



Areas of learning	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"> - Enjoys making marks, signs and symbols with a variety of drawing tools - Is spontaneously expressive, using marks, lines and curves - Use drawings to tell a story - Encourage accurate drawings of people/faces 	<ul style="list-style-type: none"> - Extend the variety of drawings tools - Use line to represent objects seen, remembered or imagined - Observe and draw landscapes - Observe patterns - Observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> - Experiment with different drawing tools and surfaces - Draw a way of recording experiences and feelings - Explore tone using different grades of pencil, pastel and chalk - Sketch to make quick records 	<ul style="list-style-type: none"> - Explore shading, using different media - Close observation - Uses line and tone to represent things seen, observed or remembered - Initial sketches as a preparation for painting - Accurate drawings of people, particularly faces 	<ul style="list-style-type: none"> - Draw familiar things from different viewpoints - Scale and proportion - Accurate drawings of whole people including proportion and placement 	<ul style="list-style-type: none"> - Effect of light on objects and people from different directions - Use line, tone and shade to represent things seen, observed or remembered - Concept of perspective 	<ul style="list-style-type: none"> - Uses a range of materials to produce line, tone and shade - Select appropriate media and techniques to achieve a specific outcome - Produce increasingly accurate drawings of people 	Leonardo Da Vinci, Vincent Van Gogh, Kandinsky, Matisse, David Hockney, Frieda Kahlo, Hunderwasser, Lowry, Rembrandt, Degas, Picasso, Munch, Andy Warhol
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 coloured marks on paper, e.g. straws, matchsticks, brushes, sponges 	<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 without using black - Using colour on a large scale 	<ul style="list-style-type: none"> - Colour mixing - Make colour wheels - Introduce different types of brushes - Techniques - Apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> - Colour mixing and matching; tint, tone, shade - Introduce primary and secondary 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, Van Gogh, Matisse, Mondrian, Paul Klee, Paul Gauguin, Franz Marc, Bridget Riley
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - Simple weaving 	<ul style="list-style-type: none"> - Weaving - Collage - Sort according to specific qualities - How textiles create things 	<ul style="list-style-type: none"> - Overlapping and overlaying to create effects - Use large eyed needles - Running stitches - Start to explore other simple stitches - Collage 	<ul style="list-style-type: none"> - Use smaller eyed needles and finer threads - Weaving - Tie dyeing 	<ul style="list-style-type: none"> - Use a wider variety of stitches, plaiting, pinning, stapling and sewing - Experimenting with creating mood, feeling, movement - Compare different fabrics 	<ul style="list-style-type: none"> - Stitching using various needles to produce more complex patterns - Select and use materials - Embellish work - Artists using textiles 	<ul style="list-style-type: none"> - Develops experience in embellishing - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale - batik 	Linda Caverley, Molly Williams, William Morris, Gustav Klimt
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> - Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model 	<ul style="list-style-type: none"> - Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media - Make simple joins 	<ul style="list-style-type: none"> - Awareness of natural and man-made forms - Expression of personal experiences and ideas - To shape and form from direct observation (malleable and rigid materials) - Decorative techniques - Replicate patterns and textures in a 3D form - Identify work of famous sculptors 	<ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Plan and develop - Understanding of different adhesives and methods of construction - Aesthetics 	<ul style="list-style-type: none"> - Plan and develop - Experience surface patterns/textures - Discuss own work and work of other sculptors - Analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> - Plan and develop ideas - Shape, form, model and join - observation and imagination - Properties of media - Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> - Make imaginative use of acquired knowledge about tools and techniques and materials to express own ideas and feelings - Shape, form, model and join - Look at 3D work from a variety of genres and cultures and develop own response through experimentation 	Henry Moore, Barbara Hepworth, Andy Goldsworthy, Anthony Gormley, Guiseppe Archimboldo, Rodin, Jean Hans Arp
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> - Rubbings - Print with a variety of objects – plus hands, feet and found materials - Print with block colours 	<ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief printing 	<ul style="list-style-type: none"> - Print with a growing range of objects - Identify the different forms printing takes 	<ul style="list-style-type: none"> - Relief and impressed printing - recording textures/patterns - Monoprinting - Colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> - Use quality sketch paper for recording textures/patterns - Interpret environmental and manmade patterns - Modify and adapt print 	<ul style="list-style-type: none"> - Combining prints - Design prints - Make connections - Discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> - 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, Matisse, William Morris
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> - Repeating patterns - Irregular painting patterns - Simple symmetry 	<ul style="list-style-type: none"> - Awareness and discussion of patterns - Repeating patterns - Symmetry 	<ul style="list-style-type: none"> - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - natural and manmade patterns - Discuss regular and irregular 	<ul style="list-style-type: none"> - Pattern in the environment - Design - Using ICT - Make patterns on a range of surfaces - Symmetry 	<ul style="list-style-type: none"> - Explore environmental and manmade patterns - Tessellation 	<ul style="list-style-type: none"> - Create own abstract patterns to reflect personal experiences and expression - Create pattern for purposes 	<ul style="list-style-type: none"> - Create own abstract patterns to reflect personal experiences and expression - Create pattern for purposes 	Joan Miro, Bridget Riley, Escher, Paul Klee, Matisse, Gustav Klimt, William Morris, Faith Ringgold