

Key Element	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (tone and line)	<p><b>They represent their ideas and thoughts and feelings through DT, art (ELG)</b></p> <p>Begins to develop a level of detail in their drawings using accuracy and purpose e.g. a facial features, fingers and small details – glasses, eyelashes freckles.</p>	<p>Children can draw lines of varying thickness and can make their lines darker and lighter (tint/tone).</p> <p>Children can use dots and lines to demonstrate pattern and texture.</p> <p>Children can use different materials to draw, for example pastels, chalk, felt tips. Invent new lines. Draw on different surfaces with a range of media</p>	<p>Investigate blending and different characteristics of different materials i.e. crayons, charcoal and pastels. Children to experiment with shading (including back and forth and hatching)</p>	<p>Experiment with different grades of pencils and other implements to achieve variations in tone.</p> <p>Continue to develop shading techniques (including stippling and cross hatching)</p>	<p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Begin to develop an awareness of composition scale and proportion in their pictures e.g. foreground, middle ground and background (also in painting). Use different techniques for different purposes i.e. shading – hatching or cross-hatching.</p>	<p>Create perspective in addition to shading to give impression of shape and depth.</p>
Painting	<p><b>Explore what happens when they mix colours (40-60 months)</b></p>	<p>Children can create shades of a colour. Children can make marks with paint using a variety of tools. They can change the texture of paint by applying the paint in different ways (spreading, dotting, splashing).</p>	<p>Children can mix primary colours to make secondary colours, starting to match colours. Make colours darker or lighter without using black or white. Children can alter texture by adding materials (i.e sand).</p>	<p>Mix and match colours ( e.g. match colour palette to images taken from a magazine). Experiment working with ranging brushes form larger strokes for colour washes working in one direction , shorter strokes/ dabbing for detail or swirls to show</p>	<p>Select appropriate brushes to add detail and for the kind of paint being used. Work on a range of scales e.g. thin brush on small pictures etc. Create different effect and textures with paints according to what they need for the task.</p>	<p>Build upon previous work on colour mixing by exploring consistency/texture of paint and application techniques ( adding pva glue, scraping paint on with cardboard, opaque, translucent, stippled, pointillism or use of dots and dashes, dribbled, swirling) .</p>	<p>Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Children can use colour to reflect moods/emotions.</p>

	<p>Choose particular colours for purpose (40-60mnths)</p> <p>Mixes colours for purpose and apply this to their creation e.g. a pink pig</p>			<p>movement).</p> <p>Begin to blend tones or gradients using appropriate pressure when using a paintbrush.</p>			
<p>Pattern (including printmaking-to be covered every 2 years).</p>		<p>Print with a range of hard and soft materials e.g. corks, pen, barrels, sponge</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks with press print</p>	<p>Produce a clean printed image and experiment with pattern, rotation and overlapping.</p> <p>Can extend a repeating pattern.</p>	<p>Make regular and irregular patterns.</p>	<p>Print with 2 colour overlays.</p>	<p>Talk about geometric, symmetrical and asymmetrical patterns.</p>	<p>Make prints and patterns using everyday natural and man-made objects, based on cultural influences.</p>
<p>Shape, form and space</p>	<p>Understand that different media can be combined to</p>	<p>Children use tools to carve into media.</p> <p>Children can use a modelling</p>	<p>Children can shape and form from direct observation.</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and</p>			<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made material</p>

	<p>create new effects (40-60months)          Uses various materials to represent objects/models e.g. Pipe cleaners for spider's legs.</p> <p>Use materials available to them to create/construct with a purpose e.g. making a handbag, robot (40-60 months)</p>	<p>media to make different shapes. Children can make simple joins by manipulating modelling material.</p>	<p>Children can make constructions from junk materials. Children can replicate patterns and textures in a 3D picture.</p>	<p>construct a simple base for extending and modelling other shapes          Create surface patterns and textures in a malleable material</p>			<p>to create sculptures          Plan a sculpture through drawing and other preparatory work          Develop skills in using clay inc. slabs, coils, slips, etc          Produce intricate patterns and textures in a malleable media</p>
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Textiles	Experiment to create different textures (40-60 months).	Choose fabrics/threads based on colour, texture and shape. Apply shapes with glue or stitching. Apply decoration using beads, buttons, feathers etc. Apply colour with printing, dipping, fabric crayons. Create fabrics by weaving materials, i.e. grass through twigs.		Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. Develop skills in stitching, cutting and joining.		T1 use fabrics to create 3D designs T2 experiment with a range of media to overlap and layer creating textures, effects and colours.  C1 use a range of media to create collages.	
Collage		Arrange and glue materials to different backgrounds. Fold, crumple, tear and overlap		Experiment with a range of collage techniques such as tearing, overlapping and		Use different techniques, colours and textures when designing and making pieces of work.	

		papers.		layering to create images and represent textures. Use collage as a means of collecting ideas and information and building up a visual vocabulary.		Use collage as a means of extending work from initial ideas.	
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KS1

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

KS2

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Textiles/ collage rolling programme every 2 years