

| | Drawing and Sketching | Painting/Printing | Textiles | 3D Work and Collage | Digital Media | Knowledge |
|--------|--|--|--|--|--|---|
| EYFS | Start to draw recognisable people and animals | Can Identify common colours | | Can use scissors to cut shapes from paper | | |
| Year 1 | Can communicate something about themselves in a drawing Can create moods in their drawings | Can name the primary colours Can paint a picture of something they can see Can describe what they can see and like in another artists work | Can weave with fabric and thread | | | |
| Year 2 | Can set out their ideas using annotation in their sketchbooks Can create different tones using light and dark Can show patterns and texture in their drawings | Can mix paints to create secondary colours Can mix their own brown | Can join fabric using glue Can sew fabrics together | Can cut and tear paper and card for their collages Can use different kinds of materials on their collage and explain why they have chosen them Can say how other artists have used colour, pattern and shape | Can use a simple programme to create a picture Can use simple IT mark making tools e.g brush and pen Can edit their work | |
| Year 3 | Can use their sketches to produce a final piece Can use different grades of a pencil to show different tones and texture Can suggest improvements to their work by keeping notes in their sketchbook | Can use a range of brushes to create different effects Can make a 2 colour print Can predict the with accuracy the colours that they mix | | | | Are beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artists is trying to express in their work |
| Year 4 | Can use shading to create a mood and | Can create an accurate print design | | An sculpt clay and other moldable materials | | Adinkta Patterns - Print making |

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| | <p>feeling</p> <p>Can use sketchbooks to adapt and improve their original ideas</p> | <p>Can create colours they for their piece</p> <p>Can experiment with different styles which artists have used</p> | | <p>Can combine visual and tactile qualities</p> | | <p>Clay Bennin Bronzes</p> <p>Illuminated letters</p> <p>Arcimboldo Paintings</p> |
| <p>Year 5</p> | <p>Can explain why they have chosen materials to draw with</p> <p>Can show reflections</p> <p>Can use shading to create mood and feeling</p> <p>Can keep notes in their sketchbooks as to how they might develop their work further</p> | <p>Can create an accurate print that meets a given criteria</p> <p>Can combine visual and tactile qualities to express mood and emotion</p> | <p>Can use textile and sewing skills as part of a project - running stitch, cross stitch, back stitch, applique and embroidery.</p> | <p>Can experiment with and combine materials and process to design and make 3D form</p> | | <p>Can learn about the work of others by looking at their work in books, the internet, gallery visit etc.</p> <p>Victorian Photography</p> <p>John Dyer's Paintings</p> <p>Elizabeth Blackadder</p> |
| <p>Year 6</p> | <p>Sketch books contain detailed notes and quotes explaining about items</p> <p>An explain why they have combines different tools to create their drawings</p> <p>Can explain why they have chosen specific drawing techniques</p> <p>Adapt and refine their work to reflect its meaning purpose, keeping notes and annotations in their sketchbook</p> | <p>Can explain why they have chosen specific painting techniques</p> <p>Can use overprint using different colours</p> | | <p>Can combine pattern, tone and shape</p> <p>Can create models on a range of scales</p> <p>Can include both visual and tactile elements to their work</p> | <p>Can use software packages to create digital art to design</p> | <p>Can say what their work was influenced by</p> |