

	Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
D R A W I N G	<ul style="list-style-type: none"> Enjoy making marks, signs and symbols on a variety of types of paper Is spontaneously expressive, using marks, lines and curves Use line to represent objects seen, remembered or imagined Explore tone using a variety of black and white media 	<ul style="list-style-type: none"> Experiment with a variety of media: charcoal, graphite stick, chalk, oil pastels, felt-tips, ballpoints, crayons, felt tips, etc. Control the types of marks made with a range of media. <p><u>Lines and marks</u></p> <ul style="list-style-type: none"> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. <p><u>Shape</u></p> <ul style="list-style-type: none"> Draw shapes/objects from observations. Draw shapes (negative space) in between objects. Invent new shapes. <p><u>Tone</u></p> <ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. <p><u>Texture</u></p> <ul style="list-style-type: none"> Investigate textures by describing, naming, experimenting, rubbing. 	<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use Idea Books (Sketch Books) to collect and record visual information from different sources which will feed into their main piece of work Draw for a sustained period of time at an appropriate level ie. careful, considerate drawing and is not in a rush. Learn to adapt work without the use of erasers <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements: charcoal, graphite stick, chalk, oil pastels, felt-tips, ballpoints, crayons, felt tips, etc. Experiment with different grades of pencils and other implements to create lines and marks. <p><u>Form and Shape</u></p> <ul style="list-style-type: none"> Begin to show an awareness of objects having a third dimension. Experiment with techniques in tone to show a flat or 3D form. <p><u>Tone</u></p> <ul style="list-style-type: none"> Experiment with creating variations in tone using a wide range of black and white media <p><u>Texture</u></p> <ul style="list-style-type: none"> Create texture with a wide range of drawing implements Apply a simple use of pattern and texture in drawing, eg. hatching, cross-hatching, stippling, etc. 	<ul style="list-style-type: none"> Work from a variety of sources, including observation, photographs, digital media and imagination Work in sustained and independent way to create a detailed drawing. Develop close observational skills using a variety of view finders. Use Idea Books (Sketch Books) to collect and develop ideas. Identify artists who have worked in a similar way to their own work. <p><u>Lines, Marks, Tone, Form and Texture</u></p> <ul style="list-style-type: none"> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. <p><u>Perspective and Composition</u></p> <ul style="list-style-type: none"> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition



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- Explore making marks on a variety of papers
- Use a variety of tools to spread paint – eg. Sponges, spatulas, cotton buds as well as brushes
- Explore mark-making using thick & thin brushes, foam and sponge brushes
- Experiment with and enjoys colour mixing
- Begin to explore the Double Primary Colour palette
- Explore water colour paints and is confident in the technique of cleaning the brush in between colours



- Use a variety of tools and techniques, including different brush sizes and types
- Use colour and marks to express mood
- Identify primary and secondary colours and be able to mix secondary colours
- Is confident in use of Double Primary Colour palette and using colour names correctly
- Begin to explore shades (adding black) and tints (adding white)

- Explore the effect on paint of adding different substances, eg. water, glue, sand, sawdust
- Experiment with different effects and textures including washes, blocking of colour, thickened paints creating textural effects
- Is beginning to master techniques using the Double Primary Colour palette
- Use black & white with Double Primary Colour palette to create tints and shades
- Work on a range of scales
- Confident in knowing how to mix secondary colours, and tints and shades, and is beginning to mix tertiary colours
- Use specific colour language

- Develop a painting from a drawing
- Carry out preliminary studies in Idea Books or separate to main work, trying out media and materials and mixing appropriate colours
- Create work from a variety of sources, eg. imagination, observation, themes, poetry, music
- Revisits a painting to add more detail and create layers
- Confident in mixing secondary and tertiary colours, and tints and shades, and can mix a range of colours according to what they need
- Begins to learn about complementary and contrasting colours
- Mix and use colours to create light effects, atmosphere, texture and tone
- Use appropriate colour vocabulary to describe new colours they create

Foundation Stage

Key Stage 1

Lower Key Stage 2

Upper Key Stage 2

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- Explore random printing through random experimenting eg. with hands, feet, found materials
- Explore a wide variety of different printing equipment
- Explore pattern and printing eg. Use one colour of paint or ink with a variety of printing equipment or one type printing blocks with a variety of colours to explore pattern



- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge
- Make simple marks on rollers and printing palettes
- Take simple prints i.e. mono - printing
- Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils
- Build repeating patterns and recognise pattern in the environment
- Create simple printing blocks with press print
- Design more repetitive patterns

Colour

- Experiment with overprinting motifs and colour

Texture

- Make rubbings to collect textures and patterns for printing

- Explore images and recreates texture through printing using wallpaper, string, polystyrene etc
- Explore colour mixing through printing, using two colours and a variety of materials
- Use printing to represent different environments, natural or man-made
- Create printing blocks using a relief or impressed method
- Create repeating patterns
- Print with two colour overlays


- Create printing blocks by simplifying an initial sketch book idea
- Use relief or impressed printing blocks
- Create prints with three overlays
- Work into prints with a range of media e.g. pens, colour pens and paints
- Compare own creations and pattern making with that of well-known artists (eg. William Morris)
- Make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)
- Recreate a scene remembered, observed or imagined, through collage printing


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T E X T I L E S	<ul style="list-style-type: none"> ● Handle and manipulate materials such as threads, cotton wool, raffia, fabric, etc. ● Pull apart and reconstruct basic shapes & forms with a variety of media ● Experiment with cutting and ripping different textiles ● Collects, sorts and discusses a wide variety of textiles ● Experiment with simple weaving 	<ul style="list-style-type: none"> ● Match and sort fabrics and threads for colour, texture, length, size and shape ● Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting ● Cut and shape fabric using scissors/snips ● Apply shapes with glue or by stitching ● Apply decoration using beads, buttons, feathers etc ● Create cords and plaits for decoration <p><u>Colour</u></p> <ul style="list-style-type: none"> ● Apply colour with printing, dipping, fabric crayons ● Create and use dyes i.e. onion skins, tea, coffee <p><u>Texture</u></p> <ul style="list-style-type: none"> ● Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel 	<ul style="list-style-type: none"> ● Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects ● Use a variety of techniques, eg. Printing, dyeing, weaving and stitching to create different textural effects ● Develop skills in stitching, cutting and joining ● Experiment with paste resist (please Google technique if unsure) 	<ul style="list-style-type: none"> ● Use contrasting colours in stitching and weaving ● Use different grades of needles and thread ● Uses plaiting, pinning, stapling, stitching and sewing techniques ● Experiment with soft sculpture – using fabric to create 3D structures ● Experiment with dyeing fabrics using tie-dye, batik etc ● Experiment with a range of media to overlap and layer, creating interesting colours, textures and effects



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3 D	<ul style="list-style-type: none"> ● Explore 2D versus 3D ● Manipulate materials to achieve a planned effect, creating 3D structures with a variety of materials, eg. Clay, plasticine, papier mache, ModRoc ● Experiment with basic tools on rigid and plastic/malleable materials 	<ul style="list-style-type: none"> ● Manipulate malleable materials in a variety of ways including rolling and kneading ● Explore sculpture with a range of malleable media ● Manipulate malleable materials for a purpose, e.g. pot, tile ● Understand the safety and basic care of materials and tools <p><u>Form</u></p> <ul style="list-style-type: none"> ● Experiment with constructing and joining recycled, natural and manmade materials ● Use simple 2-D shapes to create a 3-D form <p><u>Texture</u></p> <ul style="list-style-type: none"> ● Change the surface of a malleable material e.g. build a textured tile 	<ul style="list-style-type: none"> ● Use a variety of different materials to create 3D structures, eg. clay, ModRoc, papier mache, wire ● Plan, design and make models from observation or imagination, collecting ideas in Idea Book (sketch book) ● Join clay adequately and construct a simple base for extending and modelling other shapes ● Create surface patterns and textures in a malleable material ● Use papier mache to create a simple 3D object 	<ul style="list-style-type: none"> ● Using a wide range of materials, eg. ModRoc, papier mache, wire, clay, etc, shape, form, model and construct from observation or imagination ● Use recycled, natural and man-made materials to create sculptures ● Plan a sculpture through drawing and other preparatory work, collecting ideas in Idea Book (sketch book) eg. free-standing figures, landscapes, etc. ● Develop skills in using clay inc. slabs, coils, slips, etc ● Produce intricate patterns and textures in a malleable media



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C O L L A G E	<ul style="list-style-type: none"> ● Handle different materials ● Select and sort, cut, tear, stitch, stick and discuss ● Sort according to specific qualities, e.g. warm, cold, shiny, smooth, bumpy ● Use ideas involving fitting, overlapping, in, out, enclosure, pattern, grids and sun-like shapes. 	<ul style="list-style-type: none"> ● Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc ● Arrange and glue materials to different backgrounds ● Sort and group materials for different purposes e.g. colour texture ● Fold, crumple, tear and overlap papers ● Work on different scales <p><u>Colour</u></p> <ul style="list-style-type: none"> ● Collect, sort, name match colours appropriate for an image <p><u>Shape</u></p> <ul style="list-style-type: none"> ● Create and arrange shapes appropriately <p><u>Texture</u></p> <ul style="list-style-type: none"> ● Create, select and use textured paper for an image ● Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc 	<ul style="list-style-type: none"> ● Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures ● Use collage as a means of collecting ideas and information and building a visual vocabulary ● Develop awareness of contrasts in texture and colour ● Experiment with creating mood, feeling, movement and areas of interest ● All skills in KS1 	<ul style="list-style-type: none"> ● Use a range of media to create collages ● Combine collage with other techniques (mixed media) eg. add collage to a painted, printed or drawn background ● Embellishes, using a variety of techniques, including drawing, painting and printing ● Use different techniques, colours and textures etc when designing and making pieces of work ● Use collage as a means of extending work from initial ideas

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D I G I T A L M E D I A	<ul style="list-style-type: none"> ● Know how to operate simple equipment such as computer mouse, digital camera ● Use a simple graphics package to create images and effects with: lines by changing the size of brushes in response to ideas, shape and texture tools ● With support, record visual interests using digital cameras and discuss why they chose these scenes ● Begin to look at and discuss artistic photography 	<ul style="list-style-type: none"> ● Explore ideas using digital sources i.e. internet, CD-ROMs ● Record visual information using digital cameras, video recorders ● Use a simple graphics package to create images and effects with: lines by changing the size of brushes in response to ideas, shapes with eraser, shape and fill tools, colours and texture using simple tools to manipulate and create images ● Use basic selection and cropping tools ● Begin to explore photography as an art form 	<ul style="list-style-type: none"> ● Record and collect visual information using digital cameras and video recorders ● Develop an awareness of scale, perspective, mood and colour in photography ● Present recorded visual images using software e.g. Photostory, PowerPoint ● Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision, change the type of brush to an appropriate style e.g. charcoal, create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose 	<ul style="list-style-type: none"> ● Record, collect and store visual information using digital cameras, video recorders ● Capture an image/scene using a camera, taking into account the composition, and be able to discuss their reasoning behind their photograph as a piece of art ● Present recorded visual images using software e.g. Photostory, PowerPoint ● Use a graphics package to create and manipulate new images ● Be able to Import an image (scanned, retrieved, taken) into a graphics package ● Understand that a digital image is created by layering ● Create layered images from original ideas (from idea books, etc.)

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