



Art & Design Skills Overview							
Aspects	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SKETCHBOOK FOCUS:	EYFS year group to keep a class record of evidence in the form of a Scrap Book. Scrap Book could contain: dated photos, annotated brief notes, photocopied art work.	To use a sketchbook to record what they see and collect, recording new processes and techniques To record ideas, observations and designs in a sketchbook to support the development of ideas and skills		To use a sketchbook to plan and develop ideas, gather evidence and investigate testing media To use a visual sketchbook to support the development of a design over several stages		Plans and completes extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece To create studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction	
STUDY OF ARTIST-Critical/contextual skills	EYFS only to focus on an artist if relevant to topic. Eg Arcimboldo linked to Nature Detectives Topic	To look at and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest reasons for the artist's intention or meaning of the work. To use their consideration of artist's work to improve their own.		To describe the work of artists, craftspeople and designers to build understanding and discuss this with others. To use work of other cultures as a stimulus to develop ideas and ways of making and decoration. To learn about 'how to' from studying other artist's work.		To describe the work of artists, craftspeople and designers to build understanding and discuss this with others. To use work of other cultures as a stimulus to develop ideas and ways of making and decoration.	
DRAWING TECHNIQUES	3-4 Year olds EA&D Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. EA&D REC- Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explores tone using different grades of pencil, pastel and chalk Will experiment and investigate Uses line to represent objects seen, remembered or imagined working spontaneously and expressively	Uses line and tone to represent things seen, remembered or observed	Explores shading , using different media to achieve a range of light and dark tones, black to white Draws familiar things from different viewpoints and combines images to make new images Uses line, tone, shape and mark with care to represent things seen, imagined or remembered	Will investigate and experiment with formal elements to make drawings that convey meaning Uses drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or prints	Selects appropriate media and techniques to achieve a specific outcome Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs	Builds up drawings and images of whole or parts of items using various techniques , e.g. card, relief, found materials, torn and cut materials Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well lit areas
DRAWING SKILLS	3-4 Year olds PD Use a comfortable grip with good control when holding pens	Can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is	Can make quick line and shape drawings from observation adding light/dark tone, colour and	Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance	Can draw in line with care when taking a line for a walk , or in scale applying rules of simple perspective	Can select, use and manipulate a range of drawing tools , using them with control and dexterity to accurately represent	Can develop quick studies from observation recording action and movement with fluency, returning to each study to

<p>and pencils.</p> <p>3-4 Year olds EA &D</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>EA&D REC</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>ELG PHYS-Hold a pencil effectively in preparation for fluent</p>	<p>selected within the frame</p> <p>Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care</p>	<p>features</p>	<p>Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame</p>	<p>Can make quick studies from observation to record action or movement with some fluency</p> <p>Can draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency</p>	<p>from observation</p> <p>Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose</p> <p>Can express their ideas and observations responding to advice from others to rework and improve design ideas</p>	<p>improve accuracy/detail</p> <p>Can convey tonal qualities well, showing good understanding of light and dark on form</p>
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	<p>writing – using the tripod grip in almost all cases.</p> <p>ELG PHYS-Begin to show accuracy and care when drawing.</p> <p>EA&D REC- Create collaboratively, sharing ideas, resources and skills.</p> <p>Share their creations, explaining the process they have used.</p> <p>PD REC-Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>						
<p>PAINTING SKILLS</p>	<p>3-4 Year olds PD - Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>3-4 Year olds EA&D - Develop their own ideas and then decide which</p>	<p>Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context</p> <p>Can investigate mark-making using thick brushes, sponge brushes for particular effects</p>	<p>Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood</p> <p>Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season</p>	<p>Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work</p> <p>Can represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes</p> <p>Introduces different types of brushes for specific purposes</p>	<p>Can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting</p> <p>Can mix and use primary and secondary colours with the addition of black and white and other hues</p> <p>Can create a painting from designs and research to communicate an idea or emotion</p>	<p>Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers</p> <p>Can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion</p>	<p>Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting</p> <p>Can show the effect of light and colour, texture and tone on natural and man-made objects</p>

materials to use to express them.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc

3-4 Year olds EA&D

Explore colour and colour mixing.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

EA&D REC-

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

ELG PHYS-Use a range of small tools, including scissors, paintbrushes and cutlery.

ELG EA&D--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.						
3D WORK SKILLS	<p>3-4 Year olds PD - Choose the right resources to carry out their own plan.</p> <p>3-4 Year olds EA&D Explore Different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>EA&D REC- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>ELG PHYS-Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>ELG EA&D- Safely use and explore a variety of materials, tools and</p>	<p>Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features</p> <p>Can respond to sculptures and craft artists to help them adapt and make their own work</p>	<p>Can feel, recognise and control surface experimenting with basic tools on rigid / pliable materials</p> <p>Can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care</p>	<p>Can create textured surfaces using rigid and plastic materials and a variety of tools</p> <p>Can construct a structure in linear or soft media before then covering the surface to make a form</p> <p>Can design and make a 3D form as a maquette for a larger imagined piece and consider form / function</p>	<p>Can identify and assemble found materials to make a new form, carefully covering with ModRoc or papier maché</p> <p>Can scale a design up to a larger scale and work as part of a group to create a human scale structure or form</p> <p>Can build in clay a functional form using two/three building techniques and some surface decoration</p>	<p>Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour</p> <p>Can use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages</p> <p>Can recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface</p>	<p>Can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p> <p>Can apply knowledge of different techniques to express scale, weight or a concept</p>

	<p>techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>						
<p>ADDITIONAL ART FOCUS-LINKED CELEBRATION ART (Christmas/ Easter/ Mother's Day/ Calendars)</p>	<p>COLLAGE</p> <p>Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture</p> <p>Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea</p> <p>Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth</p>	<p>PRINTING</p> <p>Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials</p> <p>Can Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure</p> <p>Can explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads</p>	<p>TEXTILES</p> <p>Can weave paper and found materials to represent an image e.g. landscape, pattern or texture</p> <p>Can discriminate between fabric materials to select and assemble a constructed form</p> <p>Can print on fabric using a monoprint block or tile, or as part of a group using a simple stencil</p> <p>Can attach different elements using stitching, using straight stitch, running or cross-stitch</p>	<p>PHOTOGRAPHY/ DIGITAL</p> <p>Can plan, take and digitally process photographs for a creative purpose, working as part of a group</p> <p>Can plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images</p> <p>Can take and assemble a sequence of photos to make a flick book and give impressions of movement </p> <p>Can use a digital camera to capture objects to be cut and pasted into another image to create a digital collage</p> <p>Can create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting</p> <p>Can animate a simple sequence of drawings/ photos to make a time based presentation with sound</p>			