

EYFS Framework	National Curriculum					
EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used (ELG: Creating with materials) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. (ELG:Fine Motor Skills) 	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use drawing, painting and sculpture Develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. 			

Substantive Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Express themselves through art</p> <p>Create freely</p>	<p>Recognise that their ideas can be expressed in art work</p> <p>Create freely to record their ideas</p> <p>Recognise some key artists and art works</p>	<p>Recognise that ideas can be expressed in art work</p> <p>Create and explore with an open mind</p> <p>Use contextual knowledge as a stimulus</p> <p>Create original outcomes</p> <p>Use sketch books to record experiences and ideas</p>	<p>Use contextual knowledge as a stimulus and make links between their own work and the work of others</p> <p>Experiment with different disciplines and make sensible choices about what to do next</p> <p>Use sketch books to record experiences, responses and plan simple ideas</p>	<p>Gather and review information and resources related to their ideas and intentions</p> <p>Use sketch books for different purposes:</p> <ul style="list-style-type: none"> Recording observations Planning Shaping ideas <p>Create original, knowledge informed outcomes</p>	<p>Select and use relevant resources and references to develop their ideas</p> <p>Use sketch books purposefully to improve understanding, inform ideas and plan for an outcome</p> <p>Create original, knowledge informed outcomes</p> <p>Analyse and evaluate</p>	<p>Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/recording</p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches</p>

			<p>Recognise key artists and art works that are relevant</p>	<p>Begin to evaluate their own work and articulate their likes and dislikes</p>	<p>Analyse and evaluate own artwork and the work of others</p>	<p>own artwork and the work of others</p>	<p>information</p> <p>Create original, knowledge informed outcomes</p> <p>Analyse and evaluate own artwork and the work of others</p> <p>Understand that artwork is made for a purpose</p>	<p>Create original, knowledge informed outcomes</p> <p>Analyse and evaluate own artwork and the work of others, making links and comparisons</p> <p>Understand that artwork is made for a purpose and has a specific audience</p>
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Procedural Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visual Literacy	<p>Demonstrate preferences for a particular artist or art form</p>	<p>Know that art comes in many forms</p> <p>Know that artists have different styles</p> <p>Demonstrate preferences for a particular artist or art form</p>	<p>Reflect upon the artists' work and shares response verbally</p> <p>Know how to recognise and describe some simple characteristics of different kinds of art, craft and design</p>	<p>Reflect upon the artists' work and share response</p> <p>Understand artists take their inspiration from around them</p> <p>Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times</p>	<p>Know about and describe the work of some artists, craftspeople & architects</p> <p>Reflect upon the artists' work, and share their response verbally expressing likes/dislikes and making links</p> <p>To understand that visual artists look to other artforms for inspiration</p> <p>Understand artists often collaborate on projects, bringing different skills together</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture their own creative response to the work</p>	<p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects that they have studied</p> <p>Reflect upon the artists' work, and share their response, expressing likes/dislikes and making links</p> <p>Understand artists often collaborate and bring different skills together</p> <p>Deconstruct and discuss an original artwork, using sketch books to make visual notes to nurture pupils own creative response to the work</p>	<p>Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects. Considering cultural context and intentions</p> <p>Reflect upon the artists' work, and share their response, expressing likes/dislikes and making links</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate the learning</p> <p>Deconstruct and discuss an original artwork, using sketch books to make visual notes to nurture pupils own creative response to the work</p>	<p>Describe, interpret & explain the work, ideas and working practices of some significant artists, craftspeople, designers & architects. Considering the influence of the different historical, cultural, social contexts</p> <p>Reflect upon the artists' work, & share their response, expressing likes/dislikes and making links</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate the learning</p> <p>Deconstruct & discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils' own creative response to the work</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Generate, Research & Develop Ideas</p>	<p>Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D work with the support of an adult</p> <p>Use a range of materials to craft, build</p>	<p>Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D work</p> <p>Use a range of materials to craft, build and join</p> <p>Show interest in the work of others</p> <p>Copy the work of others</p>	<p>Try out a range of materials and processes</p> <p>Show interest in the work of others</p> <p>Know the names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use</p>	<p>Deliberately choose to use particular techniques</p> <p>Develop and exercise some care and control over the range of materials they use - for instance, they do not accept the first mark but seek to refine and improve</p>	<p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p>	<p>Investigate the nature and qualities of different materials and processes systematically</p>	<p>Confidently investigate and exploit the potential of new and unfamiliar materials (for example, trying different ways of using tools and materials that are new to them)</p>	<p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Create</p>	<p>Work in an exploratory way</p>	<p>Work in a playful, exploratory way</p>	<p>Work in a playful, exploratory way, responding to a simple brief</p>	<p>Create with a variety of materials to make an outcome which responds to a loose brief.</p>	<p>Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief</p>	<p>Select and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief</p> <p>Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)</p>	<p>Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions</p>	<p>Select and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions</p> <p>Independently select and use relevant processes in order to create successful work</p>

Disciplinary Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> • Explore mark making with a range of implements • Create shapes with continuous lines and use these to represent objects • Draw a face with a circle. Explore including eyes, mouth and nose 	<ul style="list-style-type: none"> • Experiment with a range of drawing implements to explore lines (e.g. pencils, crayons, pastels, charcoal, wax pastels) • Experiment with line - patterns, dots, and colour • Observe and draw from real life using lines and patterns • Draw freely and with pleasure • Explore techniques such as hatching and stippling • Begin to show emotion when drawing faces. For example, a smiling mouth • Include form when drawing a person or animal. Ensuring they include the legs. 	<ul style="list-style-type: none"> • Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk • Experiment with line, shape, pattern, tone and colour • Observe and draw landscapes, patterns and anatomy • Use a sketchbook to gather and develop ideas • Continue to explore drawing techniques that create texture. Such as hatching, stippling and introduce blending • Know that different tones can be created by applying different pressures • Explore composition and scale 	<ul style="list-style-type: none"> • Experiment with different grades of pencil to create different tones and texture and explain choices about use of media • Know that H pencils are hard and B pencils are soft • Know that shading, cross hatching, stippling and stumpling can be used to create different tones and textures • Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light • demonstrate an understanding of line, shape, pattern, colour, tone and space • Use scale and proportion to draw anatomy increasingly accurately, particularly bodies and faces of people • Use a sketchbook to research, collect and record • Explore composition, scale and proportion • Explore the effects of shadows within their artwork • Begin to show facial expressions within portraits 	<ul style="list-style-type: none"> • Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people) • Draw effect of light on people and objects from different directions and develop the concept of perspective • Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects • Demonstrate a secure understanding of line, shape, pattern, colour, tone and space • Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media • Demonstrate an understanding of composition, scale and proportion though focal points, vanishing points and the horizon • Use shadows that are appropriate for the light source 			

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Painting	<ul style="list-style-type: none"> • Know the basic colour names and match items by colour (red, green, blue, yellow, orange, pink) • Name the shades white and black. • Experiment with paint using a range of tools e.g. sponges/straws 	<ul style="list-style-type: none"> • To begin to understand that painting is different to drawing; painting is about covering space and use of colour. • Experiment with different paint, brushes and brush sizes • Name colours; begin to mix primary colours to make others • Begin to paint 'in the style' of key artists 	<ul style="list-style-type: none"> • Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes • Name colours, mix and match colours to objects; • Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques • Experiment with mixing items into paint to create an effect • Name primary colours and mix secondary • Experiment with shades and tints using black and white • Begin to recognise warm and cold colours • Use a sketchbook to gather and develop ideas 	<ul style="list-style-type: none"> • Choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing • Become confident in using different paint brushes to create effects and texture • Mix colours and know which primary colours make secondary colours; experiment with tone, shade and tint • Know all primary and secondary colours • Experiment with mixing tertiary colours – made from mixing a primary and a secondary colour • Explore the colour wheel • To recognise warm and cool colours • Begin to explore tertiary colours (Y4) • Work confidently on different scales • Use a sketchbook to research, collect and record • Know that line, shape and colour can be used to represent figure, and form in movement 	<ul style="list-style-type: none"> • Test media and materials before independently employing a range of effects, including texture with sand/sawdust • Explore and show an understanding of complimentary and contrasting colours • Demonstrate knowledge about primary/secondary colours, warm and cold and create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects • Create imaginative work from a variety of sources and show an awareness of painting composition • Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media 			
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Printing	<ul style="list-style-type: none"> • Begin to experiment with a range of resources to create simple prints e.g. Hands, fingers, toys 	<ul style="list-style-type: none"> • Experiment with different textured materials and express which is best to represent different things and ideas • Create rubbings of different textures 	<ul style="list-style-type: none"> • Explore printing simple pictures with a range of hard and soft materials e.g. corks, sponges. • Use printmaking to create a repeating pattern. 	<ul style="list-style-type: none"> • Create simple monoprints. • Experiment with overprinting motifs and colour. 	<ul style="list-style-type: none"> • Explore printing in relief: e.g. String and card. • Relief (links to year 3/4 3d form skills) 	<ul style="list-style-type: none"> • Create safe prints. • Begin to layer safe prints created to gain effect. 	<ul style="list-style-type: none"> • Create collagraph prints exploring textures. 	<ul style="list-style-type: none"> • Use tools to safely create linoleum block prints.

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Sculpture/3D Form	<ul style="list-style-type: none"> • Experiment manipulating dough with different tools (shape cutters, rolling pins, crinkle cutters, knives etc. • Experiment manipulating dough with their hands – rolling and patting • Begin to construct three dimensional shapes by assembling and fixing items (junk modelling) using man-made and natural materials 	<ul style="list-style-type: none"> • Manipulate and explore using modelling materials – rolling, kneading, pressing, pinching • Construct three dimensional shapes by assembling and fixing items (junk modelling) using man-made and natural materials 	<ul style="list-style-type: none"> • Build with purpose and choose materials and joining aids that are suitable • Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot • Use the score, slip, stick smooth method when connecting clay • Construct with recycled, natural and man-made materials • Know that a sculpture often uses materials that need to be shaped or moulded • Use a sketchbook for practising skills and planning a design • Begin to use papier mâché 	<ul style="list-style-type: none"> • Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form • Make a simple paper mâché object using wire or assembled found materials • Know that sculpture can be made from and represented with a range of materials, including paper • Use paper building techniques such as roll, loop, curl, fringe, twist, fold • Plan and design in a sketchbook; make models 	<ul style="list-style-type: none"> • Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching, creating surface patterns and textures, slabs, coils and slips • Use recycled, natural and man-made materials to create sculptures with increasing independence • Use armatures with a wire frame and cover with malleable material e.g. Papier mâché, plasticine, newspaper and masking tape • Plan, design, make and adapt models; evaluate other sculptures 			

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Mixed Media Inc. textiles and collage	<ul style="list-style-type: none"> • Explore using different textures in materials • Experiment with different types of glue and tape • Experiment with techniques such as tearing, crumpling and overlapping to create texture 	<ul style="list-style-type: none"> • Begin to explore different textiles; undertake some simple textile weaving and decoration • Begin to experiment with a range of tools and joins • Continue to explore with techniques such as rolling, folding, tearing, crumpling, and overlapping to create different textures • Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea • Begin to select an appropriate way to secure materials when given choices. 	<ul style="list-style-type: none"> • Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea • Select appropriate ways to secure materials • Use a sketchbook for practising skills and recording knowledge 		<ul style="list-style-type: none"> • Develop skills cutting, joining and wet felting • Experiment with overlapping and layering in collages, using a range of media – e.g. fabric, plastic, tissue, magazines, crepe paper • Collect, refine and alter ideas 		<ul style="list-style-type: none"> • Use a wide range of techniques, complimentary/contrasting colours and textures when designing and making • Choose to join fabrics in different ways – e.g. stapling, pinning • Use a wide variety of media to independently create a collage, including overlapping and layering; select and use a range of cutting tools; embellish decoratively using more layers of found materials to build complexity to collage • Collect, refine, adapt, extend and evaluate ideas 	

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Digital Art	<ul style="list-style-type: none"> • Take a self-portrait photograph on an iPad. 	<ul style="list-style-type: none"> • Use a simple computer paint program to colour a picture (Purple Mash or Revelation Natural Art) 	<ul style="list-style-type: none"> • Use a simple computer paint program to draw a picture and colour it (Purple Mash or Revelation Natural Art) • Begin to edit their art work • Begin to use more complex IT programs to create a piece of work (Adobe Fresco) • Take photographs beginning to considering the composition 		<ul style="list-style-type: none"> • Use IT programs to create a piece of work that includes their own work and that of others (Adobe Fresco) • Create basic stop motion animations. • Create a piece of art that includes the integration of digital images they have taken 		<ul style="list-style-type: none"> • Take digital photographs and use software to alter them, adapt them and create work with meaning. • Compose a photo with thought for textural qualities, light and shade. 	