		Generic skills –	should be covered	lin all art units o	f work	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Record, explore	Record, explore and	Select and record	Select and record	Select and record	Select and record from first
	and experiment	experiment with	from first hand	from first hand	from first hand	hand observation,
	with ideas from	ideas from first hand	observation,	observation,	observation,	experience and
	firsthand	observations.	experience and	experience and	experience and	imagination, and explore
	observations.		imagination, and	imagination,and	imagination, and	ideas for different
		Ask and answer	explore ideas for	explore ideas for	exploreideas for	purposes.
	Ask and answer	questions about the	different purposes.	different purposes.	different purposes.	
	questions about	starting points for				Question and make
	thestarting points	their work.	Question and make	Question and make	Question and make	thoughtful observations
	for their work.		thoughtful observations	thoughtful	thoughtful	about starting points and
		Develop their ideas –	about starting points	observations about	observations about	select ideas to use in
	Develop their ideas	try things out,	and select ideas to use	starting points and	starting points and	theirwork.
	- try things out,	change their minds	intheir work.	select ideas to use	select ideas to use in	
	change their	Explore the work of		in theirwork.	their work.	Explore the roles and
	minds Explore the	artists, craftspeople	Explore the roles and			purposes of artists,
	work ofartists,	and designers from	purposes of artists,	Explore the roles and	Explore the roles	craftspeople and
	craftspeopleand	different times and	craftspeople and	purposes of artists,	andpurposes of	designersworking in
	designers from	cultures for	designers working in	craftspeople and	artists,	different times and
	different times	differences and	different times and	designersworking in	craftspeople and	cultures.
	and cultures for	similarities.	cultures.	different times and	designers	
	differences and			cultures.	working in	Compare ideas, methods
	similarities.	Review what they	Compare ideas, methods		different times	and approachesin their
		and others have	and approaches in their	Compare ideas,	and cultures.	own and others' work and
	Review what	done and say what	own and others' work and	methods and		say what they think and
	they and others	they think and feel	say what they think and	approaches in their	Compare ideas,	feel about them.
	have done and	about it.	feel about them.	ownand others' work	methods and	
	say what they			and say what they	approaches in their	Adapt their work according
	think and feel	Identify what they	Adapt their work	think and feel about	own and others'	to their views and describe
	about it.	might change in their	according to their	them.	workand say what	how they might develop it
		current work or	views		they think and feel	further.

	<u> </u>	 		<u></u>
Identify whatthey		Adapt their work	about them.	
might		accordingto their views		
		and describehow they	Adapt their work	
		might develop it	according to their	
		further.	8	
		rarener.		

			Drawing			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt	Experiment with ways in which surface detail canbe added to drawings.	Experiment with waysin which surface detailcan be added to drawings.	Work from a variety of sources including observation, photographs and digital	Experiment with wet media to make different marks, lines, patterns, textures and shapes.
	tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media.	tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media.	Use sketchbooks tocollect and record visual information from different sources.	Use sketchbooks to collect and record visual information from different sources.Draw for a sustained period	images. Work in a sustained andindependent way to create a detailed	Explore colour mixing and blending techniques with coloured pencils.
	Lines and marks Name, match and drawlines/marks from observations.	Lines and marks Name, match and draw lines/marks from observations. Invent	Draw for a sustained period oftime at an appropriate level. <u>Lines and Marks Make</u>	of time at an appropriate level. Lines and MarksMake	drawing. Develop close observation skills using avariety of view	Use different techniques for different purposes i.e. shading, hatching within their own work.
	Invent new lines. Draw on different surfaces with a range of media. Use	new lines. Draw on different surfaces with a rangeof media. Use differently textured	marks and lines with a wide range of drawing implements e.g. charcoal, pencil,crayon,	marks and lines with a widerange of drawing implements e.g. charcoal, pencil, crayon,	finders. Use a sketchbook to collect and develop ideas.	Start to develop their own style using tonal contrast and mixed media.
	differently textured and sized media. Shape	and sized media. Shape Observe and draw	chalk pastels, pens etc. Experiment with different grades of penciland other	chalk pastels, pens etc. Experiment with different grades of	Identify artists who haveworked in a similar way to their own work.	Perspective and Composition Begin to use simple perspective in their work using a single focal pointand
	Observe and draw shapes from observations. Draw shapes in between	shapes from observations. Draw shapes in between objects. Invent new	implements to create lines andmarks. Form and Shape	pencil and other implements to create lines and marks.	Lines, Marks, Tone, Form & Texture Use dry media to make different	horizon. Begin to develop an awareness of composition, scale and proportion in their
	objects. Invent new shapes.	shapes. <u>Tone</u>	Experiment with different grades of pencil and other implements to draw	Form and Shape Experiment with different grades of	marks, lines, patterns and shapes within a drawing.	paintings e.g. foreground, middle ground and background.
	Tone Investigate tone by drawing light/dark	Investigate tone by drawing light/dark lines, light/dark	different forms and shapes. Begin to show an	penciland other implements todraw different forms and	Experiment with wet media to make	

lines, light/dark	patterns, light dark	awareness of objectshaving	shapes.	different marks, lines,	Show an awareness of how
patterns, light dark	shapes etc.	a third dimension.		patterns, textures and	paintings are created ie.
shapes etc.			Begin to show an	shapes.	Composition.
	<u>Texture</u>	Tone Experiment with	awareness of objects		
<u>Texture</u>	Investigate texturesby	different grades of pencil	having a third	Explore colour mixing	
Investigate textures	describing, naming,	and other implements to	dimension.	and blending	
bydescribing,	rubbing, copying.	achieve variations intone.		techniques with	
naming, rubbing,			Tone Experiment with	coloured pencils.	
copying.		Apply tone in a drawing in	different grades of		
		a simpleway.	penciland other	Use different	
			implements toachieve	techniques for different	
		<u>Texture</u>	variations in tone.	purposes	
		Create textures with a wide		i.e. shading, hatching	
		rangeof drawing	Apply tone in a drawing	within their own work.	
		implements.	in a simple way.		
		Apply a simple use of		Start to develop their	
		pattern and texture in a	<u>Texture</u>	own style using tonal	
		drawing.	Create textures with a	contrast and mixed	
			wide range of drawing	media.	
			implements. Apply a		
			simple use ofpattern	Perspective and	
			and texture in a	Composition Begin to	
			drawing.	use	
				simple perspectivein	
				their work usinga single	
				focal pointand horizon.	
				Begin to develop an	
				awareness of	
				composition, scaleand	
				proportion in their	
				paintings e.g.	
				foreground, middle	
				ground andbackground.	
				Show an awareness of	
				howpaintings are	

					created i.e.					
					Composition.					
	Painting (**)									
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
	Use a variety of	Use a variety of tools	Experiment with	Experiment	Develop a painting	Develop a painting from				
	tools and	and techniques	different effects and	with different	froma drawing.	adrawing.				
	techniques	including different	textures inc. blocking	effects and						
	including different	brush sizes and	in colour, washes,	textures inc.	Carry out	Carry out preliminary				
	brush sizes and	types.	thickenedpaint	blocking in	preliminary	studies, trying out				
	types Mix and		creating textural	colour, washes,	studies, trying	differentmedia and				
	match coloursto	Mix and match	effects.	thickened	out different	materials and mixing				
	artefacts and	colours to artefacts		paint creating	media and	appropriate colours.				
	objects	and objects	Work on a range of	textural	materials and					
		Work on different	scales e.g. thin brush	effects.	mixing	Create imaginative work				
	Work on	scales.	on small picture etc.		appropriate	from a variety of				
	differentscales			Work on a	colours.	sources				
		Experiment with	Create different	range ofscales		e.g. observational				
	Experiment with	tools and techniques	effects and textures	e.g. thin brush	Create imaginative	drawing, themes, poetry,				
	tools and	e.g. layering, mixing	with paint according to	on small	workfrom a variety	music.				
	techniques e.g.	media, scrapping	what they need for the	picture etc.	of sources					
	layering, mixing	through.	task.		e.g. observational	<u>Colour</u>				
	media,scrapping			Create different	drawing, themes,	Mix and match colours to				
	through	Name different types	<u>Colour</u>	effects and	poetry, music.	create atmosphere and				
		of paint and their	Mix colours and	textureswith		lighteffects.				
	Name different	properties.	know which	paint according	<u>Colour</u>					
	typesof paint and		primary colours	to what they	Mix and match	Be able to identify primary				
	their properties	<u>Colour</u>	make secondary	need for the	coloursto create	secondary,				
		Identify primary	colours.	task.	atmosphere and	complementary and				
	<u>Colour</u>	colours by name			light effects	contrasting colours.				
	Identify	Mix primary shades	Use more specificcolour	<u>Colour</u>	Be able to					
	primary	and tones.	language Mix and use tints	Mix colours	identify primary	Work with				
	colours by		and shades.	andknow	secondary,	complementary				
	name	<u>Texture</u>		which	complementary	colours.				
		Create textured paint		primary	andcontrasting					

T	I			
Mix primary	by adding sand,	colours	colours.	
shadesand	plaster.	make		
tones		secondary	Work with	
		colours.	complementary	
<u>Texture</u>		55.5 4.5.	colours.	
Create textured paint		Use more specificcolour	colours.	
by adding sand,		language Mix and use		
plaster.		tints and shades.		
1				

Printing P



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Print with a range	Print with a range of	Create printing	Create printing	Create printing	Create printing blocks b
	of hard and soft	hard and soft	blocks using a relief	blocksusing a	blocksby simplifying	simplifying an initial
	materials	materials e.g. corks,	or impressed	relief or impressed	an initialsketch	sketchbook idea.
	e.g. corks, pen	pen barrels, sponge.	method.	method.	book idea.	
	barrels, sponge.					Use relief or
		Make simple marks	Create repeating	Create	Use relief or	impressedmethod.
	Make simple	on rollers and	patterns	repeating	impressedmethod.	
	marks onrollers	printing palettes	Print with two colour	patterns.	Create prints with	Create prints with
	and printing	Take simple prints	overlays		threeoverlays.	threeoverlays.
	palettes.	i.e. mono -printing.		Print with two colour		
	Take simple			overlays	Work into prints with a	Work into prints with a
	prints i.e.mono -	Roll printing ink over			range of media e.g.	range of media e.g. pen
	printing.	found objects to create			pens, colour pens and	colour pens and paints.
		patterns e.g. plastic			paints.	
	Roll printing ink	mesh, stencils.				
	over found objects					
	to create	Build repeating				
	patterns e.g.	patterns and				
	plasticmesh,	recognise pattern in				
	stencils.	the environment.				
	Build repeating	Create simple				
	patterns and	printing blocks with				
	recognisepattern	press print.				
	in the					
	environment.	Design more				
		repetitive patterns.				
	Create simple					
	printing blocks	<u>Colour</u>				
	with press print	Experiment with				
	Design more	overprinting motifs				
	repetitive	and colour.				

patterns.			
patterns.	<u>Texture</u>		
<u>Colour</u>	Make rubbings to		
Experiment	collect		
with	textures andpatterns.		
overprinting motif	textures anapatterns.		
andcolour.			
unacoloui.			
<u>Texture</u>			
Make rubbings to			
collect textures ar	nd		
patterns.			

		Textile			
EYFS Year	1 Year 2	Year 3	Year 4	Year 5	Year 6
Match and so fabricsand this for colour, text length, size as shape Change and nother threads and faknotting, fray fringing, pulling threads, twist plaiting. Cut and shape fabricusing scissors/snips Apply shape with glueor lostitching. Apply decorations, fear etc. Create cords plaitsfor decoration. Colour	Match and sort fabrics and threadsfor colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. Colour Apply colour with printing, dipping,	Use a variety of techniques, e.g. printing, dyeing, weaving and stitchingto create different textural effects Match the tool to the material Develop skills in stitching, cutting andjoining. Experiment withpaste resist.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effectsMatch the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist.	Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interestingcolours and textures and effects	Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

printing, dipping,	<u>Texture</u>		
fabriccrayons.	Create fabrics by		
•	weaving materials		
Create and use	i.e. grass through twigs,		
dyes	carrier bags ona bike		
i.e. onion	wheel.		
skins, tea,	Wileel.		
coffee.			
conee.			
Toytura			
Texture			
Create fabrics by			
weaving materials			
i.e.grass through			
twigs, carrier bags			
on a bikewheel.			
I	1		

3-D and sculpture



				T		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Manipulate	Manipulate malleable	Plan, design and	Plan, design and	Shape, form, model	Shape, form, model and
	malleable	materials in a variety	make models from	make models from	andconstruct from	construct from
	materials in a	of ways including	observation or	observationor	observation or	observationor imagination
	variety ofways	rolling andkneading	imagination	imagination	imagination	
	including rolling	Explore sculpture				Use recycled, natural
	and kneading.	with a range of	Join clay adequately	Join clay adequately	Use recycled, natural	andman-made materials
		malleable media	and construct a	andconstruct a	and man-made	to create sculptures
	Explore sculpture	Manipulate	simple base for	simple base for	materialsto create	
	witha range of	malleable materials	extending and	extending and	sculptures	Plan a sculpture through
	malleable media.	for a purpose, e.g.	modelling other	modelling other		drawing and other
		pot, tile.	shapes.	shapes	Plan a sculpture	preparatory work
	Manipulate				throughdrawing and	Develop skills in using
	malleable	Understand the safety	Create surface	Create surface	other preparatory	clayinc. slabs, coils, slips,
	materials for a	and basic careof	patterns and	patternsand	work.	etc.
	purpose, e.g. pot,	materials and	texturesin a	textures in a		
	tile.	tools.	malleable material.	malleable material.	Develop skills in using	Produce intricate pattern
					clay inc. slabs, coils,	and textures in a malleab
	Understand the	Form Experiment	Use papier mache to	Use papier mache to	slips,etc.	media.
	safetyand basic care	withconstructing	create a simple 3D	create a simple 3D		
	of materials and	andjoining	object.	object.	Produce intricate	
	tools.	recycled,natural			patterns and textures	
		and			ina malleable media.	
	<u>Form</u>	manmade materials.				
	Experiment					
	with	Use simple 2-D shapes				
	constructing	to create a 3-D form.				
	andjoining					
	recycled,	<u>Texture</u>				
	natural and	Change the				
	manmade	surface of a				
	materials.	malleable				
		material e.g.				

Use simple 2-D	build atextured		
shapesto create a	tile.		
3-D form.			
<u>Texture</u>			
Change the surface			
of amalleable			
material e.g. build a			
textured tile.			

Collage _____



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Create images from avariety of media e.g. photocopies material,fabric, crepe paper, magazines etc. Arrange and glue materials to	Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds.	Experiment with a range of collage techniques such as tearing, overlappingand layering to create images and represent textures. Use collage as a means of collectingideas and	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and	Add collage to a painted, printed or drawn background Use a range of media to create collages. Use different techniques, colours and textures etc when	Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc	
	different backgrounds.	Sort and group materials for different	information and building a visual vocabulary.	information and buildinga visual vocabulary.	designing and making pieces of work.	when designing and makir pieces of work.	
	Sort and group materials for differentpurposes	purposes e.g. colour texture.		·	Use collage as a means of extending work from initial ideas.	Use collage as a means of extending work from initial ideas.	
	e.g. colour texture.	Fold, crumple, tearand overlap papersWork on					
	Fold, crumple, tear andoverlap papers.	different scales. <u>Colour</u> Collect, sort, name					
	Work on different scales.	match colours appropriate for an					
	Colour Collect, sort, name match colours	image. Shape					
	appropriate for an image.	Create and arrange shapes appropriately.					
	Shape Create and arrange shapes appropriately.	Texture Create, select and use textured paper for an image.					

Textu Creat usete for ar image	extured paper		

Digital Media							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Explore ideas using digital sources i.e. internet, CD-ROMs.	Explore ideas using digital sources i.e. internet, CD-ROMs.	Record and collect visual information using digital camerasand video recorders.	Record and collect visualinformation using digital cameras and video recorders.	Record, collect and storevisual information using digital cameras, video recorders.	Record, collect and store visual information using digital cameras, video recorders.	
	Record visual information using digital cameras, videorecorders.	Record visual information usingdigital cameras, video recorders.	Present recorded visual images usingsoftware e.g. Photostory, PowerPoint.	Present recorded visual images using software e.g. Photostory, PowerPoint.	Present recorded visual images using software e.g. Photostory, PowerPoint.	Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create	
	Use a simple graphicspackage to create images and effects with	Use a simple graphics package to create images and effects with Lines by changing the size of brushes in	Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased	Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with	Use a graphics package to create and manipulatenew images.	and manipulate newimages. Be able to Import an image (scanned, retrieved, taken)	
	Lines by changing thesize of brushes in response to ideas.	response to ideas. Shapes using eraser, shape and fill tools	precision. Changing the type of brush to an appropriate	increasedprecision. Changing the type of brush to an appropriate	Be able to Import an image (scanned, retrieved, taken) into a graphics package.	Understand that a digital image is created by layering Create layered images from	
	Shapes using eraser, shape and fill tools.	Colours and Texture using simple filters to manipulate and create	style e.g.charcoal. Create <u>shapes</u> by making	style e.g. charcoal. Create <u>shapes</u> by	Understand that a digital image is created by	original ideas (sketch books etc.).	
	Colours and Texture using simple filters to manipulate and	images. Use basic selectionand	selections tocut, duplicate and repeat. Experiment with colours	makingselections to cut, duplicate and repeat.	layering. Create layered images		
	createimages. Use basic selection	cropping tools.	and textures by making an appropriate choice of special effects and simple	Experiment with <u>colours</u> and textures by making an appropriate choice of	from original ideas (sketch books etc.).		
	andcropping tools.		filters to manipulate and create images for a particular purpose.	special effects and simple filters to manipulate and create images for a particular purpose.			