

	EYFS PUPILS KNOW	KS1 (Years 1 and 2) PUPILS KNOW HOW TO	LKS2 (Years 3 and 4) PUPILS KNOW HOW TO	UKS2 (Years 5 and 6) PUPILS KNOW HOW TO
Drawing	<ul style="list-style-type: none"> - Explore mark-making in different surfaces such as sand, mud, playdough and rice with fingers or sticks (Line, Texture). - Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape). - Describe when colouring is lighter or darker (Tone). - Make lines and marks on paper, staying within the boundaries of the page (Space). 	<ul style="list-style-type: none"> - Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern). - Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing (Shape). - Draw and combine geometric shapes (Line, Shape). - Identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw (Shape, Line). - Apply more pressure when drawing or colouring to create a darker tone (Tone). - Create an area with a single, consistent tone when colouring/shading (Tone). - Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees (Space). - Use and describe more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure (Line, Texture). - Recognise that shapes and marks can be refined rather than accepting the first attempt (Line, Shape). - Compose more complex drawings by combining shapes (Shape, Space). - Use shading to show light and dark areas (Tone). - Use the same tool to colour/shade different tones by adjusting pressure (Tone). - Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space). 	<ul style="list-style-type: none"> - Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin (Line, Texture, Tone, Pattern). - Recognise more organic shapes within objects (shape). - Attempt to draw 3D forms using line and shape (Line, Form, Shape). - Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass (Line). - Represent geometric 3D shapes more accurately and begin to include organic forms (Line, Shape, Form). - Use a more diverse range of marks to convey a subject's form (Line, Tone, Form). - Combine lines and marks to create light and dark areas of a drawing (Tone). - Place tonal shading by experimenting and recognising how it can help to show that a shape has form (Shape, Form, Tone). - Sketch out an idea or composition using short, fast, light strokes and 2D shapes (Space, Shape, Line). - Recognise the impact of light on form (e.g. where it hits 3D objects and where shadows form) (Shape, Form, Tone). - Start to depict an object's form with tonal shading, highlighting the presence and absence of light (Form, Tone). - Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones (Tone). 	<ul style="list-style-type: none"> - Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion (Line). - Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition (Line). - Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed (Line). - Identify qualities and techniques that resonate and begin to develop personal style and preferences (Line, Shape, Form, Texture, Tone, Pattern). - Explore the expressive qualities of line as part of their iterative process (Line, Shape, Texture). - Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect (Line, Shape, Form, Texture, Tone, Pattern). - Refine tonal shading to show greater graduations in tone (Tone, Form). - Blend to smooth transitions in tone (Tone). - Use shading techniques such as cross hatching, to create texture as well as depth (Tone, Texture, Form). - Use sketching to experiment with ideas, layout and shading. (Space) - Consider balance and symmetry / asymmetry in compositions (Space). - Start using size to develop a foreground, midground and background in compositions (Space). - Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions (Tone, Form, Texture, Pattern).

			<ul style="list-style-type: none"> - Sketch to plan the placement of their composition elements for visual effect (Space). - Draw more accurately in relative size/proportion (Space). - Recognise whether something is in the foreground or background of a composition and how size can show distance (Space). 	<ul style="list-style-type: none"> - Find a point in the distance to draw from (one-point perspective) (Space, Line). - Scale drawings up or down while aiming to keep proportion (Space).
Painting and Mixed Media	<ul style="list-style-type: none"> - Explore paint, using hands as a tool. - Describe colours and textures as they paint. - Explore what happens when paint colours mix. - Make natural painting tools. - Investigate natural materials eg paint, water for painting. - Explore paint textures, for example mixing in other materials or adding water. - Respond to a range of stimuli when painting. - Use paint to express ideas and feelings. - Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> - Combine primary coloured materials to make secondary colours. - Mix secondary colours in paint. - Choose suitable sized paint brushes. - Clean a paintbrush to change colours. - Print with objects, applying a suitable layer of paint to the printing surface. - Overlap paint to mix new colours. - Use blowing to create a paint effect. - Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. - Mix a variety of shades of a secondary colour. - Make choices about amounts of paint to use when mixing a particular colour. - Match colours seen around them. - Create texture using different painting tools. - Make textured paper to use in a collage. - Choose and shape collage materials eg cutting, tearing. - Compose a collage, arranging and overlapping pieces for contrast and effect. - Add painted detail to a collage to enhance/improve it. 	<ul style="list-style-type: none"> - Mix a tint and a shade by adding black or white. - Use tints and shades of a colour to create a 3D effect when painting. - Apply paint using different techniques eg. stippling, dabbing, washing. - Choose suitable painting tools. - Arrange objects to create a still life composition. - Plan a painting by drawing first. - Organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> - Develop a drawing into a painting. - Create a drawing using text as lines and tone. - Experiment with materials and create different backgrounds to draw onto. - Use a photograph as a starting point for a mixed-media artwork. - Take an interesting portrait photograph, exploring different angles. - Adapt an image to create a new one. - Combine materials to create an effect. - Choose colours to represent an idea or atmosphere. - Develop a final composition from sketchbook ideas.
Sculpture and 3D	<ul style="list-style-type: none"> - Explore the properties of clay. - Use modelling tools to cut and shape soft materials eg. playdough, clay. 	<ul style="list-style-type: none"> - Roll and fold paper. - Cut shapes from paper and card. - Cut and glue paper to make 3D structures. - Decide the best way to glue something. 	<ul style="list-style-type: none"> - Join 2D shapes to make a 3D form. - Join larger pieces of materials, exploring what gives 3D shapes stability. 	<ul style="list-style-type: none"> - Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. - Try out ideas on a small scale to assess their effect.

	<ul style="list-style-type: none"> - Select and arrange natural materials to make 3D artworks. - Talk about colour, shape and texture and explain their choices. - Plan ideas for what they would like to make. - Problem-solve and try out solutions when using modelling materials. - Develop 3D models by adding colour. 	<ul style="list-style-type: none"> - Create a variety of shapes in paper, eg spiral, zig-zag. - Make larger structures using newspaper rolls. - Smooth and flatten clay. - Roll clay into a cylinder or ball. - Make different surface marks in clay. - Make a clay pinch pot. - Mix clay slip using clay and water. - Join two clay pieces using slip. - Make a relief clay sculpture. - Use hands in different ways as a tool to manipulate clay. - Use clay tools to score clay 	<ul style="list-style-type: none"> - Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. - Identify and draw negative spaces. - Plan a sculpture by drawing. - Choose materials to scale up an idea. - Create different joins in card eg. slot, tabs, wrapping. - Add surface detail to a sculpture using colour or texture. - Display sculpture 	<ul style="list-style-type: none"> - Use everyday objects to form a sculpture. - Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. - Try out ideas for making a sculpture interactive. - Plan an installation proposal, making choices about light, sound and display. - Translate a 2D image into a 3D form. - Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). - Manipulate cardboard to create different textures. - Make a cardboard relief sculpture. - Make visual notes to generate ideas for a final piece. - Translate ideas into sculptural forms
Craft and Design			<ul style="list-style-type: none"> - That layering materials in opposite directions make the handmade paper stronger. - Use a sketchbook to research a subject using different techniques and materials to present ideas. - Construct a new paper material using paper, water and glue - Use symbols to reflect both literal and figurative ideas. - Produce and select an effective final design. - Make a scroll. - Make a zine. - Use a zine to present information. - That a mood board is a visual collection which aims to convey a general feeling or idea. - That batik is a traditional fabric decoration technique that uses hot wax. - Select imagery and use as inspiration for a design project. - To know how to make a mood board. 	<ul style="list-style-type: none"> - How different materials can be used to produce photorealistic artwork. - That macro photography is showing a subject as larger than it is in real life. - Create a photomontage. - Create artwork for a design brief. - Use a camera or tablet for photography. - Identify the parts of a camera. - Take a macro photo, choosing an interesting composition. - Manipulate a photograph using photo editing tools. - Use drama and props to recreate imagery. - Take a portrait photograph. - Use a grid method to copy a photograph into a drawing.

			<ul style="list-style-type: none"> - Recognise a theme and develop colour palettes using selected imagery and drawings. - Draw small sections of one image to focus on colours and texture. - Develop observational drawings into shapes and pattern for design. - Transfer a design using a tracing method. - Make a repeating pattern tile using cut and torn paper shapes. - Use glue as an alternative batik technique to create patterns on fabric. - Use materials, like glue, in different ways depending on the desired effect. - Paint on fabric. - Wash fabric to remove glue to finish a decorative fabric piece. 	
Knowledge of Artists	<ul style="list-style-type: none"> - Artists use modelling materials like clay to recreate things from real life. - Artists choose colours to draw or paint with. - Artists draw many different things and use different tools to draw with. - Sometimes artists are inspired by the seasons. - Some art doesn't last long- it is temporary. - Sometimes artists cut and stick photos to make new images. 	<ul style="list-style-type: none"> - Some artists are influenced by things happening around them. - Some artists create art to make people aware of good and bad things happening in the world around them. - Sometimes artists concentrate on how they are making something rather than what they make. - Artists living in different places at different times can be inspired by similar ideas or stories. - Art can be figurative or abstract. - Artists choose materials that suit what they want to make. - Artists try out different combinations of collage materials to create the effect they want. - Artists can use the same material (felt) to make 2D or 3D artworks. 	<ul style="list-style-type: none"> - Art from the past can give us clues about what it was like to live at that time. - The meanings we take from art made in the past are influenced by our own ideas. - Designers can make beautiful things to try and improve people's everyday lives. - How and where art is displayed has an effect on how people interpret it. - Artists have different materials available to them depending on when they live in history. - Artists can make their own tools. - Artists experiment with different tools and materials to create texture. - Artists can work in more than one medium. - Artists make decisions about how their work will be displayed. - Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. 	<ul style="list-style-type: none"> - Artists are influenced by what is going on around them; for example culture, politics and technology. - Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. - How an artwork is interpreted will depend on the life experiences of the person looking at it. - Artists can use symbols in their artwork to convey meaning. - Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. - Artists use self-portraits to represent important things about themselves. - Artists create works that make us question our beliefs. - Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. - Art can be a form of protest. - Artists use art to tell stories about things that are important to them; looking at artworks from

			<ul style="list-style-type: none"> - Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. - Artists and designers sometimes choose techniques based on the time and money available to them. - Artists use drawing to plan ideas for work in different media. 	<p>the past can reveal thoughts and opinions from that time.</p> <ul style="list-style-type: none"> - Art sometimes creates difficult feelings when we look at it. - Artists can choose their medium to create a particular effect on the viewer. - Artists can combine materials; for example digital imagery with paint or print. - Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. - Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. - Artists can use materials to respond to a feeling or idea in an abstract way. - Artists take risks to try out ideas; this can lead to new techniques being developed. - Artists can make work by collecting and combining ready-made objects to create 'assemblage'. - Artforms are always evolving as materials and techniques change over time.
Evaluating and Analysing	Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	<ul style="list-style-type: none"> - Art is made in different ways. - Art is made by all different kinds of people. - An artist is someone who creates. - People use art to tell stories. - People make art about things that are important to them. - People make art to share their feelings. - People make art to explore an idea in different ways. - People make art to help others understand something. 	<ul style="list-style-type: none"> - Artists make art in more than one way. - There are no rules about what art must be. - Art can be purely decorative or it can have a purpose. - Artists make choices about what, how and where they create art. - Artworks can fit more than one genre. - People use art to tell stories and communicate. - People can make art to express their views or beliefs. - People make art for fun, and to make the world a nicer place to be. - People use art to help explain or teach things. 	<ul style="list-style-type: none"> - Sometimes people disagree about whether something can be called 'art'. - Art doesn't always last for a long time; it can be temporary. - Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. - Art can represent abstract concepts, like memories and experiences. - Art can be a digital art form, like photography. - People make art to express emotion. - People make art to encourage others to question their ideas or beliefs. - People make art to portray ideas about identity. - People make art to fit in with popular ideas or fashions.

			<ul style="list-style-type: none"> - People make art to explore big ideas, like death or nature. - Art can be created to make money; being an artist is a job for some people. - Art, craft and design affects the lives of people who see or use something that has been created. - People can have their own opinions about art, and sometimes disagree. - One artwork can have several meanings. - Art is influenced by the time and place it was made, and this affects how people interpret it. - Artists may hide messages or meaning in their work. - Artists evaluate what they make and talking about art is one way to do this. 	<ul style="list-style-type: none"> - Sometimes people make art to express their views and opinions, which can be political or topical. - Sometime people make art to create reactions. - People use art as a means to reflect on their unique characteristics. - People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. - Some artists become well-known or famous and people tend to talk more about their work because it is familiar. - Talking about plans for artwork, or evaluating finished work, can help improve what artists create. - Comparing artworks can help people understand them better. - Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. - People can have varying ideas about the value of art. - Art can be analysed and interpreted in lots of ways and can be different for everyone. - Everyone has a unique way of experiencing art.
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