

		Nursery 30-50 months	Reception Early Learning Goals	Phase 1 Key Stage 1 Year 1 & 2	Phase 2 Lower Key Stage 2 Year 3 & 4	Phase 3 Upper Key Stage 2 Year 5 & 6
National Curriculum Subject Content	Development matters	<ul style="list-style-type: none"> Uses a range of materials, methods and techniques to create art work 	<ul style="list-style-type: none"> Handle equipment and tools effectively, including pencils for writing Safely use and explore a variety of material, tools and techniques experimenting with colour, design, texture, form and function. Use what has been learnt about materials and media in original ways thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art. 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques including drawing painting and sculpture with a range of materials (e.g. pencil, charcoal paint, clay) 	

Skills and techniques	Developing ideas	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Working from observation, imagination and suggested images</i> ❖ <i>Capture experiences and responses with a range of media such as paint, materials or words</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Working from observation, imagination and suggested images</i> ❖ <i>Using artistic skill to produce a desired effect</i> ❖ <i>Manipulates materials to achieve a planned effect</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Work from observation and known objects</i> ❖ <i>Use imagination to form simple images from given starting points or a description</i> ❖ <i>Begin to collect ideas in sketchbooks</i> ❖ <i>Work with different materials</i> ❖ <i>Begin to think what materials best suit the task</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Develop sketch books</i> ❖ <i>Use a variety of ways to record ideas including digital cameras and i-Pads</i> ❖ <i>Develop artistic/visual vocabulary to discuss work</i> ❖ <i>Begin to suggest improvements to own work</i> ❖ <i>Experiment with a wider range of materials</i> ❖ <i>Present work in a variety of ways.</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Select and develop ideas confidently, using suitable materials confidently</i> ❖ <i>Improve quality of sketch book with mixed media work and annotations</i> ❖ <i>Select own images and starting points for work</i> ❖ <i>Develop artistic/visual vocabulary when talking about own work and that of others</i> ❖ <i>Begin to explore possibilities using and combining different styles and techniques.</i>

Skills and techniques	Drawing and mark making	<ul style="list-style-type: none"> ❖ Understands that they can use lines to enclose a space and begin to use these shapes to represent objects ❖ Use a variety of media to make marks ❖ Uses one handed tools and equipment ❖ Holds pencil between thumb and two fingers no longer using whole hand grasp ❖ Holds pencil near the point between first two fingers and thumb and uses it with good control ❖ Variety of surfaces and textures to make marks on ❖ Variety of consistencies and textures of paint ❖ Opportunities for mark making indoors and outdoors ❖ Draws lines and circles using gross motor movements ❖ Whole body mark making such as write dance ❖ Working towards representational imagery 	<ul style="list-style-type: none"> ❖ Developing more detail in representational drawings eg features of a person ❖ Uses simple tools to effect changes to materials ❖ Gives meaning to the marks they make as they draw, write and paint 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Begin to control lines to create simple drawings from observations ❖ Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel ❖ Hold a large paint brush correctly ❖ Make marks using paint with a variety of tools ❖ Consider consistency when applying paint ❖ Colour within the line ❖ Draw on smaller and larger scales ❖ Begin to add detail to line drawings 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Use sketchbooks to record drawings from observation ❖ Experiment with different tones using graded pencils ❖ Include increased detail within work ❖ Draw on a range of scales ❖ Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) ❖ Use a variety of brushes and experiment with ways of marking with them ❖ Develop shadows Use of tracing 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Use first hand observations using different viewpoints, developing more abstract representations ❖ Introduce perspective, fore/back and middle ground Investigate proportions ❖ Use a range of mediums on a range of backgrounds ❖ Work indoors and outdoors ❖ Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight

	<p>Working with Colour (including Painting)</p>	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Explores colour and how colours can be changed</i> ❖ <i>Explores a variety of media</i> ❖ <i>Water tray with food colouring</i> ❖ <i>Adding ready mix paint</i> ❖ <i>Adding white and black</i> ❖ <i>Mixing colours with a variety of tools eg hands, sticks, spoons, marbles</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Chooses particular colours to use for a purpose</i> ❖ <i>Beginning to experience primary and secondary colours</i> ❖ <i>Using palettes to mix colours</i> ❖ <i>Explores what happens when they mix colours</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Recognise and name primary and secondary colours</i> ❖ <i>Mix primary colours to make secondary colours</i> ❖ <i>Share colour charts to compare variations of the same colour</i> ❖ <i>Create and experiment with shades of colour and name some of these</i> ❖ <i>Recognise warm and cold colours</i> ❖ <i>Create washes to form backgrounds</i> ❖ <i>Explore the relationship between mood and colour</i> ❖ <i>Explore applying paint with different tools, and in a variety of thickness</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Mix and match colours (create palettes to match images)</i> ❖ <i>Lighten and darken tones using black and white</i> ❖ <i>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</i> ❖ <i>Experiment with watercolour, exploring intensity of colour to develop shades</i> ❖ <i>Explore complementary and opposing colours in creating pattern</i> ❖ <i>Mixing different textures within the paint; sand/glue/water</i> ❖ <i>Explore different brushes for different effects</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Build on previous work with colour by exploring intensity</i> ❖ <i>Introduce acrylic paint</i> ❖ <i>Develop watercolour techniques</i> ❖ <i>Explore using limited colour palettes</i> ❖ <i>Investigate working on canvas experiment with colour in creating an effect</i> ❖ <i>Mark make with paint (dashes, blocks of colour, strokes, points)</i> ❖ <i>Develop fine brush strokes</i>
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Skills and techniques	Printing	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Random experimental printing with hands, feet and any other found material</i> ❖ <i>With adult support can use colours of paint or ink to create patterns, random or organised</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Can use colours of paint or ink to create repeating or overlapping patterns, random or organised</i> ❖ <i>Use of fruit and vegetables for printing</i> ❖ <i>Printing to form different effects eg overlapping</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</i> ❖ <i>Develop controlled printing against outline /within cut out shapes</i> ❖ <i>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</i> ❖ <i>Experiment with marbling, investigating how ink floats and changes with movement</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Use roller and ink printing.</i> ❖ <i>Use simple block shapes formed by children</i> ❖ <i>Blend two colours when printing</i> ❖ <i>Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture</i> ❖ <i>Make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</i> ❖ <i>Form string roller prints to create continuous patterns</i> ❖ <i>Relief printing (polystyrene tile)</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Create polystyrene printing blocks to use with roller and ink</i> ❖ <i>Explore mono-printing (see below for artists)</i> ❖ <i>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point</i> ❖ <i>Experiment with screen printing</i> ❖ <i>Design and create motifs to be turned into printing block images</i> ❖ <i>Investigate techniques from paper printing to work on fabrics</i>

Skills and techniques	Sculpture and 3D	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Uses various sculpture materials</i> ❖ <i>Beginning to construct stacking blocks vertically and horizontally making enclosures and creating spaces</i> ❖ <i>Joins construction pieces together to build and balance</i> ❖ <i>Realises tools will be used for a purpose</i> ❖ <i>Pulls apart simple shapes</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Handles tools, objects, construction and malleable materials safely with increasing control</i> ❖ <i>Constructs with a purpose in mind using a variety of resources</i> ❖ <i>Uses simple tools and techniques competently and appropriately</i> ❖ <i>Practice some appropriate safety measures without direct supervision</i> ❖ <i>Pulls apart and reconstructs simple shapes</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</i> ❖ <i>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</i> ❖ <i>Look at sculptures and try to recreate them using everyday objects/range of materials</i> ❖ <i>Begin to form own 3D pieces</i> ❖ <i>Consider covering these with papier-mâché</i> ❖ <i>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</i> ❖ <i>Look at sculptures by known artists and natural objects as starting points for own work</i> ❖ <i>Pulling apart and reconstructing</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Develop confidence working with clay adding greater detail and texture</i> ❖ <i>Add colour once clay is dried</i> ❖ <i>Investigate ways of joining clay - scratch and slip</i> ❖ <i>Introduce 'Modroc'</i> ❖ <i>Create work on a larger scale as a group</i> ❖ <i>Use pipe cleaners/wire to create sculptures of human forms</i> ❖ <i>Using stimulus to create 2D and 3D images using a variety of tools and materials</i> ❖ <i>Using greater texture to achieve final product</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Design and create sculpture, both small and large scale</i> ❖ <i>Make masks from a range of cultures and traditions, building a collage element into the sculptural process</i> ❖ <i>Use objects around us to form sculptures</i> ❖ <i>Use wires to create malleable forms</i> ❖ <i>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with Modroc)</i> ❖ <i>Create human forms showing movement</i>

Skills and techniques	Fabric and textiles	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Beginning to be interested in and describe the texture of things ❖ Uses blunt needles or sealed end laces for threading and sewing ❖ Handles and manipulates materials such as thread, wool, raffia and grass etc. ❖ Begin to explore textiles eg paper weaving 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Experiments to create different textures ❖ Engages in more complex activities eg cutting and sewing a range of materials ❖ Sorts, collects, discusses and pulls apart cloths and thread 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Weave using recycled materials – paper, carrier bags Investigate a range of textures through rubbings ❖ Simple batik work ❖ Develop tearing, cutting and layering paper to create different effects ❖ Dye fabrics using tea, red cabbage, beetroot, onion, spinach ❖ Weave with wool 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Research embroidery designs from around the world, create own designs based on these ❖ Sew simple stiches using a variety of threads and wool Investigate tie-dying ❖ Make felt 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Introduce fabric block printing ❖ Create tie dye pieces combining two colours ❖ Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc. ❖ Weave using paintings as a stimulus / the natural world ❖ Experiment with circular embroidery frames ❖ Create detailed designs which can be developed into batik pieces
	Collage	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Handles different materials 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Understands that media can be combined to create new effects ❖ Selects tools and techniques needed to shape, assemble and join materials they are using ❖ Selects and sorts materials into given criteria/qualities eg warm, cold, shiny, smooth 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Develop collages, based on a simple drawing, using papers and materials ❖ Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Create a collage using fabric as a base ❖ Develop individual and group collages, working on a range of scales ❖ Use a range of stimulus for collage work, trying to think of more abstract ways of showing views 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Embellishing collages with textiles ❖ Designing artefacts with textiles

	Digital art/photography	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Becomes aware of photography as an art form</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Collects photographs for a theme</i> ❖ <i>To be aware of famous or specialist photographers</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Becoming aware as photography and technology as an art form</i> ❖ <i>Look at wide range of photographic styles in black and white as well as colour</i> ❖ <i>Explore variety of apps which are able to change an image</i> ❖ <i>Record video using i-Pad</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Use a digital camera</i> ❖ <i>Experiment with lenses (magnifying glass, binoculars, telescope)</i> ❖ <i>Making photo books showing the effect of movement</i> ❖ <i>Negative and positive versions of an image</i> ❖ <i>Pin-hole cameras</i> 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ <i>Explore stop-motion animation using clay and plasticene</i> ❖ <i>Super-impose images within another image; digital collage</i> ❖ <i>Discover how tones and backgrounds can affect feelings and mood of image</i> ❖ <i>Is aware of all basic principles and processes of photography, together with an understanding of some of its limitations</i>
National curriculum subject content				 Pupil 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	 Pupils should be taught about great artists, architects and designers in history	

Knowledge about artists

Examples

- ❖ Being exposed to the work of different artists

Examples

- ❖ Being able to name and create work in the style of Jackson Pollock

Examples

- ❖ Describe the work of artwork of artists such as Gustav Klimt, Paul Klee, Kandinsky (**colour**) Georges Braque/Pablo Picasso (**collage**)
- ❖ Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (**sculpture**) to create own pieces
- ❖ Consider specific works such as Richard Long's 'Mud Hand Circle' (**printing**)
- ❖ Consider works from different cultures e.g. Chinese block prints

Examples

- ❖ Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of David Hockney e.g. photo montages (**drawing**)
- ❖ Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (**colour**)
- ❖ Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian
- ❖ Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (**sculpture**)
- ❖ Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (**drawing**)
- ❖ Look at the patterns/optical illusions created by OP artist Bridget Riley (**colour**)
- ❖ Abstract paintings by Picasso (**colour**) Use the work of artist

Examples

- ❖ Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (**colour**)
- ❖ Look at the style of Fauve artists Derain, Vlaminck and Braque Consider the work of Seurat (**pointillism – colour**)
- ❖ Look at the work of artists that used monotyping include David Hockney, Tracey Emin, Picasso and Jim Dine (**print**)
- ❖ Consider work of Cornelia Parker (**sculpture**)
- ❖ Consider the work from other cultures e, g Asia Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (**colour**)
- ❖ Look at cubist artists such as Picasso, Duchamp to show movement/ layering
- ❖ Consider looking at Pop Art to represent popular objects from

					<p>Stacey Chapman "car" and other images on the internet (print)</p> <ul style="list-style-type: none"> ❖ Look at work of Henry Moore (sculpture) ❖ Consider work by contemporary textile artist Patricia Greaves (textiles). 	<p>current culture (Andy Warhol) Artists such as Claude Lorraine, Poussin, Jan Beane and Annemeike Mein could be discussed as starting points</p>
Evaluation and analysis		<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Sometimes gives meaning to the marks they make ❖ Developing an understanding of simple concepts ❖ Listening to suggestions and adapting ideas ❖ To identify and use favourite colour ❖ Adults role model saying what they like about pieces of work 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Gives meaning to the marks they make ❖ Selects appropriate resources and adapts where necessary ❖ Listen and respond to ideas expressed by others ❖ Uses talk to organise, sequence and clarify thinking and ideas ❖ To identify things they like in their surroundings ❖ Say what they like about their own and children's work 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ To identify and use their favourite colour ❖ To know that they have their favourites, but they might differ from others opinions. ❖ To identify they like in their surroundings ❖ To say what they like about their own and another child's work in a positive way ❖ To identify how their own peers or other artists work makes them feel. ❖ Identify what they may change or adapt in their own work next time 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ Compare methods and approaches between their own and others work ❖ Directly annotate work, sketches and drawing, prior to creating a final piece of work ❖ To evaluate the work of artists identifying what they like or dislike ❖ To use the evaluation of artists work to impact and replicate in their own work. 	<p><i>Examples</i></p> <ul style="list-style-type: none"> ❖ To generate an explanation why they like specific features of an artist's work or techniques ❖ To explain why they have chosen a specific media style or technique and the impact this has on their final outcome. ❖ To critically evaluate the work that they produce and use the evaluations to impact positively on generating a final outcome/final piece of work.