

Drawing

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Encourage drawings of people that include all visible parts of the body.	Draw a portrait that recognises approximate shapes of features.	Draw a portrait that recognises approximate shape and placement of features.	Draw a portrait that uses shading and texture.	Draw a portrait and an object using a range of techniques.	Draw a portrait, an object and a landscape using a range of techniques.	Research and draw a portrait from different angles.
Control and use lines of different thicknesses.	Control and explore the use of different weight lines.	Explore shading.	Use stippling and crosshatching to enhance techniques.	Show an awareness of how to represent 3 dimensions.	Further develop representation of 3 dimensions and show an awareness of perspective.	Use single focal point to draw perspective.
Name and use colours.	Use a range of colours and begin to develop an awareness for how they work together.	Use a range of different tools such as pencils/pastels/felt tips and understands the strengths and weaknesses of each.	Use different grades of pencil and/or other tools within one piece and understand their uses.	Develop close observation skills using view finders.	Create drawings as preparatory work for paintings.	Create multiple drawings on a theme.
Represent their own ideas.	Use a sketch book to record ideas.	Use a sketch book to record and develop ideas.	Use sketch book to develop idea over two lessons.	Use sketch book to critically reflect on and develop ideas.	Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views.	Through considered reflection develop their own style using taught techniques.
	Lowry, Mondrian, Van Gogh		Seurat, Lichtenstein, Louis Mailou Jones		Bridget Riley,	Yayoi Kusama, Andy Warhol, Kathe Kollwitz

Painting

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Paint objects and living things.</p> <p>Enjoy painting with a range of tools (e.g. different brushes, sponge, fingers).</p> <p>Use and name colours.</p> <p>Represent their own ideas.</p>	<p>Observe and paint objects and living things.</p> <p>Start to control use of different types of brushes.</p> <p>Mix primary colours to create and use secondary colours.</p> <p>Use a sketch book to record ideas.</p> <p>Lowry, Mondrian, Van Gogh</p>	<p>Observe and paint objects and living things at different scales.</p> <p>Use a range of paints (acrylic, watercolours). Explore layering and texture.</p> <p>Control tone and depth of colours and explore tertiary colours.</p> <p>Use a sketch book to record and develop ideas.</p>	<p>Paint living things and objects in both figurative and abstract styles.</p> <p>Use Blocking-in of colour and washes.</p> <p>Use light and dark within a painting. Mix colour, shades and tones with increasing confidence.</p> <p>Use sketch book to develop idea over two lessons.</p>	<p>Paint living things, landscapes and objects in figurative and abstract styles.</p> <p>Use different brushes and tools to control and apply paint to create different effects.</p> <p>Explore complimentary colours.</p> <p>Use sketch book to critically reflect on and develop ideas.</p>	<p>Paint living things, objects and landscapes using preparatory sketches.</p> <p>Create paintings that use additional elements for texture (sand, sawdust, PVA, objects).</p> <p>Show reflective use of colour, tone and shade to create an atmosphere.</p> <p>Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views.</p>	<p>Research (sketches, photos) and develop a painting considering mood and style.</p> <p>Use a range of textures and media to create an independent piece of work.</p> <p>Use colour and techniques to convey emotion.</p> <p>Through considered reflection develop their own style using taught techniques.</p>

Sculpture and other 3D Work

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Experience a range of textures and shapes.	Use a range of materials to form objects.	From a choice of materials, make an object with a purpose.	By considering the properties of materials available, make an object with a purpose.	Make an object with a purpose, evaluate and refine the design.	Use preparatory work to create an object with a purpose, evaluate and refine the design.	Research and design an object with a purpose, evaluate and refine the design showing awareness of both function and aesthetics.
Enjoy using clay to form shapes.	Use clay to form representations of living things.	Use clay to create from both observation and imagination.	Use clay to create from both observation and imagination and suggest mood.	Create from clay and use other medium to decorate (e.g. paint).	Use clay to create both figurative and abstract pieces.	Discuss and suggest techniques for a given task.
Start to control manipulation of clay with fingers and hands.	Manipulate clay with fingers in different ways (kneading, pinching, rolling etc.)	Use tool to carve detail into piece.	Join pieces of clay.	Coil clay to create a piece.	Use slab technique.	Use multiple techniques in a piece.
Collage different types of paper and other textures.	Nature Collage (leaves, twigs, shells etc.)	Using recycled materials make a sculpture.	Use Modroc to create simple 3D shape.	Use Modroc and wire to create sculpture.	In groups, plan and create a large-scale sculpture evaluating and refining the process.	Create a sculpture in their own style that references other's work.
	Andy Goldsworthy, Augusta Savage	Antony Gormley,	Giacometti, Rodin	Sokari Douglas Camp	Barbara Hepworth, Paolozzi	

Printing/Collage

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Use scissors to cut paper into different shapes	Use different types/colour of paper to create a collage	Create a mixed media collage	Create a collage that uses a wide range of texture (e.g. sand and bark)	Create a collage and paint or draw additional detail	Use photography to conceptualise and create collage	Develop and create multistep collage that has a concept and uses a range of media
Stick shapes onto a background	Use toys and other objects to print (e.g. Lego, wooden blocks). Create trails using car or train wheels.	Use a polystyrene sheet to print a design	Use a polystyrene sheet to print a repeating design	Represent a living thing in a print	Overlay a second colour on a printed piece (mono printing?)	Create a multistep print using a range of materials and colours
Use fingers and hands to create printed pieces	Apply paint to base of ball and create pattern by bouncing.	Use rollers to print	Engage in using printing press	Use printing press independently	Use printing to create a repeating pattern	Print onto fabric
					Hannah Hoch, Enid Marx	