



National Curriculum Objectives	
EYFS:	RECEPTION
<p>EA&D: Exploring and using media and materials</p> <ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>EA&D: Being imaginative</p> <ul style="list-style-type: none"> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<p>The Art of Drawing: mark making, shading and creating texture, sketching from real life and portraiture</p> <ul style="list-style-type: none"> To explore making different types of marks To safely use a range of basic tools including pencil, paint, brushes, chalks, rollers and stamps. To represent objects from real life and explain what they have drawn <hr/> <p>The Art of Colour: Experimenting with different mediums – paint, pastels, printing, photography</p> <ul style="list-style-type: none"> To name and describe colours To use ‘light’ and ‘dark’ to describe colours To understand what happens when colours are mixed – including using greater amounts of a colour. To explore a variety of materials – paint, chalk, pastel <hr/> <p>The Art of Texture and Form: Textiles and 3D Forms</p> <ul style="list-style-type: none"> To explore representing objects from real life in 3D forms To use a range of materials – To explore using hands to manipulate shapes and mould playdough, plastercine and clay into simple models using rolling, patting, pinching techniques. To begin to describe different textures of materials: rough, smooth, spikey, bumpy etc.



KEY STAGE 1:	YEAR 1	YEAR 2
<ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>The Art of Drawing: mark making, shading and creating texture, sketching from real life and portraiture</p> <ul style="list-style-type: none"> • To explore mark making with a range of B pencils. • To explore how to create different shades by applying a different pressure. • To draw an outline to represent different objects. • To explore making pencil colours lighter or darker. • To use a range of pencil marks to create texture. • To explore a range of mark making tools including oil pastels and charcoal. 	<p>The Art of Drawing: mark making, shading and creating texture, sketching from real life and portraiture</p> <ul style="list-style-type: none"> • To independently use a range of mark making tools including oil pastels and charcoal. • To further develop drawing figures in more detail and with more accurate proportions. • To explore the different effects of different pencils, beginning to understand the lettering on pencils. • To use shading to create an effect. • To draw an outline with increasing accuracy and detail. • To use shading and colour to add interest and detail to own drawings.
	<p>The Art of Colour: Experimenting with different mediums – paint, pastels, printing, photography</p> <ul style="list-style-type: none"> • To make colours lighter. • To make colours darker. • To make specific colours. • To select appropriate brushes – thin/thick. • To explore adding materials to paint to create texture. • To say which tools make different marks. • To explore different techniques (marbles, bubble painting, blow painting, splatter) for a purpose. To use powder paints. To use watercolours. 	<p>The Art of Colour: Experimenting with different mediums – paint, pastels, printing, photography</p> <ul style="list-style-type: none"> • To change the shade of a colour (i.e. shades of green). • To select materials to create a texture. • To use colour to build up layers of a painting. • To select different tools to create marks. To apply different techniques (marbles, bubble painting, blow painting, splatter) • To select appropriate type of paint (poster, powder, water). • To make a textured printing block by adding card, wallpaper, string.



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	<p>The Art of Texture and Form: Textiles and 3D Forms</p> <ul style="list-style-type: none"> To use hands to manipulate shapes and mould playdough, plastercine and clay into simple models using rolling, patting, pinching techniques. To add texture and detail to playdough, plastercine and clay models using tools. To explore different texture materials such as threads, cottons, ribbons, wool, raffia, grass. To use materials for simple weaving through a stiff card loom or simple frame. To use a variety of paper techniques, eg curling, rolling, tearing, folding, cutting, scrunching to create a picture / pattern / background. To select collage materials according to specific qualities e.g. colour, texture. shiny/smooth/rough for a specific purpose. 	<p>The Art of Texture and Form: Textiles and 3D Forms</p> <ul style="list-style-type: none"> To think of a plan/design for a model before making it. To record a plan/design for a model before making it. To select appropriate materials and resources needed to make a planned model. To plan and use different ways of adding detail to materials through batik, tie dye, fabric printing. To embellish weaving using natural materials. To select materials to use according to their specific qualities e.g. colour, texture, 'warm/cold'. To plan and create collages with increasing care
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KEY STAGE 2:	YEAR 3	YEAR 4
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including 	<p>The Art of Drawing: mark making, shading and creating texture, sketching from real life and portraiture</p> <ul style="list-style-type: none"> To make a range of observational drawings To draw more accurately from observation: begin to use line, tone, texture, and shading to convey objects from real life. To draw from imagination and memory. To draw lines of different sizes and thicknesses. To colour neatly following the lines. To experiment with grip to assist drawing styles 	<p>The Art of Drawing: mark making, shading and creating texture, sketching from real life and portraiture</p> <ul style="list-style-type: none"> To make increasingly detailed observational drawings using specifically selected techniques. To create imagined drawings, adding interesting detail. To use line, tone, texture in drawing. To explore shading, hatching and cross-hatching. To work with a range of different materials for drawing including pen and ink. Use a view finder to select an area of a subject for drawing.



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<p>drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> about great artists, architects and designers in history. 	<p>The Art of Colour: Experimenting with different mediums – paint, pastels, printing, photography</p> <ul style="list-style-type: none"> To begin to understand the colour wheel. Mix colours effectively creating different shades and tones. To use a wider range of painting techniques. To describe paintings using an increasingly technical art vocabulary. To include texture made in different ways. To create a range of pattern and lines using different mediums. Use thick and thin brushes for effect. 	<p>The Art of Colour: Experimenting with different mediums – paint, pastels, printing, photography</p> <ul style="list-style-type: none"> To start to use vocabulary of complimentary and contrasting colours. Mix colours purposefully to create different shades, tones and hues To reflect on the use of colour for purposes Use colour confidently to express moods and feelings. To create pictures with different textures, patterns and lines and be able to explain the reason for these. Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.
	<p>The Art of Texture and Form: Textiles and 3D Forms</p> <ul style="list-style-type: none"> To begin to select from a wider range of materials. To arrange materials for a striking effect when creating collage and sculpture. To Look at and talk about the work of artists. Replicate some of the techniques used by notable artists, artisans and designers. 	<p>The Art of Texture and Form: Textiles and 3D Forms</p> <ul style="list-style-type: none"> To experiment with surface patterns / textures To analyse and interpret natural and manmade forms of construction Use the work of artists as a starting point/inspiration for 3D art. Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture. Use different techniques to create textile-based art: printing, dyes, applique etc. Reflect on personal choices in art and reasons for these choices.



		YEAR 5	YEAR 6
	The Art of Drawing: mark making, shading and creating texture, sketching from real life and portraiture	<ul style="list-style-type: none"> To observe and use a variety of techniques to show the effect of light on objects To observe and use a variety of techniques to show the effect of light on people To begin to use pencil to show tone. To use tones of the same colour. To use rubbers to lighten. To produce increasingly accurate drawings of people. To produce increasingly detailed preparatory sketches for painting and other work. 	<ul style="list-style-type: none"> To make use of a wider variety of techniques to add depth to drawings. To show the effect of light on objects and people To use rubbers to lighten. To use pencil effectively to show tone. To use tones of the same colour and describe the impact. To look at the effect of light on an object from different directions. To produce increasingly detailed preparatory sketches for painting and other work. To introduce perspective in drawing. To work on a variety of scales To work collaboratively. To share rationale for choosing different techniques.
	The Art of Colour: Experimenting with different mediums – paint, pastels, printing, photography	<ul style="list-style-type: none"> To work on a variety of scales To work collaboratively. To independently select materials and techniques to use to create a specific outcome. To experiment, and develop control with particular qualities of tone, shades, hue and mood. To explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. To explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces. 	<ul style="list-style-type: none"> To independently select materials and techniques to use to create a specific outcome, describing the reasoning behind these choices. To create artworks by combining colours, tones and tints to enhance the mood of a piece. To create original pieces that are influenced by the studies of notable artists, artisans and designers. To look at and talk about the work of artists who use different mediums and identify what techniques may have been used.



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	<ul style="list-style-type: none"> To consider using colour for purposes To use colour to express moods and feelings. To identify suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. 	<ul style="list-style-type: none"> To compare the work of artists.
	<p>The Art of Texture and Form</p> <ul style="list-style-type: none"> To create textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture. To make effective and exciting choices when creating textures to combine visual and tactile qualities To create real-life or abstract proportions when creating textile, collage and sculpture pieces. To discuss the properties of media To discuss the choices artists make in their work and their impact. To reflect on personal choices in art and reasons for these choices. 	<p>The Art of Texture and Form</p> <ul style="list-style-type: none"> To make effective and exciting choices when creating textures to combine visual and tactile qualities To create real-life or abstract proportions when creating textile, collage and sculpture. To create original pieces that show a range of influences and styles from notable artists, artisans and designers. To explain how the work of those studied was influential in both society and to other artists.