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| EYFS    | • Begin to use a variety of drawing tools, e.g. finger, pencil, chalk, pastels.  
          • Investigate different lines – thick, thin, wavy, straight.  
          • Explore different textures and experiment with mark making to illustrate these. | • Experiment with a range of painting media and demonstrate increasing skill and control in using a range of mark making tools.  
          • Explore mark making using sponges, different brushes and tools.  
          • Respond to work of other artists  
          • Explore line, colour, texture, shape and form in a 2D context.  
          • Record from observation and imagination.  
          • Work in different scales and sizes.  
          • Develop greater control of fine motor skills. | • Enjoy using a variety of malleable media such as clay, papier mâché, salt dough.  
          • Impress and apply simple decoration.  
          • Cut shapes using scissors and other modelling tools.  
          • Build a construction/sculpture using a variety of objects e.g. recycled, natural and manmade materials.  
          • Look and talk about what they have produced, describing simple techniques and media used. | • Experiment with a range of collage media.  
          • Understand how glue works and how to use it for sticking papers, fabric and natural materials.  
          • Create a range of textural effects. | • Experiment with a range of printing media.  
          • Understand and use different techniques for printing. |
| Year 1  | • Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, rubbers.  
          • To develop a wide range of techniques in using:  
            o Line  
            o Texture  
            o Shape  
            o Colour/pattern | • Identify primary colours by name. Mix primary shades and tones.  
          • Experiment with tools and techniques e.g. layering, mixing media, scrapping through  
          • Mix and match colours to artefacts/objects. | • Experiment in a variety of malleable media such as clay, papier mâché, salt dough, modroc.  
          • Shape and model materials for a purpose, (e.g. pot, tile) from observation and imagination.  
          • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.  
          • Impress and apply simple decoration techniques: impressed, painted, applied.  
          • Use tools and equipment safely and in the correct | • Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.  
          • Sort and group materials for different purposes e.g. colour texture.  
          • Fold, crumple, tear and overlap papers. | • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.  
          • Build repeating patterns and recognise pattern in the environment.  
          • Create simple printing blocks with press print. |
|         | • Match and sort fabrics and threads for colour, texture, length, size and shape.  
          • Cut and shape fabric using scissors/snips.  
          • Apply shapes with glue or by stitching.  
          • Apply decoration using beads, buttons, feathers etc. |
### Year 2
- **Experiment with a variety of media:** pencils, crayons, pastels, felt tips, charcoal, rubbers.
- **To develop a wide range of techniques in using:**
  - Line
  - Texture
  - Shape
  - Colour/pattern
- Identify primary colours by name. Mix primary shades and tones.
- Experiment with tools and techniques e.g. layering, mixing media, scrapping through.
- Mix and match colours to artefacts/objects.
- Create textured paint by adding sand, plaster.
- **Experiment in a variety of malleable media such as clay, papier mâché, salt dough, modroc.**
- Shape and model materials for a purpose, (e.g. pot, tile) from observation and imagination.
- Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- Impress and apply simple decoration techniques: impressed, painted, applied.
- Use tools and equipment safely and in the correct way.
- Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.
- Sort and group materials for different purposes e.g. colour texture.
- Fold, crumple, tear and overlap papers.
- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.
- Create simple printing blocks with press print.
- Design more repetitive patterns.
- Practise basic threading skills.
- Learn how to make basic running stitches.
- Understand that stitches can be used to join 2 pieces of fabric.
- Understand that stitches can be used to decorate fabric.

### Year 3
- **To use sketchbooks to record their observations and use them to review and revisit.**
- **To improve their mastery of art and design techniques in drawing with a range of materials.**
- **To develop a wide range of techniques in using:**
  - Line
  - Form and shape
  - Tone
  - Texture
- Mix colours and know which primary colours make secondary colours.
- Mix and use tints and shades.
- Experiment with different effects and textures including blocking in colour, washes, layering, brush size, thickened paint creating textural effects.
- Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects
- Use equipment and media with increasing confidence.
- Join two parts successfully.
- Construct a simple base for extending and modelling other shapes.
- Produce more intricate surface patterns/ textures and use them when appropriate.
- Produce larger ware using pinch/ slab/ coil techniques.
- Use recycled, natural and
- **Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.**
- **Print with two colour overlays.**
- **Create repeating pattern.**
- **Create printing blocks using a relief or impressed method.**
- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.
- Develop skills in stitching, cutting and joining.
| Year 4 | • To use sketchbooks to record their observations and use them to review and revisit. | • Mix colours and know which primary colours make secondary colours. | • Use equipment and media with increasing confidence. | • Print with two colour overlays. | • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. | • Develop skills in stitching, cutting and joining. |
|        | • To improve their mastery of art and design techniques in drawing with a range of materials. | • Mix and use tints and shades. | • Join two parts successfully. | • Create repeating pattern. | • Use different grades of threads and needles. | • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. |
|        | • To develop a wide range of techniques in using: Line, Form and shape, Tone, Texture | • Experiment with different effects and textures including blocking in colour, washes, layering, brush size, thickened paint creating textural effects. | • Produce more intricate surface patterns/ textures and use them when appropriate. | • Create printing blocks by simplifying an initial sketchbook idea. Use relief or impressed method. | • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. | • Develop skills in stitching, cutting and joining. |
|        | • Begin to investigate proportion/emotion/ expression. | • Work on a range of scales e.g. thin brush on small picture etc. | • Model over an armature: newspaper frame for modroc. | • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. | • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. | • Develop skills in stitching, cutting and joining. |
|        |                                                                                           | • Create different effects and textures with paint according to what they need for the task. | • Recognise sculptural forms in the environment: Furniture, buildings. |                                                                                           |                                                                                           |                                                                                           |
| Year 5 | • To use sketchbooks to record their observations and use them to review and revisit. | • Show experience in combining pinch, slabbing and coiling to produce end pieces. | • Add collage to a painted, printed or drawn background. | • Create prints with three overlays. | • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. | • Develop skills in stitching, cutting and joining. |
|        | • To improve their mastery of art and design techniques in drawing with a range of materials. | • Be able to identify primary secondary, complementary and contrasting colours. | • Use a range of media to create collages. | • Create prints with three overlays. | • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. | • Develop skills in stitching, cutting and joining. |
|        | • Work from a variety of sources including observations, photographs and individual images. | • Work with complementary colours. | • Develop understanding of different ways of finishing work: glaze, paint, polish | • Work into prints with a range of media e.g. pens, colour pens and paints. | • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. | • Develop skills in stitching, cutting and joining. |
|        | • Begin to use simple perspective in their work using a single focal point and horizon. | • Wet/Dry Wash - Watercolours | • Work around armatures or over constructed foundations. | • Create printing blocks by simplifying an initial sketchbook idea. Use relief or impressed method. | • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. | • Develop skills in stitching, cutting and joining. |
|        |                                                                                           | • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. | • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. |                                                                                           |                                                                                           |                                                                                           |
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| Year 6 | • To use sketchbooks to record their observations and use them to review and revisit.  
• To improve their mastery of art and design techniques in drawing with a range of materials.  
• Work from a variety of sources including observations, photographs and individual images.  
• Begin to develop an awareness of composition, scale and proportion in their painting e.g. foreground, middle ground and background. | • Mix and match colours to create atmosphere and light effects (Flesh colour portraits)  
• Be able to identify primary secondary, complementary and contrasting colours.  
• Work with complementary colours.  
• Wet/Dry Wash - Watercolours  
• Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. | • Show experience in combining pinch, slABBing and coiling to produce end pieces.  
• Develop understanding of different ways of finishing work: glaze, paint, polish  
• Work around armatures or over constructed foundations.  
• Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.  
• Demonstrate experience in relief and freestanding work using a range of media. | • Add collage to a painted, printed or drawn background.  
• Use a range of media to create collages. | • Create prints with three overlays.  
• Work into prints with a range of media e.g. pens, colour pens and paints.  
• Create printing blocks by simplifying an initial sketchbook idea. Use relief or impressed method. | • Use different grades of threads and needles.  
• Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. |