

## ART & DESIGN

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>DRAWING</b> (pencil, charcoal, inks, chalk, pastels)	<ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools</li> <li>• Use drawings to tell a story</li> <li>• Investigate different lines</li> <li>• Explore different lines</li> <li>• Encourage accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the variety of drawing tools</li> <li>• Explore different textures</li> <li>• Observe and draw landscapes</li> <li>• Observe patterns</li> <li>• Observe anatomy (faces, limbs)</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with tools and surfaces</li> <li>• Draw a way of recording experiences and feelings</li> <li>• Discuss use of shadows, use of light and dark</li> <li>• Sketch to make quick records</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with the potential of various pencils</li> <li>• Close observation</li> <li>• Draw both the positive and negative shapes</li> <li>• Initial sketches as a preparation for painting</li> <li>• Accurate drawings of people – particularly faces</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and draw the effect of light</li> <li>• Scale and proportion</li> <li>• Accurate drawings of whole people including proportion and placement</li> <li>• Work on a variety of scales</li> <li>• Computer generated drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Effect of light on objects and people from different directions</li> <li>• Interpret the texture of a surface</li> <li>• Produce increasingly accurate drawings of people</li> <li>• Concept of perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Effect of light on objects and people from different directions</li> <li>• Interpret the texture of a surface</li> <li>• Produce increasingly accurate drawings of people</li> <li>• Concept of perspective</li> </ul>
<b>COLOUR</b> (painting, mixing, tone, tint)	<ul style="list-style-type: none"> <li>• Experimenting with and using primary colours</li> <li>• Naming</li> <li>• Mixing (not formal)</li> </ul>	<ul style="list-style-type: none"> <li>• Name all the colours</li> <li>• Mixing of colours</li> <li>• Find collections of colour</li> <li>• Applying colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to describe colours by objects</li> <li>• Make as many tones of one colour as possible (using white)</li> <li>• Darken colours without using black</li> <li>• Using colour on a large scale</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a variety of colours and know which primary colours make secondary colours</li> <li>• Colour mixing</li> <li>• Make colour wheels</li> </ul>	<ul style="list-style-type: none"> <li>• Make and match colours with increasing accuracy</li> <li>• Colour mixing and matching; tint, tone, shade</li> <li>• Observe colours</li> <li>• Colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>• Hue, tint, tone, shades and mood</li> <li>• Explore the use of texture in colour</li> <li>• Colour for purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Hue, tint, tone, shades and mood</li> <li>• Explore the use of texture in colour</li> <li>• Colour for purposes</li> <li>• Colour to express feelings</li> </ul>



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**PAINTING**  
(watercolour, acrylic)

- Experiment with different tools
- Experiment with different textures
- Use a range of tools to make coloured marks on paper

- Use a variety of tools and techniques including different brush sizes
- Work on different scales
- Use different types of paint to create different textures

- Experiment with tools and techniques including layering
- Name different types of paint and their properties
- Work on a range of scales
- Mix and match colours using artefacts and objects

- Use a developed colour vocabulary
- Techniques – apply colour using dotting, scratching, splashing
- Experiment with different textures and effects including washes
- Work confidently on a range of scales

- Choose paints and implements appropriately
- Plan and create different effects and textures with paint
- Show increasing independence and creativity

- Test media and materials
- Create imaginative work using a range of sources

- Choose appropriate paint, paper and tools to extend and adapt work
- Test media and materials and mix appropriate colours
- Work from a variety of sources including independent research
- Show an awareness of how paintings are created



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<p><b>FORM</b> (3D work, clay, dough, boxes, wire, Papier-Mache, mod roc)</p>	<ul style="list-style-type: none"> <li>• Handling, feeling, enjoying and manipulating materials</li> <li>• Constructing</li> <li>• Building and destroying</li> <li>• Shape and model</li> </ul>	<ul style="list-style-type: none"> <li>• Construct</li> <li>• Use materials to make known objects for a purpose</li> <li>• Carve</li> <li>• Pinch and roll coils and slabs using a modelling media</li> <li>• Make simple joins</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of natural and man-made forms</li> <li>• Expression of personal experiences and ideas</li> <li>• To shape and form from direct observation (malleable and rigid materials)</li> <li>• Decorative techniques</li> <li>• Replicate patterns and textures in a 3D form</li> <li>• Work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct (malleable and rigid materials)</li> <li>• Plan and develop</li> <li>• Understanding of different adhesives and methods of constructions</li> <li>• Aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and develop</li> <li>• Experience</li> <li>• Surface patterns/textures</li> <li>• Discuss own work and work of other sculptors</li> <li>• Analyse and interpret natural and manmade forms of construction</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and develop ideas</li> <li>• Shape, form, model and join</li> <li>• Observation or imagination</li> <li>• Properties of media</li> <li>• Discuss and evaluate own work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and develop ideas</li> <li>• Shape, form, model and join</li> <li>• Observation or imagination</li> <li>• Properties of media</li> <li>• Discuss and evaluate own work and that of other sculptors</li> </ul>
<p><b>PRINTING</b> (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> <li>• Rubbings</li> <li>• Print with variety of objects</li> <li>• Print with block colours</li> </ul>	<ul style="list-style-type: none"> <li>• Create patterns</li> <li>• Develop impressed images</li> <li>• Relief painting</li> </ul>	<ul style="list-style-type: none"> <li>• Print with a growing range of objects</li> <li>• Identify the different forms printing takes</li> </ul>	<ul style="list-style-type: none"> <li>• Relief and impressed printing</li> <li>• Recording textures/patterns</li> <li>• Mono-printing</li> <li>• Colour mixing through overlapping colour prints</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks for recording textures/patterns</li> <li>• Interpret environmental and man-made patterns</li> <li>• Modify and adapt print</li> </ul>	<ul style="list-style-type: none"> <li>• Combing prints</li> <li>• Design prints</li> <li>• Make connections</li> <li>• Discuss and evaluate own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Builds up drawings and images of whole or parts of items using various techniques</li> <li>• Screen printing</li> <li>• Explore printing techniques used by various artists</li> </ul>



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### PATTERN

(paint, textiles, printing)

- Repeating patterns
- Irregular painting patterns
- Simple symmetry

- Awareness and discussion of patterns
- Repeating patterns
- Symmetry

- Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning
- Natural and manmade patterns
- Discuss regular and irregular

- Pattern in the environment
- Design
- Make patterns on a range of surfaces
- Symmetry

- Explore environmental and manmade patterns
- Tessellation

- Create own abstract pattern to reflect personal experiences and expression
- Create pattern for purposes

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- Create pattern for purposes

