



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To develop	To develop ideas	To develop ideas	To develop ideas	To develop ideas	To develop ideas	To develop ideas
ideas	 Respond to ideas 	 Explore ideas and 	 Develop ideas 	 Develop ideas 	 Develop and 	 Develop and
• Explore, use	and starting	collect visual	from starting	from starting	imaginatively	imaginatively
and refine a	points.	information.	points throughout	points throughout	extend ideas from	extend ideas from
variety of	 Explore 	 Explore different 	the curriculum.	the curriculum.	starting points	starting points
artistic	different	methods and materials	· Collect	• Collect	throughout the	throughout the
effects to	methods and	as ideas develop.	information,	information,	curriculum.	curriculum.
express their	materials as ideas		sketches and	sketches and	• Collect	 Collect
ideas and	develop.		resources.	resources.	information,	information,
feelings.			 Adapt and refine 	 Adapt and refine 	sketches and	sketches and
 Return to and 			ideas as they	ideas as they	resources and	resources and
build on their			progress.	progress.	present ideas	present ideas
previous			• Explore ideas in		imaginatively in a	imaginatively in a
learning,			a variety of ways.		sketch book.	sketch book.
refining ideas			 Comment on 			 Use the qualities
and developing			artworks using			of materials to
their ability to			visual language.			enhance ideas.
represent						 Spot the
them.						potential in
						unexpected results
						as work
						progresses.
						 Comment on
						artworks with a
						fluent grasp of
						visual language.
To master	To master	To master techniques	To master	To master	To master	To master
techniques in:	techniques in:	in:	techniques in:	techniques in:	techniques in:	techniques in:
		Painting	Painting		Painting	





• Develop fine motor skills so that they can use a range of tools competently e.g. paintbrushes. • Use and refine artistic effect to express their ideas and feelings (including developing their colour mixing techniques).	Use thick and thin brushes. Mix primary colours to make secondary. Create colour wheels	Use thick and thin brushes. Add white to colours to make tints and black to colours to make tones.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail.	 Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. 	• Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
Collage	Collage	Collage	Collage	Collage	Collage	Collage
 Teach children different techniques for joining 	Use a combination ofmaterials that are cut, torn and glued.		Select and arrange materials for a striking effect.	Select and arrange materials for a striking effect.	Mix textures (rough and smooth, plain and patterned).	Mix textures (rough and smooth, plain and patterned).





materials, such as how to use adhesive tape and different sorts of glue.	Sort and arrange materials.		Use overlapping, mosaicand montage.	Ensure work is precise. Use coiling, overlapping, mosaicand montage.	Combine visuals to create a new effect.	Combine tactile qualities, to create a planned image.
• Offer children activities to develop and further refine their small motor skills such as making models with junk materials, construction kits and malleable materials like clay.	Sculpture • Use clay to create a model • Use techniques such as rolling, cutting, moulding and carving.	Sculpture Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card to make a model.	• Create and combine shapes to create recognisable forms. • Use mouldable materials, begin to explore ModRoc. • Use framework to provide stability.	Create and combine shapes to create recognisable forms (e.g.shapes made from nets or solid materials). Use mouldable materials, develop a deeper understanding of ModRoc. Add materials to provide interesting details (eyes for the insects)	• Use tools to carve, add shapes, texture and pattern. • Combine visual and tactile qualities. • Include texture that conveys feelings, expression or movement.	• Use tools to carve,add shapes, texture and pattern. • Combine visual and tactile qualities. • Show life-like qualities and reallife proportions.
Drawing	Drawing	Drawing	Drawing	Drawing	Drawing	Drawing
 Develop fine motor skills so that they can use a range of 	 Draw lines of different sizes andthickness. 	 Draw lines of different sizes and thickness. 	 Use pressure to show different lines, tones and texture. 	 Use pressure to show different lines, tones and texture. 	 Use a variety of techniques to add interesting effects (e.g. 	 Use a variety of techniques to show movement, perspective,





tools competently e.g. pencils for drawing.	 Colour (own work)neatly following the lines. Show pattern and texture by adding dots and lines. 	 Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. 	 Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to showlight and shadow. 	 Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use hatching and cross hatching to show tone and texture. 	reflections, shadows, direction of sunlight). • Choose a style of drawing suitable for thework (e.g. realistic or impressionistic).	shadows and reflection. Choose a style of drawing suitable for thework (e.g. realistic or impressionistic). Begin to create their own style of drawing.
Print • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Provide a range of materials and tools and teach children to use them with care and precision	Print • Use repeating or overlapping shapes. • Press, roll, rub and stamp to make prints.	Print	Print • Use layers of two or more colours. • Replicate patterns observed in natural orbuilt environments. • Make printing blocks(e.g. from print tiles).	Print	Print • Build up layers of colours. • Make precise repeating patterns	Print • Build up layers of colours. • Create an accurate pattern, showing finedetail.
Textiles	Textiles	Textiles	Textiles	Textile	Textiles	Textiles





• Join materials in their own way e.g. using glue, Sellotape.		• Use weaving to create a pattern.	Join materials in various ways, including gluing, stitching and weaving.	Colour fabric.Shape and stitch materials.Use basic stitch.	 Show precision in techniques. Combine previously learned techniques to create pieces. 	
	Digital media	Digital media	Digital media	Digital media	Digital media	Digital media
	 Create images using technology e.g. taking pictures. 	• Create images and videos.	 Create images, video and sound recordingsand explain why they were created. 	 Create images, video and sound recordingsand explain why they were created. 	 Enhance digital mediaby editing (including sound, video, animation, still images and installations). 	 Enhance digital mediaby editing (including sound, video, animation, still images and installations).
Introduce children to different styles of art.	To take inspiration from the greats (classic and modern)	To take inspiration from the greats (classicand modern) Describe the work of	To take inspiration from the greats (classic and modern)	To take inspiration from the greats (classic and modern)	To take inspiration from the greats (classic and modern)	To take inspiration from the greats (classicand modern)
	Describe the work of notable artists, artisans and designers. Use some of the ideasof artists studied to create pieces.	notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	Replicate some of the techniques used by notable artists, artisans and designers. Create original piecesthat are influenced by studies of others.	Replicate some of the techniques used by notable artists, artisans and designers. Create original piecesthat are influenced by studies of others.	Give details (including own sketches) about the style of some notable artists, artisansand designers Create original piecesthat show a range of influences and styles.	Show how the work of those studied was influential in both society and to other artists. Create original piecesthat show a range of influences and styles.

• Reading is woven throughout the Art and Design curriculum, it can be seen in the research of artists, research of techniques and much more.