



		Exploring and Developing Ideas - Record and explore ideas from first hand observations - Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds - Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities		Evaluating and Developing Work - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in future work	
Areas of Learning	Pre-school	YR	Y1	Y2	Y3
Drawing	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 – happiness, sadness, fear, etc. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Explore and begin to use and control a range of drawing tools. Investigate lines of different thicknesses Draw on different surfaces with a range of tools Encourage accurate drawing of people Name and draw lines/marks from observation	Explore mark/line making by experimenting with an extended variety of drawing tools (pencils, rubbers, crayons, pastels, charcoal, chalk, felt tips) Begin to control the types of marks made with a range of drawing tools Draw lines of different shapes and thicknesses using 2 grades of pencil Investigate textures by describing, naming, rubbing and copying	Experiment with an extended variety of drawing tools (pencils, rubbers, crayons, pastels, charcoal, chalk, felt tips) Control the marks made with a variety of drawing tools Investigate tone by drawing light/dark lines, patterns and shapes using a pencil Use 3 different grades of pencil (within HB – 6B) Continue to investigate textures and produce an expanding range of patterns	Use and control a wide range of drawing tools to make marks/lines e.g. pencil, charcoal, crayon, chalk pastels, pens Experiment with different grades of pencil to create lines and marks Use different grades of pencil to show tone (light/dark) Draw from observation with some accuracy Create more intricate textures and patterns with a variety of drawing tools Begin to show an awareness of objects having a third dimension
Painting	Show different emotions in their paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.	Hold and control a variety of tools for painting. Make coloured marks on paper using different mark making tools. Paint on different surfaces and different size paper. Paint a range of subjects from observation and imagination. Name primary and secondary colours Begin to experiment with mixing colours	Develop use and control of an increasing variety of painting tools e.g. different brush sizes Name different tools and begin to predict the results they might achieve Begin to choose to use thick and thin brushes as appropriate for their work Name the primary and secondary colours and show ability to mix these colours to show light and dark ‘Colour in’ accurately with paint as well as drawing tools Look at paintings of other artists and relate to their own work	Continue to control the types of marks made with a range of painting tools and techniques e.g. layering, mixing and adding texture Begin to create textured paint by adding sand/glue/salt etc Paint with increasing detail from observation, imagination and experience Mix paint to create all the secondary colours and begin to predict the outcomes Begin to mix colour tints and shades by experimenting with lightening and darkening without the use of black and white Look at paintings of other artists and relate to their own work	Demonstrate increasing control with the types of marks made with a variety of painting tools e.g. a range of brushes Experiment with different effects and textures e.g. blocking, washes, thickened paint Know where each primary and secondary colour sits on the colour wheel Mix primary, secondary and tertiary colours and begin to use light and dark to create tints and shades Create paintings from observation Begin to select the media and predict the outcomes Begin to work on a range of scales e.g. thin brush for a small picture Look at paintings of other artists and relate to their own work
Printing		Load an object with paint and print it Make rubbings from textured surfaces e.g. leaves, bricks, coins Make a range of other prints e.g.	Begin to load a range of different kinds of hard and soft objects with paint and print them (sponges, corks, pen barrels, bubble wrap etc) Create a simple repeating pattern and recognise pattern in the	Continue to load a range of different kinds of hard and soft objects with paint and print them (sponges, corks, pen barrels, bubble wrap etc) Demonstrate experience in making simple printing blocks, inking them	Make a more complex printing block from polystyrene tiles or similar Build a printing block by applying string/wool onto a cardboard tile

		from bubbles, leaves, wooden blocks etc Recognise and copy pattern in natural and man-made objects	environment Begin to make simple printing blocks, ink them up and print a regular and irregular pattern (polystyrene tiles) Begin to explore printing in relief (string and card) and impressed printing (drawing into ink) Make a mono-print using wax crayons (single print)	up and printing a regular and irregular pattern (polystyrene tiles) Design patterns of increasing complexity and repetition Make a mono-print using wax crayons (single print)	Ink up a block and print a regular and off-set pattern Use 2 or more colours to create a design by layering prints of different colours (e.g. 1st print blue, 2nd print yellow on top or off- set) Investigate a range of other techniques e.g. printing on fabric, with a range of objects
Collage		Explore a range of materials by touching and describing Use equipment appropriate to children developing motor coordination by cutting different materials Explore using different joining methods e.g. glue, tape Layer papers and materials to create textures Experiment with folds, crumples, tears and overlaps Explore colours and textures for a purpose	Create images from a variety of different media e.g. tissue paper, crepe paper. Collect and sort materials for different purposes e.g. colour, texture, shape Arrange and glue materials to different backgrounds Fold, crumple, tear and overlap papers Begin to create and arrange shapes by cutting and tearing	Create images from a variety of different media e.g. tissue paper, crepe paper, fabric, magazines, newspaper Sort and group materials for different purposes e.g. colour, texture, shape Fold, crumple, tear and overlap papers with increasing confidence Work on different scales Use different materials to collage and discuss reasons for choice of materials Begin to cut with more accuracy using scissors specific to the task	Experiment with a range of collage techniques e.g. tearing, overlapping, layering, to create images and represent textures Experiment with a variety of different media e.g. papers, fabric, magazines, newspaper, glass, tiles Create and experiment with mosaic Cut and tear materials and shapes with developing accuracy Use collage as a means of collecting ideas and building a visual vocabulary Cut with increased accuracy and use scissors specific to the task Show an understanding that some materials tear/cut more easily in a certain direction
Sculpture	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.	Explore a range of malleable materials (e.g. papier-mâché, salt dough) and mould and create simple shapes with them Use simple tools to cut, shape and impress patterns and textures into a range of materials e.g. scissors, modelling tools Build a construction/sculpture using a variety of objects e.g. recycled, natural, manmade Begin to develop language to describe structures/models achieved Explore and select appropriate joining materials	Experiment with and mould malleable materials (e.g. clay, papier-mâché, salt dough, Modroc) to create shapes that can be combined to make objects Manipulate malleable materials in a variety of ways e.g. rolling, kneading, pinching Experiment with pinching malleable materials on a small scale (e.g. clay pinch pots/sculptures) Begin to use a wider range of tools to cut, shape and press patterns and textures into a range of materials to apply simple decoration Shape and model materials for purpose (e.g. recycled materials, clay pinch sculptures) Use recycled, natural and manmade materials to create sculptures	Confidently experiment with and mould malleable materials (e.g. clay, papier-mâché, salt dough and Modroc) to create shapes that can be combined to make objects Use a wider range of tools to create decoration and cut, shape and press patterns and textures Show awareness of how to use these tools safely and in the correct way Manipulate malleable materials in a variety of ways e.g. coiling, rolling, kneading, pinching Shape and model a range of materials (clay, salt dough, Modroc) to create a realistic or imaginary form e.g. a pot or figure Use recycled, natural and manmade materials to create sculptures Investigate different joining techniques	Use and mould a range of materials with a range of equipment with increased confidence and accuracy Use simple techniques for building and joining clay and successfully join 2 parts Use pinch techniques to create an object/sculpture e.g. pot, tile, coin Use a wider range of tools to cut, shape, impress and add decoration more intricately. Use recycled, natural and manmade materials to create sculptures and experiment with ways to join/fix. Begin to discuss the difference between 2D and 3D shapes/models and recognise the properties of 3D shapes.

Textiles	Join different materials and explore different textures	Enjoy handling and and using a variety of textiles, fabrics and threads.	Experiment with different forms of textiles and classify by colour and texture.	Experiment with and identify different forms of textiles and materials.	Show an awareness of and name a range of different fabrics
		Collect and classify fabrics and threads into colours and textures e.g. soft, bumpy, rough.	Identify different types and textures of fabric and materials for collage.	Match and sort fabrics and threads by colour, texture, size, shape, length.	Develop skills in cutting and joining and cut and apply fabrics and threads with some accuracy
		Hold scissors and cut fabric and threads	Have some experience in weaving with paper and card on a warp made from thread	Apply colour to fabrics and threads (e.g. dipping/fabric crayons) that could be used in other textile activities	Use a variety of techniques to create different textural effects e.g. weaving, stitching, dyeing
		Decorate a piece of fabric e.g. using glue	Use scissors safely to cut fabric into basic shapes and threads into similar lengths	Create and use dyes to colour fabric and threads (e.g. using tea, coffee, fruit)	Begin to change fabrics and threads by knotting, fraying, fringing, twisting, pulling
		Experiment with using fabric as part of a collage e.g. layering.	Explain how to thread a needle and have a go at one type of stitch (running stitch).	Select materials, fabrics and threads for weaving purposes in terms of colour and texture (paper, card, twigs, grass) and weave to create textures and patterns	Begin to apply decoration using beads, buttons, feathers etc
		Thread beads onto a lace or string		Stitch two pieces of fabric	Weave using a wider range of materials (paper, card, fabric strips, threads)
Digital Media		Use paint packages to make pictures	Use a simple computer paint program to create a picture e.g. revelation natural art	Use a computer paint program to create and save a digital picture e.g. revelation natural art	Use a camera or Ipad to take photos or videos for a specific purpose
		Explore mark and image making using paint packages	Save own digital art works on the computer	Use a camera or Ipad to take own photographs appropriate to topic	Use their own printed images and combine with other media to produce a piece of art work
		Select and name colours for paint activities	Take a self-portrait or a photograph using a camera or Ipad	Use an editing package to manipulate own photographs e.g. befunky	Find images on a computer for inspiration and collect them in a folder
			Begin to use an editing package to manipulate photographs e.g. befunky	Use images found on the computer in sketch books	Use the internet and a computer program to create a piece of work that includes their own work and that of others

