

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Drawing</b> (pencil, charcoal, chalk, pastels, ICT software)	<p><b>ELG <u>Physical development</u></b></p> <ul style="list-style-type: none"> <li>• <b>53 (40-60+)-</b> Begin to use clockwise movements and retrace vertical lines</li> </ul>	<p>Extend the variety of drawings tools Observe and draw patterns Draw a way of recording experiences and feelings (take your pencil for a walk) Sketch to make quick records</p>	<p>Experiment with various pencil grades Close observation Initial sketches as a preparation for painting (sketch book) Accurate drawings of people - particularly faces Work on a variety of scales</p>	<p>Effect of light on objects and people from different directions (sketch book) Produce increasingly accurate drawings of people Use the concept of perspective (sketch book) Drawing-Escher, Leonardo Da Vinci</p>
<b>Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels)	<p><b>ELG- <u>Expressive arts and design</u></b></p> <ul style="list-style-type: none"> <li>• <b>25 (40-60+)</b> Explore what happens when they mix colours</li> <li>• <b>28 (40-60+)</b> Choose and manipulate colour to achieve a planned effect</li> </ul> <p>Name colours (red, yellow, blue, green, orange, brown, white, black, purple, pink)</p>	<p>Find collections of colour Applying colour with a range of tools Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black using colour on a large scale Explore work of Iain Andrews, Chas Jacobs</p>	<p>Making colours Create Colour wheels Introduce different types of brushes Different techniques for applying colour, scratching, dotting, splashing</p> <p>Explore the work of Ewa Czarniecka, Jonathan Gabb, Jackson Pollock</p>	<p>EXPLORE Hue, tint, tone, shades and mood Colour for purposes (choose for specific reason and justify) Colour to express feelings (blue for sad... justify own choices)</p> <p>Explore the work of Jean-Michel Basquiat US artist</p>
<b>Texture</b> (textiles, clay, sand, plaster, stone)	<p><b>ELG- <u>Expressive arts and design</u></b></p> <ul style="list-style-type: none"> <li>• <b>26 (40-60+ )</b> Experiment to create different textures</li> <li>• <b>27 (40-60+)</b> Understand that different media can be combined to create new effects</li> <li>• <b>28 (40-60+)</b> Manipulates materials to create a planned effect</li> </ul> <p>Handling, manipulating and enjoying using materials Sensory experience</p>	<p>Simple weaving using paper, strips of fabric Collage using various textiles</p> <p>Create textures using clay and simple found objects</p>	<p>Weaving using card Explore different types of fabrics Clay to create texture tiles using clay tools Paint layers with sand to create texture</p>	<p>Use different size needles to sew simple patterns Use a variety of stitches Observe a wider variety of textured art Compare different fabrics and their uses Explore textures in clay to create a mood tile using clay tools Explore the use of texture in colour (brick walls, leaves, concrete floors, wooden tables)</p>
<b>Form</b> (3D work, clay, dough, boxes)	<p><b>ELG-<u>physical development</u></b></p> <ul style="list-style-type: none"> <li>• <b>49 (40-60+)</b> Shows increasing control over an object, rolling. Patting, pushing, catching or kicking it</li> <li>• <b>50 (40-60+)</b> Use simple tools to effect changes to materials</li> <li>• <b>51 (40-60+)</b> Handle tools, objects, construction and malleable materials safely and with increasing control</li> </ul>	<p>Construct simple models and discuss their form Use materials to make known objects for a purpose Pinch and roll coils using modelling clay/dough/plasticine Make simple joins</p>	<p>Discuss natural and manmade forms Make forms using pliable material based on real life objects- trees, flowers, houses... Discuss and evaluate work of famous sculptures</p>	<p>Plan and develop 3D work Use imagination or real objects to inspire Create model using various materials Evaluate form and suggest improvements Discuss and evaluate work of famous sculptures - Henry Moore, Barbara Hepworth, Auguste Rodin</p>

<b>Printing</b> (found materials, fruit/veg, wood blocks, press print, string)	<p><b>ELG- <u>Expressive arts and design</u></b></p> <ul style="list-style-type: none"> <li>• <b>31 (40-60+)</b> <i>Selects appropriate resources and adapts work where necessary</i></li> </ul> <p>Print with various objects including fruit          Print with block colours          Symmetrical printing</p>	<p>Create patterns using everyday objects (match sticks, fingers, string, cotton buds, corks...)          Use press print to create simple images          Colour mixing by overlapping coloured prints</p>	<p>Print with a growing range of objects          Collect example items that feature printed patterns          Discuss repeated patterns and how to replicate using printing</p>	<p>Combine own printed pieces to create art          Explore the work of Andy Warhol and use printing to create own images          Discuss and Evaluate their work compared to that of famous artists</p>
<b>Pattern</b> (paint, pencil, textiles, clay, printing, natural)	<p>Explore creating repeating patterns          Explore irregular painting patterns          Simple symmetry using a range of media (paper fold, printing...)  <b>ELG <u>Expressive arts and design</u></b></p> <ul style="list-style-type: none"> <li>• <b>27 (40-60+)</b> <i>Understand that different media can be combined to create new effects</i></li> <li>• <b>28 (40-60+)</b> <i>Manipulates materials to create a planned effect</i></li> </ul>	<p>Awareness of patterns both natural and manmade          Repeating patterns          Reflective Symmetry</p>	<p>Describe/ collect pattern in the environment, manmade-natural          Make patterns on a range of surfaces          Explore rotational symmetry</p>	<p>Explore environmental and manmade patterns          Tessellation          Create own abstract pattern to reflect an expression or experience          Create a tessellation/ repeating pattern for a purpose (fabric, wallpaper...)          Repeating patterns William Morris</p>
<b>SKILLS</b>	<p>Using scissors correctly and safely          Use glue spreaders affectively          Hold a paint brush correctly</p>	<p>Using scissors safely and correctly to cut out more complex shapes          Use different thickness of paintbrush</p>		