

Area		EYFS	YEAR 1	YEAR 2
Drawing	<b>Visual Elements</b>	Investigate different <b>line types</b> . Recreate basic <b>shapes</b> . Explore random and repeat <b>patterns</b> . Explore different <b>textures</b> .	Begin to produce <b>lines</b> and <b>shapes</b> that describe an object.  Create random and repeat <b>patterns</b> .  Use descriptive <b>texture</b> when drawing (e.g brick rubbings).  Create a tint and shade ( <b>tone</b> ) using the same pencil/medium.	Produce a growing range of <b>lines, patterns</b> and <b>textures</b> with a single tool.  Create a range of <b>shapes</b> to describe objects.  Create a range of <b>tones</b> using a single tool.
	<b>Media</b>	Begin to use a variety of drawing tools.  Learn the names of different tools that create colour: inks, chalk pastel, oil pastel.  Explore basic oil resist.	Continue to explore a range of tools in different ways- chalk grating, chalk stencils, chalk and water.  Begin to use pastels in different ways- blending and hatching with an eraser/finger.	Show increasing pencil control (eg. can draw selected detail).  Use a range of drawing media in different ways: hatching, tonal sgraffito, stippling, blending, etc.  Solidly infill shapes using colour pencils, pastels, etc.
	<b>Skill</b>	Be able to display knowledge of more than one line type within an image.  Be able to use a range of tools to make coloured marks on paper.  Be able to display growing accuracy within figure and face.	Be able to display growing fine motor control through the use of different line types.  Be able to start recreating work from observation.  Be able to show basic scale through drawing (eg. relative sizes in a composition/foreground and background) and of face in portraiture.	Be able to use a range of line types to add detail and description to imagery.  Be able to work from direct observation to describe subject with some detail.  Build on accuracy of scale within imagery and add midground to landscape/still life and correct proportions in portraiture.
Painting	<b>Visual Elements</b>	Experiment with and use primary <b>colours</b> .  Explore informal <b>Colour</b> Mixing.	Explore <b>colour</b> mixing.  Group warm and cool <b>colour</b> .  Begin to use black and white to create tint and shade ( <b>tone</b> ).  Create <b>texture</b> using thick and thin paint surfaces.	Mix secondary <b>colour</b> .  Mix <b>colour</b> to represent objects.  Begin to explore the relationship between <b>colour</b> and mood: red- angry/fire, blue-calm/seaside.  Apply tint and shade to show some <b>form</b> within imagery.  Begin to replicate <b>colour, pattern</b> and <b>texture</b> around them.
	<b>Media</b>	Experiment with brushless painting: transferring paint between surfaces, swipe painting etc.	Create a range of marks with a paintbrush and a variety of tools- fingers, card, twigs, etc.  Begin to work using different coloured, sized and shaped papers.	Build confidence with paintbrushes of various sizes and explore their uses eg washes, flat areas, details, highlights.  Build confidence with scale of artworks and on a variety of different coloured, shaped paper.
	<b>Skill</b>	Be able to mix paints to make new colours.	Be able to use warm and cool colours correctly to describe my subject.	Be able to mix secondary colour.

			<p>Be able to mix light and dark tones of one paint colour.</p> <p>Be able to describe foreground and background and focal point.</p>	<p>Be able to create mood within my imagery.</p> <p>Be able to show form through colour mixing with tone.</p> <p>Be able to use appropriate language to discuss a painting- composition; foreground/background, focal point, texture of paint, mood of the image.</p>
Collage	<b>Visual Elements</b>	<p>Investigate <b>texture</b> through ripping and tearing.</p> <p>Combine <b>shapes</b> to describe a subject.</p>	<p>Explore <b>texture</b> using different kinds of paper.</p> <p>Use cut <b>shape</b> to describe subject or create <b>pattern</b>.</p>	<p>Investigate <b>texture</b> with paper eg. scrunching, ripping, layering.</p> <p>Create own <b>textured</b> paper for use in collage.</p> <p>Use simple positive and negative <b>shape</b> to create an image.</p>
	<b>Media</b>	<p>Handle, manipulate and enjoy using materials.</p> <p>Basic colour paper ripping.</p> <p>Basic informal shape cutting- snipping strips etc.</p>	<p>Explore repetitive cut paper shapes eg. mosaic.</p> <p>Experiment with a variety of papers eg newspaper, foil, tapes, tissue.</p>	<p>Use painted papers and own decorative surfaces to create imagery.</p> <p>Layer a variety of textured surfaces to describe subject.</p>
	<b>Skill</b>	<p>Be able to cut with scissors.</p> <p>Be able to decorate a surface.</p> <p>Be able to create an image by combining at least two separate elements/layers.</p>	<p>Be able to impress and apply simple decoration.</p> <p>Be able to use glue and paste carefully.</p> <p>Be able to cut formal shapes using scissors.</p>	<p>Be able to create composition through considered placement of elements.</p> <p>Be able to use a range of decorative techniques.</p> <p>Be able to cut a variety of shapes from paper.</p> <p>Be able to use texture to describe the feel of the subject.</p>
3D	<b>Visual Elements</b>	<p>Explore <b>form</b> in three dimensions.</p>	<p>Continue to create <b>form</b> in three dimensions.</p> <p>Begin to add <b>colour</b> and decoration to sculptural surfaces.</p>	<p>Begin to replicate <b>pattern</b> and <b>textures</b> in a 3D <b>form</b>.</p>
	<b>Media</b>	<p>Explore the possibilities of paper folding/bending.</p> <p>Handle malleable materials such as clay, plasticine, salt dough.</p> <p>Use loose parts for construction activities.</p> <p>Handle and join basic card recycling.</p>	<p>Use malleable materials to create recognisable form- eg. clay faces, plasticine animals.</p> <p>Experiment with simple joining techniques- eg. tape and card, card slotting.</p> <p>Explore paper rolling and folding.</p>	<p>Use simple tools for shaping, mark making and adding detail to malleable surfaces.</p> <p>Begin to create secure and balanced card/paper structures.</p> <p>Explore and manipulate new media eg. aluminium foil, wire or wool.</p>
	<b>Skill</b>	<p>Be able to make an abstract form using recycling.</p> <p>Be able to build and deconstruct using loose parts.</p>	<p>Be able to create recognisable form through observation.</p> <p>Be able to join using card slotting/stacking.</p> <p>Be able to use techniques such as pinching and</p>	<p>Be able to shape and form from direct observation and imagination.</p> <p>Be able to join card/paper with confidence.</p> <p>Be able to use a range of decorative surface</p>

		Be able to shape a malleable material. Be able to recognise front, back and sides of an outcome.	rolling when working with mouldable materials. Be able to describe surfaces of sculptures and models.	finishes eg paint, pattern, wool wrapped, foil covered.
Print-Making	<b>Visual Elements</b>	Print with block <b>colours</b> . Create random <b>pattern</b> . Use <b>line</b> to create monoprints.	Explore two <b>colour</b> printing/layering. Develop simple repeat <b>patterns</b> . Use a variety of <b>line</b> within a monoprint.	Continue to explore layering of <b>colour</b> and awareness of tone (light first to dark last). Explore the possibilities of repeat <b>pattern</b> .
	<b>Media</b>	Explore rubbings from natural objects and rubbing plates. Collagraph stamping with a variety of natural/manmade objects.	Explore markmaking through mono printing eg Gelli Plate. Explore card edge printing or purpose made card collagraphs. Experiment with transference of oil pastel between paper.	Experience layered monprinting on a Gelli plate. Create and explore card collagraphs. Experiment with polystyrene relief -markers or paint.
	<b>Skill</b>	Be able to take a clean rubbing. Be able to stamp a collagraph print. Be able to repeat a print.	Be able to take a rubbing showing a range of textures and patterns. Be able to produce simple pictures by printing from objects. Be able to transfer images and media from one surface to another with intent.	Be able to create impressed images with some detail. Be able to produce a clean printed image. Be able to identify poster/graphic design and textile design as uses for printmaking.
Design		Be introduced to a simple Design Brief and create a response eg. <i>make a hat for party</i> .	Explore the problem solving constraints of a Design Brief by creating a response within at least two limits eg <i>make a poster advertising the zoo using one animal and a patterned border</i> .	Continue to work within limited constraints of a Design Brief adding a small amount of research into existing design to inform own ideas. Produce ideas that show imagination.
Exploring		Explore a range of media.	Respond to ideas to create a composition, image or artifact. Communicate ideas using a variety of media.	Explore own ideas. Communicate own ideas and meanings through a range of materials and processes. Identify the different forms of art: books, pictures, wallpaper, fabric etc.
Evaluating		Talk about their work.	Describe what they think and feel about their own work. Demonstrate some knowledge about the work of a range of artists, craft makers and designers.	Comment on differences in the work of others. Suggest ways of improving their own work. Introduce the areas Art: Still Life, Land/SeaScape, Built Environment, Sculpture and Portraiture. Introduce the areas of Design: Graphics, Fashion/Textiles, Product, Jewellery, Architecture.

**Visual Elements:** How are the pupils going to utilise LINE, TONE, COLOUR, SHAPE, TEXTURE, PATTERN and FORM?

**Media:** What equipment and materials will the pupils be using?

**Skill:** What will the pupils be able to do by the end of the experience?