaves, Rocks and bodies. Identifying symbols. Colour mixing to create shades needed.)	Year 3 Observations and history of art in culture. Identifying Patterns, symmetry, symbols and understanding significance. (African Art Patterns in African Art. Identifying symmetry and symbols Creating masks with papier Mache.)	Year 4 Observations. Using different mediums to create representations . History of the art in the culture and making links. (African Art Symbols and symmetry Purposes of African masks. Designing and creating a mask. Exploring colour and mixing.)	Year 5 Observations and Representations with different mediums. History of Art in culture. Storytelling through art in culture. Evaluate and analyse. (Egyptian Art Symbols, symmetry and religion. Cartouches, designing and creating (clay). Creating colour using natural resources.)	Year 6 Observations and representation. Choosing colour and medium for a purpose and explaining reasons. History of art in culture and telling story through own artwork. Evaluate and analyse artwork. (Egyptian Art Symbols symmetry and religion. Landscapes and silhouettes, pyramids. Pharaoh statues and Gods)	

Portraits Gallery	<p>Self portraits. Naming features. Identifying colours. Similarities and differences. Creating simple representations.</p>	<p>Self portraits using mirrors. Colour mixing for a purpose to create tones. (skin tones) Focus on features and begin to identify proportion.</p>	<p>Photographic self-portraits in the style of Rene Magritte. Exploring expression and creating backgrounds.</p>	<p>POP Art and portraits influenced by Andy Warhol. Using colour along-side black and white to create effect. Exploring mediums.</p>	<p>Look at detail of the features. Observational drawing focusing on line and colour. Using different mediums. Surrealism Art, 3D models of features in the style of Salvador Dali .</p>	<p>Portraits proportion and symmetry. Sketching and shading.</p>	<p>Portraits - exploring and portraying emotion. Study contrasting portraits by famous artists Mona Lisa – Leonardo Da Vinci. The desperate Man Gustave Courbet. Exploring how to show emotion.</p>	
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