

ART	KS1		KS2				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create representations of both imaginary and real-life ideas, events, people and objects</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Responds imaginatively to art works and objects.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures and making links to own work.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>			
Evaluating and developing work (ONGOING)	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook using language of art, craft and design.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Annotate work in sketchbook</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art, craft and design.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using language of art, craft and design.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>			

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	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p>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>To improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials. (pencil, charcoal, paint, clay)</p> <p>To create sketch books to record their observations and use them review and revisit ideas.</p>			
<p>Drawing</p> <p>Pencil, charcoal, ink, chalk, pastels.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Hold a pencil effectively using the tripod grip.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Draw lines of different sizes and thickness.</p> <p>Colour (own work) neatly following the lines.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using pencils and coloured pencils.</p>	<p>Use different hardnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use lines to represent movement.</p>			

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Painting	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use a range of small tools, including paintbrushes.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour.</p>	<p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p>	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>			

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<p>Sculpture Clay, dough, wire, paper</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with texture, form and function.</p>	<p>Use a combination of shapes.</p> <p>Include lines and texture.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting detail.</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>			

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<p>Printing Found materials, fruit and vegetables, press print, string. (Cycle 1/3 via whole school art day)</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour and design.</p>	<p>Use repeating or overlapping shapes.</p> <p>Mimic print from the Environment (e.g. wallpapers).</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints.</p>	<p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p>	<p>Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>			

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<p>Textiles (Link to DT)</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with texture and function.</p>	<p>Use weaving to create a pattern.</p> <p>Join materials using glue and/or a stitch.</p> <p>Use plaiting.</p> <p>Use dip dye techniques</p>	<p>Shape and stitch materials.</p> <p>Use basic cross stitch and back stitch.</p> <p>Colour fabric.</p> <p>Create weavings.</p> <p>Quilt, pad</p>	<p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p>			

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<p>Collage (Cycle2/4 via whole school art day)</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use a range of small tools, including scissors.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture.</p>	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>		<p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p>		<p>Mix textures (rough and smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques.</p>	

Artists	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>	<u>LKS2</u>	<u>UKS2</u>
	<p>To know about a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines and making links to their own work</p>	<p>To know about great artists, architects and designers in history.</p>			
	<p>See separate artist planner document</p>				

A more detailed progression map, using the Kapow scheme of work, is available to view in school. This contains the knowledge, skills, vocabulary and artists covered within each unit.