

EYFS Framework			National Curriculum					
EYFS			Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Expressive Arts and Design</b> <ul style="list-style-type: none"><li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li><li>Share their creations, explaining the process they have used (ELG: Creating with materials)</li><li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li><li>Use a range of small tools, including scissors, paint brushes and cutlery</li><li>Begin to show accuracy and care when drawing. (ELG:Fine Motor Skills)</li></ul>			<ul style="list-style-type: none"><li>Use a range of materials creatively to design and make products</li><li>Use drawing, painting and sculpture</li><li>Develop and share their ideas, experiences and imagination</li><li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>Learn 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.</li></ul>		<ul style="list-style-type: none"><li>Create sketch books to record their observations and use them to review and revisit ideas</li><li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>Learn about great artists, architects and designers in history.</li></ul>			
Substantive Knowledge								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Express themselves through art  Create freely	Recognise that their ideas can be expressed in art work  Create freely to record their ideas  Recognise some key artists and art works	Recognise that ideas can be expressed in art work  Create and explore with an open mind  Use contextual knowledge as a stimulus  Create original outcomes  Use sketch books to record	Use contextual knowledge as a stimulus and make links between their own work and the work of others  Experiment with different disciplines and make sensible choices about what to do next  Use sketch books to record experiences, responses and plan simple ideas	Gather and review information and resources related to their ideas and intentions Use sketch books for different purposes: <ul style="list-style-type: none"><li>Recording observations</li><li>Planning</li><li>Shaping ideas</li></ul> Create original, knowledge informed outcomes	Select and use relevant resources and references to develop their ideas  Use sketch books purposefully to improve understanding, inform ideas and plan for an outcome  Create original, knowledge informed outcomes	Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas  Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/recording	Independently develop a range of ideas which show curiosity, imagination and originality  Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches

			<p>experiences and ideas</p> <p>Recognise key artists and art works that are relevant</p>	<p>Begin to evaluate their own work and articulate their likes and dislikes</p>	<p>Analyse and evaluate own artwork and the work of others</p>	<p>Analyse and evaluate own artwork and the work of others</p>	<p>information</p> <p>Create original, knowledge informed outcomes</p> <p>Analyse and evaluate own artwork and the work of others</p> <p>Understand that artwork is made for a purpose</p>	<p>Create original, knowledge informed outcomes</p> <p>Analyse and evaluate own artwork and the work of others, making links and comparisons</p> <p>Understand that artwork is made for a purpose and has a specific audience</p>
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## Procedural Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visual Literacy	<p>Demonstrate preferences for a particular artist or art form</p>	<p>Know that art comes in many forms</p> <p>Know that artists have different styles</p> <p>Demonstrate preferences for a particular artist or art form</p>	<p>Reflect upon the artists' work and shares response verbally</p> <p>Know how to recognise and describe some simple characteristics of different kinds of art, craft and design</p>	<p>Reflect upon the artists' work and share response</p> <p>Understand artists take their inspiration from around them</p> <p>Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times</p>	<p>Know about and describe the work of some artists, craftspeople &amp; architects</p> <p>Reflect upon the artists' work, and share their response verbally expressing likes/dislikes and making links</p> <p>To understand that visual artists look to other artforms for inspiration</p> <p>Understand artists often collaborate on projects, bringing different skills together</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture their own creative response to the work</p>	<p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects that they have studied</p> <p>Reflect upon the artists' work, and share their response, expressing likes/dislikes and making links</p> <p>Understand artists often collaborate and bring different skills together</p> <p>Deconstruct and discuss an original artwork, using sketch books to make visual notes to nurture pupils own creative response to the work</p>	<p>Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects. Considering cultural context and intentions</p> <p>Reflect upon the artists' work, and share their response, expressing likes/dislikes and making links</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate the learning</p> <p>Deconstruct and discuss an original artwork, using sketch books to make visual notes to nurture pupils own creative response to the work</p>	<p>Describe, interpret &amp; explain the work, ideas and working practices of some significant artists, craftspeople, designers &amp; architects. Considering the influence of the different historical, cultural, social contexts</p> <p>Reflect upon the artists' work, &amp; share their response, expressing likes/dislikes and making links</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate the learning</p> <p>Deconstruct &amp; discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils' own creative response to the work</p>

Generate, Research & Develop Ideas	Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D work with the support of an adult	Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D work	Try out a range of materials and processes	Deliberately choose to use particular techniques	Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.	Investigate the nature and qualities of different materials and processes systematically	Confidently investigate and exploit the potential of new and unfamiliar materials (for example, trying different ways of using tools and materials that are new to them)	Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques
	Use a range of materials to craft, build	Use a range of materials to craft, build and join  Show interest in the work of others  Copy the work of others	Show interest in the work of others  Know the names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use	Develop and exercise some care and control over the range of materials they use - for instance, they do not accept the first mark but seek to refine and improve				

Create	Work in an exploratory way	Work in a playful, exploratory way	Work in a playful, exploratory way, responding to a simple brief	Create with a variety of materials to make an outcome which responds to a loose brief.	Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief	Select and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief  Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)	Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief  Use their acquired technical expertise to make work which effectively reflects their ideas and intentions	Select and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief  Use their acquired technical expertise to make work which effectively reflects their ideas and intentions  Independently select and use relevant processes in order to create successful work
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## Disciplinary Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"><li>• Explore mark making with a range of implements</li><li>• Create shapes with continuous lines and use these to represent objects</li><li>• Draw a face with a circle. Explore including eyes, mouth and nose</li></ul>	<ul style="list-style-type: none"><li>• Experiment with a range of drawing implements to explore lines (e.g. pencils, crayons, pastels, charcoal, chalk, wax pastels</li><li>• Experiment with line - patterns, dots, and colour</li><li>• Observe and draw from real life using lines and patterns</li><li>• Draw freely and with pleasure</li><li>• Explore techniques such as hatching and stippling</li><li>• Begin to show emotion when drawing faces. For example, a smiling mouth</li><li>• Include form when drawing a person or animal. Ensuring they include the legs.</li></ul>	<ul style="list-style-type: none"><li>• Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk<ul style="list-style-type: none"><li>• Experiment with line, shape, pattern, tone and colour</li></ul></li><li>• Observe and draw landscapes, patterns and anatomy</li><li>• Use a sketchbook to gather and develop ideas</li><li>• Continue to explore drawing techniques that create texture. Such as hatching, stippling and introduce blending</li><li>• Know that different tones can be created by applying different pressures</li><li>• Explore composition and scale</li></ul>		<ul style="list-style-type: none"><li>• Experiment with different grades of pencil to create different tones and texture and explain choices about use of media</li><li>• Know that H pencils are hard and B pencils are soft</li><li>• Know that shading, cross hatching, stippling and stumbling can be used to create different tones and textures</li><li>• Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light</li><li>• demonstrate an understanding of line, shape, pattern, colour, tone and space</li><li>• Use scale and proportion to draw anatomy increasingly accurately, particularly bodies and faces of people</li><li>• Use a sketchbook to research, collect and record</li><li>• Explore composition, scale and proportion</li><li>• Explore the effects of shadows within their artwork</li><li>• Begin to show facial expressions within portraits</li></ul>		<ul style="list-style-type: none"><li>• Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people)</li><li>• Draw effect of light on people and objects from different directions and develop the concept of perspective</li><li>• Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects</li><li>• Demonstrate a secure understanding of line, shape, pattern, colour, tone and space</li><li>• Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media</li><li>• Demonstrate an understanding of composition, scale and proportion though focal points, vanishing points and the horizon</li><li>• Use shadows that are appropriate for the light source</li></ul>	

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Painting	<ul style="list-style-type: none"><li>• Know the basic colour names and match items by colour (red, green, blue, yellow, orange, pink)</li><li>• Name the shades white and black.</li><li>• Experiment with paint using a range of tools e.g. sponges/straws</li></ul>	<ul style="list-style-type: none"><li>• To begin to understand that painting is different to drawing; painting is about covering space and use of colour.</li><li>• Experiment with different paint, brushes and brush sizes</li><li>• Name colours; begin to mix primary colours to make others</li><li>• Begin to paint ‘in the style’ of key artists</li></ul>	<ul style="list-style-type: none"><li>• Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes</li><li>• Name colours, mix and match colours to objects;</li><li>• Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques</li><li>• Experiment with mixing items into paint to create an effect</li><li>• Name primary colours and mix secondary</li><li>• Experiment with shades and tints using black and white</li><li>• Begin to recognise warm and cold colours</li><li>• Use a sketchbook to gather and develop ideas</li></ul>	<ul style="list-style-type: none"><li>• Choose paints and implements appropriately and experiment with a wider range of different effects –e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing</li><li>• Become confident in using different paint brushes to create effects and texture</li><li>• Mix colours and know which primary colours make secondary colours; experiment with tone, shade and tint</li><li>• Know all primary and secondary colours</li><li>• Experiment with mixing tertiary colours – made from mixing a primary and a secondary colour</li><li>• Explore the colour wheel</li><li>• To recognise warm and cool colours</li><li>• <b>Begin to explore tertiary colours (Y4)</b></li><li>• Work confidently on different scales</li><li>• Use a sketchbook to research, collect and record</li><li>• Know that line, shape and colour can be used to represent figure, and form in movement</li></ul>	<ul style="list-style-type: none"><li>• Test media and materials before independently employing a range of effects, including texture with sand/sawdust</li><li>• Explore and show an understanding of complimentary and contrasting colours</li><li>• Demonstrate knowledge about primary/secondary colours, warm and cold and create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects</li><li>• Create imaginative work from a variety of sources and show an awareness of painting composition</li><li>• Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media</li></ul>			

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Printing	<ul style="list-style-type: none"> <li>• Begin to experiment with a range of resources to create simple prints e.g. Hands, fingers, toys</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different textured materials and express which is best to represent different things and ideas</li> <li>• Create rubbings of different textures</li> </ul>	<ul style="list-style-type: none"> <li>• Explore printing simple pictures with a range of hard and soft materials e.g. corks, sponges.</li> <li>• Use printmaking to create a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple monoprints.</li> <li>• Experiment with overprinting motifs and colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore printing in relief: e.g. String and card.</li> </ul> <p>Relief (links to year 3/4 3d form skills)</p>	<ul style="list-style-type: none"> <li>• Create safe prints.</li> <li>• Begin to layer safe prints created to gain effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Create collagraph prints exploring textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Use tools to safely create linoleum block prints.</li> </ul>



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Sculpture/3D Form	<ul style="list-style-type: none"><li>• Experiment manipulating dough with different tools (shape cutters, rolling pins, crinkle cutters, knives etc.</li><li>• Experiment manipulating dough with their hands – rolling and patting</li><li>• Begin to construct three dimensional shapes by assembling and fixing items (junk modelling) using man-made and natural materials</li></ul>	<ul style="list-style-type: none"><li>• Manipulate and explore using modelling materials – rolling, kneading, pressing, pinching</li><li>• Construct three dimensional shapes by assembling and fixing items (junk modelling) using man-made and natural materials</li></ul>	<ul style="list-style-type: none"><li>• Build with purpose and choose materials and joining aids that are suitable</li><li>• Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot</li><li>• Use the score, slip, stick smooth method when connecting clay</li><li>• Construct with recycled, natural and man-made materials</li><li>• Know that a sculpture often uses materials that need to be shaped or moulded</li><li>• Use a sketchbook for practising skills and planning a design</li><li>• Begin to use papier mâché</li></ul>		<ul style="list-style-type: none"><li>• Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form</li><li>• Make a simple paper mâché object using wire or assembled found materials</li><li>• Know that sculpture can be made from and represented with a range of materials, including paper</li><li>• Use paper building techniques such as roll, loop, curl, fringe, twist, fold</li><li>• Plan and design in a sketchbook; make models</li></ul>		<ul style="list-style-type: none"><li>• Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching, creating surface patterns and textures, slabs, coils and slips</li><li>• Use recycled, natural and man-made materials to create sculptures with increasing independence</li><li>• Use armatures with a wire frame and cover with malleable material e.g. Papier mâché, plasticine, newspaper and masking tape</li><li>• Plan, design, make and adapt models; evaluate other sculptures</li></ul>	

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<b>Mixed Media</b> Inc. textiles and collage	<ul style="list-style-type: none"> <li>• Explore using different textures in materials</li> <li>• Experiment with different types of glue and tape</li> <li>• Experiment with techniques such as tearing, crumpling and overlapping to create texture</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explore different textiles; undertake some simple textile weaving and decoration</li> <li>• Begin to experiment with a range of tools and joins</li> <li>• Continue to explore with techniques such as rolling, folding, tearing, crumpling, and overlapping to create different textures</li> <li>• Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea</li> <li>• Begin to select an appropriate way to secure materials when given choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea</li> <li>• Select appropriate ways to secure materials</li> <li>• Use a sketchbook for practising skills and recording knowledge</li> </ul>		<ul style="list-style-type: none"> <li>• Develop skills cutting, joining and wet felting</li> <li>• Experiment with overlapping and layering in collages, using a range of media – e.g. fabric, plastic, tissue, magazines, crepe paper</li> <li>• Collect, refine and alter ideas</li> </ul>		<ul style="list-style-type: none"> <li>• Use a wide range of techniques, complimentary/contrasting colours and textures when designing and making</li> <li>• Choose to join fabrics in different ways – e.g. stapling, pinning</li> <li>• Use a wide variety of media to independently create a collage, including overlapping and layering; select and use a range of cutting tools; embellish decoratively using more layers of found materials to build complexity to collage</li> <li>• Collect, refine, adapt, extend and evaluate ideas</li> </ul>	

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Digital Art	<ul style="list-style-type: none"> <li>Take a self-portrait photograph on an iPad.</li> </ul>	<ul style="list-style-type: none"> <li>Use a simple computer paint program to colour a picture (Purple Mash or Revelation Natural Art)</li> </ul>	<ul style="list-style-type: none"> <li>Use a simple computer paint program to draw a picture and colour it (Purple Mash or Revelation Natural Art)</li> <li>Begin to edit their art work</li> <li>Begin to use more complex IT programs to create a piece of work (Adobe Fresco)</li> <li>Take photographs beginning to considering the composition</li> </ul>		<ul style="list-style-type: none"> <li>Use IT programs to create a piece of work that includes their own work and that of others (Adobe Fresco)</li> <li>Create basic stop motion animations.</li> <li>Create a piece of art that includes the integration of digital images they have taken</li> </ul>		<ul style="list-style-type: none"> <li>Take digital photographs and use software to alter them, adapt them and create work with meaning.</li> <li>Compose a photo with thought for textural qualities, light and shade.</li> </ul>	