

<b>EYFS</b>	<b>Organisation of knowledge</b>	<b>Using materials</b>	<b>Drawing, painting &amp; sculpture</b>	<b>Exploring techniques</b>	<b>Comparing and evaluating work</b>
	<b>Relevant ELG</b>	<b>ELG: Fine motor skills</b> ✓ Use a range of small tools, including scissors, paint brushes and cutlery			
		<b>ELG: Fine motor skills</b> ✓ Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases	<b>ELG: Creating with materials</b> ✓ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function <b>ELG: Self-regulation</b> ✓ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <b>ELG: Managing self</b> ✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge		
			<b>ELG: Fine motor skills</b> ✓ Begin to show accuracy and care when drawing		<b>ELG: Creating with materials</b> ✓ Share their creations, explaining the process they have used
<b>KS1 readiness objectives</b>	✓ Hold tools like pencils, paint brushes, scissors with increasing precision ✓ Experiment with using different every day and art materials to explore colour, texture and form	✓ To explore their ideas and imagination by creating drawings, paintings and sculptures. ✓ To explore creating designs and artwork on a range of scales.	✓ To explore a range of techniques to draw, paint, print and sculpt to help them create artwork.	✓ Recognising and exploring the colour, patterns and shapes in other artist's work. ✓ Expressing opinions and feelings in response to their own artwork and other artist's work. ✓ Sharing their work with other people, talking about what they have created it.	

<b>Year 1</b>	<b>National Curriculum</b>	<i>Pupils should be taught:</i> ✓ 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 ✓ To know 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.			
	<b>Knowledge, skills &amp; Dispositions</b>	<b>Drawing &amp; Sketchbooks</b>	<b>Working in Three Dimensions</b>	<b>Surface &amp; Colour</b>	
		<b>Spirals (D&amp;S)</b>	<b>Making Birds</b>	<b>Inspired by Flora and Fauna – Artist Study – Henri Rousseau</b>	
		<i>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks</i>	<i>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</i>	<i>Explore how artists make art inspired by flora and fauna. Make collages of Mini Beasts and display as a shared artwork.</i>	
	✓ I can draw from my fingertips, my wrist, my elbow, my shoulder, my body. ✓ I can make a drawing using a continuous line for a minute or two. ✓ I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me. ✓ I can draw from observation for a few minutes at a time. ✓ I can make different marks with different drawing tools. ✓ I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. ✓ I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks. ✓ I can make choices about which colours I'd like to use in my drawing. ✓ I have seen the work of an artist and listened to how the artist made the work. ✓ I have been able to share how I feel about the work. ✓ I can talk about what I like in my drawings, and what I'd like to try again. ✓ I can take photos of my artwork.	✓ I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. ✓ I can draw from life looking closely. ✓ I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. ✓ I can use colour in my drawings and mix two or more different media together. ✓ I have looked at the work of other artists who have been inspired by birds and I can share my response to their work. ✓ I can fold, tear, crumple and collage paper to transform it from 2d to 3d. ✓ I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. ✓ I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. ✓ I can share my work with my classmates and teachers and consider what was successful for me.	✓ I understand that artists like Henri Rousseau can be inspired by the flora and fauna around them. ✓ I have enjoyed looking at art made by other artists inspired by flora and fauna. ✓ I can look closely at insects and plants and make drawings using pen to describe what I see. ✓ I can experiment using graphite and oil pastel and make my own insects. ✓ I can cut out shapes in different colours and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like. ✓ I can work with my classmates to make a shared drawing. ✓ I can share my artwork with the class. I can listen to what my classmates like about it and I can share what I like about their work.		

<b>Year 2</b>	<b>National Curriculum</b>	<i>Pupils should be taught:</i> <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 to 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>✓ Know 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>		
	<b>Knowledge, skills &amp; Dispositions</b>	<b>Drawing &amp; Sketchbooks</b>	<b>Surface &amp; Colour</b>	<b>Working in Three Dimensions</b>
		<i>Explore &amp; Draw</i>	<i>Expressive Painting – Vincent Van Gogh</i>	<i>Stick Transformation Project</i>
		<i>Introducing the idea that artists can be collectors &amp; explorers as they develop drawing and composition skills.</i>	<i>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life</i>	<i>Explore how you can transform a familiar object into new and fun forms</i>
	<ul style="list-style-type: none"> <li>✓ I have seen how some artists explore the world around them to help them find inspiration.</li> <li>✓ I can explore my local environment (school, home, etc) and collect things which catch my eye.</li> <li>✓ I can explore composition by arranging the things that I have collected.</li> <li>✓ I can talk about what I collected, and how and why I arranged the things I collected.</li> <li>✓ I can take photographs of my artwork and I can think about focus and light.</li> <li>✓ I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.</li> <li>✓ I can hold an object and I can make a drawing thinking about the way the object <i>feels</i>.</li> <li>✓ I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</li> <li>✓ I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</li> <li>✓ I can cut out and collage to explore composition.</li> <li>✓ I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour.</li> <li>✓ I can start to share my response to the work of other artists.</li> <li>✓ I can use my sketchbook to fill full of colour and brush marks, inspired by other artists.</li> <li>✓ I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add.</li> <li>✓ I can use various homemade tools to apply paint in abstract patterns. I can be inventive.</li> <li>✓ I can make a loose drawing from a still life.</li> <li>✓ I can see colours and shapes in the still life.</li> <li>✓ I can use my gestural mark making with paint and incorporate the colours and shapes in the still life to make an expressive painting.</li> <li>✓ I can share my experiments and final piece with others and share what I liked and what went well.</li> <li>✓ I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work.</li> <li>✓ I can take a photograph of my final piece, thinking about focus and lighting.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can take a familiar object like a stick and use my imagination to think about what it might become.</li> <li>✓ I can use my sketchbook to generate ideas and to test ideas.</li> <li>✓ I can use a variety of materials to transform my object, thinking about form and colour.</li> <li>✓ I can cut materials with simple tools and fasten materials together to construct my sculpture.</li> <li>✓ I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmate's feedback about my work.</li> <li>✓ I can listen to my classmates talk about their own artwork and I can share my thoughts about their work.</li> <li>✓ I can take a photograph of my sculpture, thinking about focus.</li> </ul>	

<b>Year 3</b>	<b>National Curriculum</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>✓ to 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>✓ to know about great artists, architects and designers in history</li> </ul>		
	<b>Knowledge, skills &amp; Dispositions</b>	<b>Surface &amp; Colour</b>	<b>Drawing &amp; Sketchbooks</b>	<b>Working in Three Dimensions</b>
		<i>Using Natural Materials to Make Images</i>	<i>Gestural Drawing with Charcoal</i>	<i>Telling Stories Through Drawing &amp; Making</i>
		<i>Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype</i>	<i>Making loose, gestural drawings with charcoal, and exploring drama and performance.</i>	<i>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</i>
	<ul style="list-style-type: none"> <li>✓ I have explored how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight.</li> <li>✓ I have understood how materials can be transformed through my actions.</li> <li>✓ I can reflect upon artists' work, share my response and listen to the response of my classmates.</li> <li>✓ I can use my sketchbook to collect ideas.</li> <li>✓ I can make visual notes about how artists have made images.</li> <li>✓ I can use my sketchbook to try out ideas and experiment.</li> <li>✓ I can make a finished piece, which might be part of a larger class artwork.</li> <li>✓ I can share my experience and artwork, talk to my classmates about what I like and what I would like to try again.</li> <li>✓ I can use a camera or device to take photographs of my work.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.</li> <li>✓ I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.</li> <li>✓ I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.</li> <li>✓ I can understand what Chiaroscuro is and how I can use it in my work.</li> <li>✓ I can use light and dark tonal values in my work, to create a sense of drama.</li> <li>✓ I have used my body as a drawing tool to make drawings inspired by movement and seen how other artists do the same.</li> <li>✓ I have taken photographs of my work, thinking about focus, lighting, and composition.</li> <li>✓ I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmate's work and how it makes me feel.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I have seen how artists are inspired by other artists often working in other art forms.</li> <li>✓ I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artist's work.</li> <li>✓ I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.</li> <li>✓ I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.</li> <li>✓ I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.</li> <li>✓ I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.</li> <li>✓ I can share my feedback about my classmate's work.</li> <li>✓ I can take photographs of my work thinking about focus, background and lighting.</li> </ul>	

<b>Year 4</b>	<b>National Curriculum</b>	<i>Pupils should be taught:</i> <ul style="list-style-type: none"> <li>✓ to 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.</li> <li>✓ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>✓ to 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>✓ to know about great artists, architects and designers in history.</li> </ul>		
	<b>Knowledge, skills &amp; Dispositions</b>	<b>Drawing &amp; Sketchbooks</b>	<b>Surface &amp; Colour</b>	<b>Working in Three Dimensions</b>
		<i>Storytelling Through Drawing</i>	<i>Exploring Pattern</i>	<i>Sculpture, Structure, Inventiveness &amp; Determination</i>
		<b>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</b>	<b>Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</b>	<b>What can artists learn from nature?</b>
	<ul style="list-style-type: none"> <li>✓ I have explored the work of artists who tell stories through imagery.</li> <li>✓ I can respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts.</li> <li>✓ I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work.</li> <li>✓ I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</li> <li>✓ I can use line, shape, and colour using a variety of materials to test my ideas.</li> <li>✓ I can think about how I might use composition, sequencing, mark making and some text in my drawings.</li> <li>✓ I can create a finished piece which contains sequenced images to describe a narrative.</li> <li>✓ I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.</li> <li>✓ I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work.</li> <li>✓ I can take a photograph of my work, thinking about lighting and focus.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I have explored the work of contemporary and more traditional artists who work within the still life genre.</li> <li>✓ I have felt able to express my thoughts about other artists’ work and talk about the meanings of objects as artists present them.</li> <li>✓ I can use my sketchbook to make visual notes, record and reflect.</li> <li>✓ I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.</li> <li>✓ I can present and share my artwork and explain how my sketchbook work helped build my knowledge and skills towards my final piece.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I have seen how we can learn about ourselves through art.</li> <li>✓ I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.</li> <li>✓ I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don’t know exactly what I’m doing.</li> <li>✓ I can use a variety of drawing materials to make experimental drawings based upon observation.</li> <li>✓ I can construct with a variety of materials to make a sculpture.</li> <li>✓ I can see my personality in what I have made.</li> <li>✓ I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</li> <li>✓ I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes.</li> <li>✓ I can take photographs of my work thinking about presentation, focus and lighting.</li> </ul>	

<b>Year 5</b>	<b>National Curriculum</b>	<i>Pupils should be taught:</i> <ul style="list-style-type: none"> <li>✓ to 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.</li> <li>✓ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>✓ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history.</li> </ul>		
	<b>Knowledge, skills &amp; Dispositions</b>	<b>Working in Three Dimensions</b>	<b>Surface &amp; Colour</b>	<b>Drawing &amp; Sketchbooks</b>
		<i>Set Design</i>	<i>Land &amp; Cityscapes</i>	<i>Typography &amp; Maps</i>
		<b>Explore how artists make sets to share ideas for stage or as the basis for animations. How can we create sets inspired by literature, poetry or prose?</b>	<b>How can we use our skills of making gestural marks working in mixed media to create energetic land or cityscapes?</b>	<b>Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.</b>
	<ul style="list-style-type: none"> <li>✓ I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work.</li> <li>✓ I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus.</li> <li>✓ I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect.</li> <li>✓ I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board.</li> <li>✓ I can appreciate the artwork made by my classmates and share my response to their work.</li> <li>✓ I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition.</li> <li>✓ I can use my animation set as backdrop to an animation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I have seen how artists respond to land and cityscapes in various ways by using inventive mixed media combinations.</li> <li>✓ I have seen how artists work outside amongst the land and cityscapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work.</li> <li>✓ I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.</li> <li>✓ I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn’t work.</li> <li>✓ I have continued my exploratory work outside the sketchbooks, bringing my “sketchbook way of thinking” to larger sheets of paper.</li> <li>✓ I can share my journey and discoveries with others and am able to reflect upon what I have learnt.</li> <li>✓ I can appreciate and be inspired by the work of my classmates, and I can share my response to their work.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</li> <li>✓ I have seen how other artists work with typography and have been able to share my thoughts on their work.</li> <li>✓ I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.</li> <li>✓ I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.</li> <li>✓ I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting. .</li> <li>✓ I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.</li> <li>✓ I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.</li> <li>✓ I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.</li> </ul>	

<b>Year 6</b>	<b>National Curriculum</b>	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>✓ to 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.</li> <li>✓ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>✓ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history.</li> </ul>		
	<b>Knowledge, skills &amp; Dispositions</b>	<b>Drawing &amp; Sketchbooks</b>	<b>Working in Three Dimensions</b>	<b>Surface &amp; Colour</b>
		<i>2D Drawing to 3D Making</i>	<i>Take a Seat</i>	<i>Print &amp; Activism</i>
		<p><b>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</b></p> <ul style="list-style-type: none"> <li>✓ I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.</li> <li>✓ I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists' use.</li> <li>✓ I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.</li> <li>✓ I can use negative space and the grid method to help me see and draw.</li> <li>✓ I can explore typography and design lettering which is fit for purpose.</li> <li>✓ I can transform my drawing into a three-dimensional object.</li> <li>✓ I can share my work with others and talk about my intention and the outcome. I can listen to their response and take their feedback on board.</li> <li>✓ I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.</li> <li>✓ I can photograph my three-dimensional work, thinking about presentation, lighting, focus and composition.</li> </ul>	<p><b>Explore how craftspeople and designers bring personality to their work. Explore chair design over the centuries to understand how furniture can reflect or define the age in which it was made.</b></p> <ul style="list-style-type: none"> <li>✓ I have explored the work of a craftsperson / designer and seen how they bring personality to their work.</li> <li>✓ I have seen how chair design has changed through the ages.</li> <li>✓ I can use my sketchbook to make visual notes to record and reflect.</li> <li>✓ I can experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me.</li> <li>✓ I can use the <i>Design Through Making</i> technique to make a model of a chair which expresses an aspect of my personality.</li> <li>✓ I can see how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently.</li> <li>✓ I can present and share my work, and talk about it with my classmates, and listen to their responses to my work.</li> <li>✓ I can respond to the work made by my classmates and I can share my thoughts.</li> <li>✓ I can take photographs of my work, thinking about focus, light and composition.</li> </ul>	<p><b>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</b></p> <ul style="list-style-type: none"> <li>✓ I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</li> <li>✓ I have explored how I can find out what I care about and find ways I might share my ideas with us.</li> <li>✓ I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid.</li> <li>✓ I can create visuals and text which communicate my message.</li> <li>✓ I can use line, shape and colour to make my artwork.</li> <li>✓ I can use typography to make my messages stand out.</li> <li>✓ I can combine different techniques such as print, collage and drawing.</li> <li>✓ I can reflect and articulate about my own artwork and artwork made by my classmates.</li> </ul>