| Three and Four-Year-Olds | Physical Development | | * Use large-muscle movements to wave flags and streamers,   paint and make marks.   * Choose the right resources to carry out their own plan. * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. |
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| Expressive Arts and Design | | * Explore different materials freely, in order 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. * Join different materials and explore different textures. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * 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 and paintings, like happiness, sadness, fear, etc. * Explore colour and colour mixing. |
| Reception | Physical Development | | * Develop their small motor skills so that they can use a range of   tools competently, safely and confidently.   * Use their core muscle strength to achieve a good posture   when sitting at a table or sitting on the floor.   * Develop overall body-strength, balance, coordination and agility. |
| Expressive Arts and Design | | * Explore, use and refine a variety of artistic effects to express   their ideas and feelings.   * Return to and build on their previous learning, refining ideas   and developing their ability to represent them.   * Create collaboratively, sharing ideas, resources and skills. |
| ELG | Physical Development | Fine Motor Skills | * Hold a pencil effectively in preparation for fluent writing - using   the tripod grip in almost all cases.   * Use a range of small tools, including scissors, paintbrushes and cutlery. * Begin to show accuracy and care when drawing. |
| Expressive Arts and Design | Creating with Materials | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used. |

| Art | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn - Drawing - **Jazz Stan**  Spring - Painting/printing - **Andy Warhol**  Summer - Sculpture/textiles - **Gunta Stolz** | Autumn - Drawing -**Alfred Wallis**  Spring - Painting/printing - **Vincent Van Gogh**  Summer - Sculpture/textiles - **Anthony Gormley** | Autumn - Drawing - **L.S. Lowry**  Spring - Painting/printing - **Pablo Picasso**  Summer - Sculpture/textiles - **Jim Henson (Puppet Maker)** | Autumn - Drawing - **Adonna Khare**  Spring - Painting/printing - **Georgia O Keefe**  Summer - Sculpture/textiles - **Alberto Giacometti** | Autumn - Drawing -**Alfred Waterhouse**  Spring - Painting/printing - **Amedeo Modigliani**  Summer - Sculpture/textiles - **Barbara Shaw** | Autumn - Drawing - **Paul Nash**  Spring - Painting/printing -  **Nicholas Roerich**  Summer - Sculpture/textiles  **Clarice Cliff** |
| Drawing  **(Autumn)** | Experiment with a variety of media; pencil, oil pastel, chalk pastel, felt tips, charcoal and graphite.  Begin to control the types of marks made with the range of media.  Draw on different surfaces with a range of media.  Produce a range of patterns and textures using, rubbing, copying, imagination and illustrations. | Control the types of marks made with the range of media.  Draw on different surfaces with a range of media.  Continue to investigate tone by drawing light/dark lines, patterns and shapes.  Continue to investigate textures and produce an expanding range of patterns. | Understand how to use a viewfinder to focus on one aspect of an artwork.  Develop experience in different grades of pencil to draw different forms and shapes.  Use the drawing techniques of blending and rendering to create tone.  Use a sketchbook to record media explorations and plan and develop ideas. | Develop drawing techniques, including hatching and stippling to create tone.  Show an awareness of objects having a third dimension and perspective, when drawing.  Draw for a sustained period of time at an appropriate level.  Use a sketchbook to collect and record visual information and plan and develop ideas. | Work in a sustained and independent way to create a detailed drawing.  Develop key elements of their work: line, tone, pattern and texture.  Use different drawing techniques to work from a variety of sources including observation, photographs and digital images.  Develop close observation skills using a variety of viewfinders.  Develop, simple perspective using a single focal point and horizon.  Use sketchbooks to collect, record and plan for future works. | Draw for a sustained period of time over a number of sessions, working on one piece.  Use different techniques for different purposes ie. shading, hatching within their own work, understanding which works well and why.  Develop further, perspective and proportion.  Use sketchbooks to collect, record and plan for future works.  Adapt their work according to their views and describe how they might develop it further. |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Painting/ Printing  **(Spring)** | Name primary colours and mix to create secondary colours.  Explore printing with a variety of media, e.g. hard and soft materials.  Begin to record the types of marks made.  Make a printing block.  Make a 2 colour print. | Start to mix a range of secondary colours and predict resulting colours.  Begin to record simple media explorations, colour mixing, colour wheels and spectrums.  Demonstrate increasing control of the types of marks made and experiment with different effects and textures inc. blocking in colour, washes and thickened paint.  Paint on different surfaces with a range of media. | Print simple pictures using different printing techniques.  Explore printing techniques, including relief printing.  Create repeating patterns.  Print onto different materials.  Use a sketchbook to plan and develop simple ideas. | Mix colour shades and tones with increasing confidence.  Confidently control types of marks made and create different effects and textures with paint.  Use sketchbooks to collect and record visual information from different sources as well as planning and trying out ideas. | Use light and dark within painting and begin to explore complimentary colours.  Mix colour shades and tones with confidence.  Confidently control the types of marks made and choose suitable effects and textures.  Begin to choose appropriate media to work with.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and planning colours. | Mix colours, shades and tones with confidence, understanding which works well and why.  Use different textures and effects.  Work in a sustained and independent way to develop their own style of painting. This could be through the development of colour, tone and shade.  Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.  Adapt their work according to their views.  Annotate work in their sketchbook. |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Sculpture/Textiles  **(Summer)** | Sort threads and fabrics.  Group fabrics and threads by colour and texture.  Show pattern by weaving;  Decorate textiles with glue or stitching, to add colour and detail. | use a variety of techniques, e.g. rolling, cutting, pinching;  Mould malleable materials to create a recognisable form. | Use a variety of techniques, e.g. rolling, cutting, pinching;  Cut, make and combine shapes to create recognisable forms;  Add materials to the sculpture to create details. | Become more proficient in sculpting techniques.  Cut, make and combine shapes to create recognisable forms;  Use clay and other malleable materials and practise joining techniques; | Experiment with a range of media by overlapping and layering in order to create texture, effect and colour;  Add decoration to create effect;  Develop skills in stitching, cutting and joining; | Plan and design a sculpture;  Use tools and materials to carve, add shape, add texture and pattern;  Develop cutting and joining skills, e.g. using wire, coils, slabs and slips; |
| Responding to art | Explore the work of a range of artists, craft makers and designers.  Express thoughts and feelings about a piece of art.  Artists  Jazz Stan  Andy Warhol  Gunta Stolzl | Explore the work of a range of artists, craft makers and designers.  Compare their work  Express thoughts and feelings about a piece of art.  Artists  Alfred Wallis  Vincent Van Gogh  Anthony Gormley | Explore the work of a range of artists, craft makers and designers.  Work in the style of a selected artist.  Artists  L.S. Lowry  Pablo Picasso  Chris Barlow | Explore a range of great Artists, architects and designers in history.  Recognise the art of key artists.  Work in the style of a selected artist.  Artists  Adonna Khare  Georgia O’keefe  Alberto Giacometti | Explore a range of great Artists, architects and designers in history.  Recognise the art of key artists..  Work in the style of a selected artist.  Artists  Harvey Lonsdale  Amedeo Modigliani  Barbara Shaw | Explore a range of great Artists, architects and designers in history.  Recognise the art of key artists.  Work in the style of a selected artist.  Artists  Paul Nash  Will Kurtz |