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| **To develop ideas:**  **EYFS**  In the Early years, children will follow the Development Matters framework.  **Birth to 3 Years**- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.  **3 to 4 Years**- Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.  **Reception**- Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. | | | | | |
| **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Respond to ideas and starting points.  Explore different methods as ideas develop. | Explore ideas and collect visual information.  Explore different methods and materials as ideas develop. | To develop ideas from starting points throughout the curriculum.  Adapt and refine ideas as they progress.  Comment on artworks using visual language. | Collect information, sketches and resources to enhance own ideas.  Explore ideas in a variety of ways.  Comment on artwork with a developing grasp of visual language. | Develop and imaginatively extend ideas from starting points throughout the curriculum.  Collect information, sketches and resources to inspire.  Use the qualities of materials to enhance ideas.  Comment on artwork with a grasp of visual language. | Collect information, sketches and resources and present ideas imaginatively in a sketchbook.  Spot the potential in unexpected results as work progresses.  Comment on artworks with a fluent grasp of visual language. |
| **To master techniques:** | | | | | |
| **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Painting:**  Use thick and thin brushes.  Mix primary colours to make secondary.  **Collage:**  • Use a combination of materials that are cut, torn and glued.  **Sculpture:**  • Use a combination of shapes.  Include lines and texture.  Use techniques such as rolling and moulding.  **Drawing:**  Draw lines of different sizes and thickness.  Colour neatly following the lines.  **Print:**  Use repeating or overlapping shapes.  Mimic print from the environment (e.g. wallpapers).  **Textiles:**  Use weaving to create a pattern.  Join materials using glue and/or a stitch.  **Digital Media:**  Use a wide range of tools to create different textures and lines. | **Painting:**  Add white to colours to make tints and black to make tones.  Create colour wheels.  **Collage:**  Sort and arrange own materials.  Mix materials to create texture.  **Sculpture:**  • Use rolled up paper, straws, paper, card and clay as materials.  Use techniques such as cutting and carving.  **Drawing:**  Show pattern and texture by adding dots and lines.  Use charcoal to shade and contrast.  Show different tones by using coloured pencils.  **Print:**  Use objects to create prints (e.g. fruits, vegetables, string or sponges).  Press, roll, rub and stamp to make prints  **Textiles:**  Use plaiting.  Use dip dye techniques.  **Digital Media:**  Use a wide range of tools to create tones, colours and shapes. | **Painting:**  Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  Mix colours effectively.  **Collage:**  Select and arrange materials for a striking effect.  Ensure work is precise.  Use mosaics.  **Sculpture:**  • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid material)  **Drawing:**  Use different grades of pencils to show line, tone and texture.  Annotate sketches to explain and elaborate ideas.  **Print:**  Use layers of two or more colours.  Replicate patterns observed in natural or built environments.  **Textiles:**  Shape and stitch materials.  Use basic cross stitch and backstitch.  **Digital Media:**  Create images and explain why they were created. | **Painting:**  Use watercolour paint to produce washes for backgrounds then add detail.  Experiment with creating mood with colour.  **Collage:**  • Ensure work is precise.  Use coiling and overlapping.  **Sculpture:**  Include texture that conveys feelings or movement.  Use clay and other mouldable materials.  Add materials to provide interesting detail.  **Drawing:**  Sketch lightly (no need to use a rubber to correct mistakes)  Use shading to show light and shadow.  Use hatching and cross hatching to show tone and texture.  **Print:**  Make printing blocks (e.g. from coiled glued string glued to a block)  Make precise repeating patterns.  **Textiles:**  Colour fabric.  Create weavings.  **Digital Media:**  Create videos and sound recordings and explain why they were created. | **Painting:**  Sketch (lightly) before painting to combine line and colour.  Create a colour palette based upon colours observed in the natural or built world.  Use the qualities of watercolour and acrylic paints to create interesting pieces.  **Collage:**  Mix textures (rough and smooth, plain and patterned.  Use tessellation and montage.  **Sculpture:**  Show life-like qualities and real life proportions, or if more abstract, provoke different interpretations.  Use tools to carve and add shapes, texture and pattern.  **Drawing:**  Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)  Use a choice of techniques to depict movement, perspective, shadows and reflection.  **Print:**  Build up layers of colours.  Create an accurate pattern showing fine detail.  **Textiles:**  Quilt, pad and gather fabric.  Show precision in techniques.  Choose from a range of stitching techniques.  **Digital Media:**  Enhance digital media by editing (including sound and video). | **Painting:**  Combine colours, tones and tints to enhance the mood of a piece.  Use brush techniques and the qualities of paint to create texture.  Develop a personal style of painting, drawing upon ideas from other artists.  **Collage:**  • Combine visual and tactile qualities.  Use ceramic mosaic materials and techniques.  **Sculpture:**  • Combine visual and tactile qualities.  Use frameworks (such as wire moulds) to provide stability and form with Modroc.  **Drawing:**  Choose a style of drawing suitable for the work (e.g. realistic, or impressionistic)  Use lines to represent movement.  Add 3D representations.  **Print:**  Use a range of visual elements to reflect the purpose of the work.  **Textiles:**  Combine previously learned techniques to create pieces.  **Digital Media:**  Enhance digital media by editing (including animation, still images and installations) |
| **To evaluate:** | | | | | |
| **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Reflect on, analyse and critically evaluate their own work and that of others. | Reflect on, analyse and critically evaluate their own work and that of others. | Reflect on, analyse and critically evaluate their own work and that of others. | Reflect on, analyse and critically evaluate their own work and that of others. | Reflect on, analyse and critically evaluate their own work and that of others. | Reflect on, analyse and critically evaluate their own work and that of others. |
| **To take inspiration from the greats:** | | | | | |
| **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| • Describe the work of notable artists, artisans and designers. | • Use some of the ideas of artists studied to create own pieces. | Replicate some of the techniques used by notable artists, artisans and designers. | Create original pieces that are influenced by studies of others. | Give details (including own sketches) about the style of some artists, artisans and designers.  Show how the work of those studied was influential in both society and to other artists. | Create original pieces that show a range of influences and styles.  Apply knowledge and ideas from great artists, designers and architects from ancient to modernist periods. |