

Techniques/ Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sketchbook</b>		Children understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting, sticking, collecting)	Children use their sketchbooks to practice techniques and experiment with freedom.	Children develop a 'sketchbook habit', using a sketchbook as a place to record individual responses.	Children begin to feel a sense of ownership over their sketchbook.	Children are able to plan, refine and alter their work, using sketchbooks effectively.	Children use their sketchbooks as a place for exploration, experimentation and personal reflection.
<b>Talking about Art</b>	Children can express how they feel about the work of the artist they are studying.	Children can talk to a peer or teacher about the artwork made and share what they have enjoyed during the process, and what they like about the end result.	Children are able to critique the artwork of notable artists, giving reasons for their opinions.	Children listen and enjoy listening to other people's views about artwork.	Children are able to write about their artwork and explain their creative decisions.	Children can make inferences from artists' work.	Children can express their opinions of artists' work confidently and thoughtfully whilst also appreciating others' views of the same work.
	Children express their choices when developing their own work.	Children feel able to express and share an opinion about the artwork.					
<b>Developing Own Work</b>	Children can create using their own ideas.	Children are given lots of opportunities for practice and exploration before they create their own individual pieces.	Children value and complete draft work before attempting a final piece.	Children are beginning to make independent choices when planning and developing a piece of work.	Children are beginning to understand the impact of different techniques.	Children are able to discuss their own work and offer constructive and thoughtful feedback to their peers.	Children feel safe enough to take creative risks and follow their intuition.
<b>Art in History</b>		Children know what is considered as art and are aware that it has evolved through history.	Children understand the importance of art in helping us understand periods of history.	Children replicate and take inspiration from patterns popular during the Anglo-Saxon and Viking era.	Children understand how art has been used to influence and potentially mislead people throughout history and into modern day.	Children understand the importance of art to different cultures and how it is used to celebrate different cultures.	Children are aware of the history of printmaking and the impact the work of William Morris has had on modern day design.
			Children can summarise the history of mosaics.				Children can independently investigate and analyse different areas of an art form or movement.
<b>Artist Influence</b>	Children explore, use and refine a variety of artistic effects to express their ideas and feelings.	Children take inspiration from notable artwork to influence their own pieces.	Children can apply colour using dotting, scratching and splashing to imitate an artist. Artist Focus: <b>Vincent Van Gogh</b>	Children can replicate some of the techniques used by notable artists, designers and artisans.	Children can take inspiration from artists to create an individual piece.	Children are able to discuss how an artist's work was influential in both society and to other artists. ( <b>Francis Bacon</b> and <b>Lucian Freud</b> )	Children can discuss and evaluate own work and that of others in detail.
	Children will be able to recognise the work of famous artists and take inspiration from their work.				Children recognise cultural influences in artists' pieces.		Children are able to view other's work and understand how their interests affect their work.

Colour	Children think about their colour choices to represent their emotions.	Children are able to identify colours in pictures and on objects.	Children know which colours can be mixed to make secondary colours.	Children know that adding white to colours changes the tint.	Children know that changing the pressure on a pencil will give different shades.	Children are able to consider artists' use of colour and application of it.	Children make considered decisions on their use of colour and able to say why they've made those choices.
	Children can name all primary and secondary colours.	Children recognise colours that are primary and secondary and why.	Children know that adding black to colours changes the tone.	Children can choose colours based on what mood they want to create.			
	To be able to create a wash background and combine colour in the style of <b>Joan Miro</b> .						
Drawing	Understanding how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.	Children develop mark-making using different drawing tools such as pencil, graphite, pen, chalk, soft, pastel, wax and charcoal.	Children can decide which tool would be appropriate when creating thick and thin lines.	Children will practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching.	Children develop skills in different shading techniques (hatching, cross-hatching, contour, stippling, finger-blending).	Children understand how to add depth to their drawings.	Children begin to develop accuracy and expression in observational drawings.
	Children produce more detailed work and say what they have included.						
	Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Children are able to observe and describe patterns and begin to replicate them.	Children are able to observe and describe patterns and replicate them in their own artwork.	Children can draw landscapes from images with increasing accuracy and recognition of perspective.	Children can use different grades of pencil to show line, tone and texture.	Children are able to sketch lightly	Children can sketch the human figure with increasing accuracy and proportion.
	Children can show different emotions in their drawings through mark making.	Children explore the use of observational drawing, to record what is seen, and also experimental drawing to share what is felt.	Children can colour neatly, following the lines.	Children are able to show different tones by using coloured pencils.	Children can observe and draw faces with reasonable proportion.	Children can draw for a sustained amount of time.	
	Children have the opportunity to practice observational drawing with a variety of objects that link to themes.			Children will have become more familiar with different drawing tools and surfaces.	Children can use wooden mannequins to help them draw a human body in proportion.	Children can use different grades of pencil to add definition and depth to an image.	
	Children are beginning to show accuracy and care in their drawing.						
Painting	Children splatter paint onto a surface in the style of <b>Jackson Pollock</b> .	Children can mix primary paint colours to make secondary colours.	Children can apply colour using dotting, scratching and splashing to imitate an artist.	Children know how to use watercolour paint effectively to produce washes for backgrounds and then to add detail.	Children know which types of brushes are used for specific purposes.	Children create their own tool to apply paint in a desired way.	Children replicate the techniques of notable abstract artists when it comes to applying paint.
	Children use one colour to create in the style of <b>Yves Klein</b> .		Children begin to understand why you might layer wet paint onto dry paint.	Children can make and apply different tones of colour using watercolour paint.	Children take inspiration from the <b>Pointillism</b> movement and paint using dots, so tone and shading is evident. <b>Georges Seurat</b>	Children layer watercolour paint, wet on dry, to add depth and detail to their work.	Children apply their knowledge of different painting techniques to create their own unique piece of work.
	Children explore different paint types – watercolour, powder paint, acrylic, ready mix paint.	Children know that paint can be applied using different tools – even homemade ones.	Children can create a colour palette based upon colours observed in the natural or built world by mixing paint colours.	Sketch (lightly) before painting to combine line and colour.	Children can use the qualities of watercolour and acrylic paints to create visually interesting pieces.	Children know how much and how little water they need to use when using watercolour paint for different reasons.	

	Children can mix paints to make new colours by following instructions.			Children know how to apply watercolour to add depth to a piece of work.	Children use mark making skills to create exciting monotypes, combining the process with painting and collage. Artist: <b>Kevork Mourad</b>				
<b>Collage</b>	Children collage using tissue paper using <b>Eric Carle</b> as inspiration.	Children can sort and arrange materials based on their properties (i.e., colour, texture)	Children explore the use of texture in colour by mixing materials with paint. (sawdust, glue, shavings, sand).	Children know how to cut, glue and trim material with accuracy and precision.	Children thoughtfully collage materials to create an abstract background.	Children can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.	Children can add collage to a painted, printed or drawn background.		
		Children use recycled material to decorate a simple sculpture. Influenced by the work of <b>Michelle Reader</b> .	Children are able to make a simple mosaic by organising shapes to produce a pattern or shape.					Children use their own collaged layer as a base for their painting, adding texture. Artist: <b>Olumide Egunlae</b>	Children think carefully about where they place pieces to achieve the most effective and impactful piece of art.
			Children can replicate patterns using mosaic.						
<b>Sculpture</b>	Use simple joins when using different materials to create 3D work, e.g. Sellotape, masking tape, stick glue.	Children practice techniques such as rolling, cutting, moulding, carving and marking using simple tools.	Children can replicate patterns and textures in a 3D form based on the work of other sculptors.	Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually. Artist Study: <b>Jill Townsley</b>		Children can shape, form, model and join clay with confidence using skills and techniques taught so far.	Children explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).		
	Use natural materials to create a piece of 3D art. Inspiration: <b>Andy Goldsworthy</b> .	Children apply their skills to replicate sculptures created by the sculptor <b>Barbara Hepworth</b> .	Children can use a range of techniques to decorate a clay piece. E.g., applied, impressed, painted, etc.					Children are using clay tools more confidently and know which tools will create desired results.	
	Use folding techniques to create pieces from paper and card.	Children can make simple joins when creating clay sculptures.							
	Choose materials for effect.	Children use recycled material to build a simple sculpture. Influenced by the work of <b>Michelle Reader</b> .	Children know how to join and manipulate clay to make a desired shape.					Children know how to join more intricate pieces of clay by scoring and using slip.	
	Beginning to select tools and techniques needed to assemble and join materials they are using for a specific reason.								Children can bend and manipulate wire using appropriate tools to create a desired figure inspired by the work of <b>Alexander Calder</b> .
<b>Textiles</b>	Understand how different materials/textures feel and explore freely e.g. malleable, fabrics, natural	Children can colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	Children can use a loom to weave paper strips.	Children can use a loom to weave wool, yarn and ribbon.	Children know and can apply the running stitch and back-stitch to join materials and make simple patterns.	Children can use running stitch and backstitch to add pattern, words or imagery to a piece of work.	Children can choose appropriate stitching methods to add pattern, an image or join fabrics so that the piece meets its purpose.		

	Understand the purpose of different textiles/materials e.g. winter clothing.	Children can use templates to shape textiles.		Children know how to thread a metal sewing needle.	Children know how to sew a button onto a piece of fabric.	Children can use batik to create patterns and simple images on fabric.	Children are able to join fabric in different ways using different stitching techniques.
	Children can weave natural and man made materials through a given surface that has a pre-prepared running holes.	Children can use a pre-threaded plastic needle to create a running stitch through Binca.	Children know how to thread a plastic needle.	Children know how to tie a knot.	Children use small eyed needles to sew.	Children are confident with running stitch and back-stitch and can use stitches to join materials.	
				Children can sew beads onto fabric.		Children know how to cross-stitch.	