**Art & Design: Drawing**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **begin to use a variety of drawing tools** | experiment with tools and surfaces | experiment with the potential of different pencils | identify and draw the effect of light | **note and use the effect of light on objects and people (from different directions)** | **note and use the effect of light on objects and people (from different directions**) |
| use drawings to tell a story | draw a way of recording experiences and feelings | **make close observations** | **begin to use scale and proportion** | interpret the texture of a surface | interpret the texture of a surface |
| explore different textures | **discuss use of shadows, and light and dark** | **draw both positive and negative shapes/spaces** | **make accurate drawings of whole people, including proportion and placement** | **produce increasingly accurate drawings of people** | **produce increasingly accurate drawings of people** |
| **encourage accurate drawings of people, and begin to observe anatomy (faces, limbs)** | **sketch to make quick records** | make initial sketches as a preparation for painting | work on a variety of scales | show an understanding of the concept of perspective | **show an understanding of the concept of perspective** |
| observe and draw simple landscapes | investigate different lines and use drawings to tell a story | **make accurate drawings of people, especially faces** |  |  |  |

**Art & Design: Colour**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **experiment with and use primary colours** | begin to describe colours by associated objects | **mix colours confidently** | **colour mix and match, understanding tint, tone and shade** | **colour mix and match, understanding tint, tone, shade, hue and mood** | **colour mix and match, understanding tint, tone, shade, hue and mood** |
| **mix colours and begin to make different tones of a single colour** | **make as many tones of a colour as possible (using white)** | make colour wheels including the full spectrum | observe and name different shades across the spectrum | explore the use of texture in colour | **explore the use of texture in colour** |
| **name all primary and secondary colours** | **darken a colour without using black** | begin to use different types of brushes | **select suitable equipment for a task** | **select colour precisely for intended purpose** | select colour precisely for intended purpose |
| apply colours with a range of tools |  | **apply colour using a range of techniques (including dotting, scratching and splashing)** | **match colour to mood/ intended effect** |  | **select colour to match intended mood/atmosphere** |
| find and suggest collections of colour |  |  |  |  |  |

**Art & Design: Texture**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **make simple collages** | **overlap and overlay to create effects** | **use smaller-eyed needles and finer threads** | **use a wider variety of stitches** | **use stories, music, poetry and art as stimuli** | **develop experience in embellishing** |
| use weaving | **use large-eyed needles (running stitch)** | use weaving with confidence | make observations to design own textual art | **select and use materials to embellish work** | apply knowledge of different techniques precisely to express feelings |
| **sort materials according to specific qualities** | try simple applique work | use tie-dying and batik to create effects | **experiment with creating mood, feeling and movement** | make own fabric | work collaboratively on a larger scale |
| understand how textiles create things | begin to explore other simple stitches |  | compare and discuss different fabrics | explore artists using textiles |  |
|  | make collages using different materials |  |  |  |  |

**Art & Design: Form**

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| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **make own constructions** | develop awareness of natural and man-made forms | **shape, form, model and construct (from malleable and rigid materials)** | **plan and develop own work critically** | **plan and develop own ideas critically** | **plan and develop own ideas critically** |
| **use materials to make known objects for a purpose** | express personal experiences and ideas through form | **plan and develop own work** | use experience of surface patterns and textures | **shape, form, model and join (from malleable and rigid materials)** | **shape, form, model and join (from malleable and rigid materials)** |
| carve own designs | **shape and form from direct observation (malleable & rigid materials)** | **show understanding of different adhesives and methods of construction** | discuss own work and work of other sculptors | **use both observation and imagination to generate ideas** | **use both observation and imagination to generate ideas** |
| pinch and roll coils and slabs using a modelling media | comment on own work and that of other sculptors | show an understanding of aesthetics | **analyse and interpret natural and man-made forms of construction** | understand properties of different media | understand properties of different media |
| **make simple joins** | replicate patterns and textures in a 3D form | apply decorative techniques |  | discuss and evaluate own work and work of other sculptors | discuss and evaluate own work and work of other sculptors |
|  | **apply decorative techniques** |  |  |  |  |

**Art & Design: Printing**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **create patterns (including rubbings)** | **print with a growing awareness of objects** | **use relief and impressed printing** | use sketchbook for recording textures/patterns | **combine and design own prints** | **build up drawings and images of whole or parts of items using various techniques** |
| **print with a variety of objects and colours** | identify the different forms printing may take | **record textures and patterns** | **interpret environmental and manmade patterns** | **make connections** | use screen printing |
| develop impressed images |  | use mono-printing for effect | **modify and adapt prints** | discuss and evaluate  own work and that of others | explore printing  techniques used by various artists |
| use relief printing to build images |  | use colour mixing through overlapping colour prints |  |  | **discuss and evaluate**  **own work and that of others** |

**Art & Design: Pattern**

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| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **show awareness of, and discuss, patterns** | **experiment by arranging, folding, repeating, overlapping, regular and irregular patterning** | **observe, comment on and use patterns in the environment** | **explore environmental and man-made patterns** | create own abstract patterns to reflect personal experiences and expression | **create own abstract patterns to reflect personal experiences and expression** |
| observe and use repeating patterns (including symmetry) | identify and use natural and manmade patterns | make patterns on a  range of surfaces | recognise and begin to use tesselation | **create pattern for purposes** | create pattern for purposes |
|  | discuss regular and irregular patterns | **discuss regular and irregular patterns (including symmetry)** |  |  |  |