

	Painting	Drawing	Sculpture
EYFS	<ul style="list-style-type: none"> To experiment with a range of painting tools such as thick or thin paintbrushes, fingers, spatulas, combs, toothbrushes etc. To name a range of different colours. To mix paint to match colours they see. To combine paint and collage. 	<ul style="list-style-type: none"> To explore making different marks with different resources and begin to compare lines and pastel smudges. To discuss marks and patterns created and begin to give reasons for their choices. Draw objects/scenes from memory. 	<ul style="list-style-type: none"> To use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching and weaving To begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure To work with other children to create a group piece of work
Y1/2 A	<ul style="list-style-type: none"> To know primary and secondary colours. To represent primary and secondary colours on a colour wheel. Mix paint to create a secondary colour Use different brush sizes To know how Piet Mondrian has used colour, pattern & shape 	<ul style="list-style-type: none"> Introduce the pencils: HB, 4B and 8B to explore light and dark and lines of different thickness Begin to explore the use of line, shape, texture and colour Investigate tones Draw light and dark lines Draw faces and limbs 	<ul style="list-style-type: none"> To use joining techniques of gluing, pins, staples and threading To create models using recycled materials. To work with others to create a group piece of artwork. To communicate reasons, thoughts, observations and feelings about work created.

Y1/2 B	<ul style="list-style-type: none"> To explore creating tints and shades in a variety of different colours. To experiment with different painting effects such as washes, blocking and thickened paint. To explore paint effects and techniques used by John Constable To explore texture in an artwork using techniques such as layering, differing brush strokes or varying equipment such as a sponge or spatula. To create a final piece that applies two different painting effects. 	<ul style="list-style-type: none"> Add 2H to the range of pencils they use regularly Draw from own observations showing increasing accuracy Use a viewfinder to draw with more detail Create tone through pencil technique To explore and use hatching and cross-hatching to build tone and texture. 	<ul style="list-style-type: none"> To manipulate clay by rolling, smoothing and moulding To use tools to create a design To understand that clay is different to other malleable materials and shouldn't be overworked To use a sketchbook to plan and develop ideas
Y3/4 A	<ul style="list-style-type: none"> To know how to use a range of brushes to create different effects Mix colours effectively. To explore how Monet has used complementary colours to create an artwork. To explore creating hues using watercolour paints. To know about and create tertiary colours. To explore complementary colour combinations. To create a final piece that uses complementary colours 	<ul style="list-style-type: none"> To develop charcoal and chalk skills by using the edge to create tone, pressing hard to make dense marks and using your finger to smudge Use charcoal and chalk to create effect and depth To draw from first-hand observation and secondary sources images e.g., pictures and artists' copies. To identify areas of shadow and light and blend tones accurately to create soft gradients. Draw on a range of different scales. 	<ul style="list-style-type: none"> To explore arrangements using natural materials. To intertwine and construct using natural materials. To observe and use colours, textures, shapes and patterns in natural materials. Work with others to create a group piece of artwork using natural materials. Evaluate reasons, thoughts, observations and feelings about work created.

Y3/4 B	<ul style="list-style-type: none">• To know that a variety of colours can be created from using a limited palette• Use paint to create pattern and repetition• To apply different effects and textures, including blocking in colour, washes, thickened paint and creating textural effects (doting)• To know that detail and colour can be built upon using paint , but that it needs to dry first• To experiment with the style used by Georges Seurat	<ul style="list-style-type: none">• To draw from observation and apply shades and tones.• To explore blending with pastels and know that using fingers helps blend colours together• To explore blending lines to create different shades and tones with oil pastels.• To know that oil pastels can be built on top of each other to create different colours and give the appearance of texture• To explore how light and shadow is captured in the correct areas with knowledge of light source	<ul style="list-style-type: none">• To use a coiling technique to create a clay sculpture• To join two pieces of clay by roughing both surfaces and using slip• To use a range of tools to create a repeating pattern• To sculpt clay with accuracy
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Y5/6 A	<ul style="list-style-type: none"> • To mix colours accurately and understand the properties of a range of different paint types. • To experiment with different colours that represent moods. • To create a mood painting through use of colour and application. • To develop fine brush strokes. • To research the work of Salvador Dali and use his work to create a contemporary piece of art 	<ul style="list-style-type: none"> • To use a range of mark making techniques to show contrast and tone in drawings. • To draw from first-hand observation and from source material. • To make small studies from observation using viewfinders to focus on selected parts. • To use perspective and proportion. • Add 4H to the pencil range • Select an appropriate style for a piece of artwork 	<ul style="list-style-type: none"> • Explore wire as a medium for sculptures • Use aluminium wire to create a sculpture • Shape, form, model and construct using wire • Use tools safely
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Y5/6 B	<ul style="list-style-type: none"> • Introduce oil paints and experiment with texture • To know when using a wash (either with water colour or other paint) perspective can be achieved through darkening the paint towards to foreground • To choose appropriate paint, paper and implements to adapt and extend their work • To mix and match colours to create atmosphere and light effects • To be able to identify and work complementary and contrasting colours • To the style of art used by Leonardo da Vinci 	<ul style="list-style-type: none"> • Show effect of light on objects and people from different directions • Know how tone can add impact to a drawing. • Focus on a small area such as eyes or lips and be able to capture the different tones and shades. • Use hatching and cross-hatching to build tone and texture. • Select which grade of pencil would be best to use on the chosen area to create line, tone and texture. • Add 6B to the pencil range 	<ul style="list-style-type: none"> • Create a sculpture using clay. • Shape, form, model and join with confidence. • Use sketchbook to inform, plan and develop ideas. • Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it • Adapt work according to their views and describe how they might develop it further
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