

Drawing	Purple = Substantive Knowledge Green = Implicit Knowledge / Skills					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Understand drawing is a physical activity. Spirals</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds</p> <hr/> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds Flora & Fauna</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking Flora & Fauna</p>	<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p> <hr/> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Be an Architect</p>	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <p>Understand that animators make drawings that move.</p> <hr/> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern</p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern</p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern</p> <hr/> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which</p>	<p>Understand that designers create fonts and work with Typography. Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p> <hr/> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore</p>	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p> <hr/> <p>Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p>

		<p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Music & Art Explore Through Monoprint</p> <p>Create final collaged drawings (see column 5 "collage") which explore composition. Explore & Draw Music & Art</p> <p>Make drawings inspired by sound. Music & Art</p>	<p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance). Gestural Drawing with Charcoal</p> <p>Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint</p> <p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Animated Drawings</p>	<p>convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing</p> <p>Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing</p>	<p>line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p> <p>Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making"). Set Design</p>	<p>Use collage to add tonal marks to the "flat image". 2D to 2D</p>
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
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Design and evaluate: Produce creative work, exploring their ideas and recording their experiences	Talk about what they have created, giving meaning to their pictures and models	DE1 Record and explore ideas from first hand observation, experience and imagination.		D8 Select and record from first hand observation, experience and imagination, and explore ideas for different purposes			
	Build on their ideas adding more detail or making improvements	DE2 Ask and answer questions about starting points in their work, and develop ideas.	DE6 Ask and answer questions about starting points in their work, and the process used to develop ideas.	D9 Question and make thoughtful observations about starting points and select ideas to use in their work.		D14 Question and make thoughtful observations about starting points and select ideas and process to use in their work.	
	Identify what they like/dislike about their work and reflect on how they could make it better	DE3 Review what they and others have done and say what they think and feel about it (eg.: annotate in sketchbook)		D10 Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.			
		DE4 Identify what they might change in their current work or develop in future work.		D11 Adapt their work according to their views and describe how they might develop it further.			
		DE5 Use a sketchbook to gather and collect artwork.	DE7 Understand basic use of a sketchbook and annotate work.	D12 Use a sketchbook to collect and record visual information from different sources.	D13 Collect images independently in a sketchbook.	D15 Use a sketchbook to develop ideas.	D16 Develop ideas using different mixed media, using a sketchbook.
Drawing/sketching	Use a range of tools and media to create meaningful marks	DS1: Use a variety of tools (incl. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint, chalk and other dry media).	DS4 Layer different media (eg.: crayons, felt tips, pastels, ballpoint.) Experiment with tools and surfaces.	DS9 Experiment with different grades of pencil and other implements, including a variety of brushes.	DS16 Make informed choices in drawing, incl. paper and media.	DS22 Use a variety of source material for their work.	DS29 Demonstrate a wide variety of ways to make different marks with dry and wet media.
	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	DS2: Begin to explore the use of line, shape and colour.	DS5 Draw for a sustained period of time from the figure and real objects, including single and grouped objects.	DS10 Draw for a sustained period of time at their own level.	DS17 Use research to inspire drawings from memory and imagination.	DS23 Work in a sustained and independent way from observation, experience and imagination.	
	To explore the use of colour and shape to represent simple people and objects	DS3: Observe and draw landscapes. Observe patterns and anatomy (faces,	DS6 Experiment with the visual elements; line, shape, pattern and colour.	DS11 Use different media to achieve variation in line, texture, tone, colour, shape and	DS18 Explore relationships between line and tone, pattern and shape, line and texture.	DS24 Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and	DS30 Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour

		limbs).		pattern.		shape.	and shape.
			DS7 Discuss the use of shadows, light and dark. DS8 Use drawing to record experiences and feelings.	DS12 Make close observations. DS13 Draw both the positive and negative shapes. DS14 Produce initial sketches as a preparation for painting. DS15 Create accurate drawings of people – particularly faces.	DS19 Identify and draw the effect of light, scale and proportion. DS20 Draw accurate representations of whole people, including proportion and placement. DS21 Work on a variety of scales and computer generated drawings.	DS25 Record the effect of light on objects and people from different directions. DS26 Interpret the texture of a surface. DS27 Produce increasingly accurate drawings of people. DS28 Explore the concept of perspective.	
Painting	Explore colour and colour mixing.	P1 Name and mix, primary and secondary colours.	P5 Mix a range of secondary colours, shades and tones. oMake as many tones of one colour as possible (using white). Darken colours without using black. Explore complementary and contrasting colours.	P9 Mix a variety of colours and know which primary colours make secondary colours. Explore warm and cold colours.	P15 Make and match colours with increasing accuracy.	P22 Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.	P25 Create shades and tints using black and white (monochrome). Mix appropriate colours for other artwork.
	Explore a variety of tools to explore paint and painting techniques	P2 Use a variety of tools and techniques, to apply paint, including using different brush sizes.	P6 Experiment with tools and techniques, inc.: layering, mixed media, scraping through, etc.	P10 Introduce different types of brushes. Explore different techniques e.g. applying colour using dotting, scratching and splashing. Experiment with different effects and textures, inc. blocking in colour, washes, thickened paint, etc.	P16 Plan and create different effects and textures with paint according to what they need for the task. P17 Choose paints and implements appropriately.		P26 Choose appropriate paint, paper and implements to adapt and extend their work. P27 Show an awareness of how paintings are created (composition)
			P7 Begin to describe colours by objects	P11 Use a developed colour vocabulary.			P18 Use more specific colour language eg. Tint, tone, shade and hue.

					P19 Explore colour to reflect mood.				
	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	P3 Mix and match colours to artefacts and use different types of paint, e.g. find collections of colour e.g. collecting leaves in different shades of green.		P12 Mix colours for a purpose.	P20 Experiment with colour mixing and matching e.g. tint, tone and shade.	P23 Work on preliminary studies to test media, materials, colour for purpose and explore the use of texture.	P28 Carry out preliminary studies, test media, texture and materials and mix appropriate colours.		
		P4 Create different types of textures e.g.:use sawdust, sand.	P8 Work on a range of scales e.g.: large brush on large paper.	P13 Work confidently on a range of scales e.g.: thin brush on a small picture, etc.	P21 Show increasing independence and creativity with the painting process.	P24 Create imaginative work from a variety of sources.	P29 Work from a variety of sources inc. those researched independently.		
			P14 Make colour wheels.						
Printing	Explore printing with natural materials	Pr1 Make marks in print with a variety of objects, including natural and made objects.	Pr5 Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.	Pr7 Print using a variety of objects and techniques including layering.	Pr10 Select broadly the kinds of material to print with in order to get the effect they want.	Pr13 Choose the printing method appropriate to task.	Pr19 Be familiar with layering prints.		
		Pr2 Carry out different printing techniques e.g.: monoprint, block, relief and resist printing.						Pr10 Resist printing, e.g.: marbling, silk screen or cold water paste.	Pr14 Build up layers and colours/textures.
	Pr3 Make rubbings.				Pr15 Choose inks and overlay styles.	Pr21 Be confident with printing on paper and fabric.	Pr22 Screen printing.		
	Create simple pictures using printing tools	Pr4 Build a repeated pattern and recognise patterns in the environment.	Pr6 Design patterns of increasing complexity and repetition.	Pr8 Explore pattern and shape, creating designs for printing.	Pr11 Research, create and refine a print using a variety of techniques.	Pr16 Organise their work in terms of pattern, symmetry or random printing styles.			
			Pr9 Talk about the processes used to produce a simple print.	Pr12 Research, create and refine a print using a variety of techniques.	Pr17 Design and combine prints.	Pr18 Explain a few techniques, inc. the use of poly blocks , relief, mono and resist printing.	Pr23 Build up drawings and images of whole or parts of items using various techniques.	Pr24 Work relatively independently.	Pr25 Alter and modify work.
Textiles / Collage	Explore different materials freely, to	TC1 Use a variety of techniques, e.g.:	TC7 Use a variety of techniques, e.g.:	TC11 Use a variety of techniques, e.g.:	TC17 Combine skills more readily.	TC25 Use a range of media to create a	TC32 Use different techniques, colours		

	develop their ideas about how to use them and what to make.	weaving, finger knitting, fabric crayons, sewing and binca	French knitting, tie-dyeing, fabric crayons and wax or oil resist, applique and embroidery.	printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings or applique.	TC18 Choose collage or textiles as a means of extending work already achieved.	collage. TC26 Extend their work within a specific technique.	and textures etc. when designing and making pieces of work. TC33 Be expressive and analytical to adapt, extend and justify their work.	
	To use a range of papers and fabrics to create a collage	TC2 How to thread a needle, cut, glue and trim material.	TC8 Stitch, knot and use other manipulative skills.	TC12 Develop skills in stitching, cutting and joining	TC19 Refine and alter ideas and explain choices using an art vocabulary.	TC27 Join fabric in different ways, including stitching.	TC34 Aware of the potential uses of materials to design for a specific outcome.	
		TC3 Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.		TC13 Name the tools and materials they have used.	TC20 Match tools to the materials.	TC28 Use different grades and uses of threads and needles.		
		TC4 Create images from imagination, experience or observation. TC5 Sort materials according to specific qualities. TC6 Explore how textiles create things.	TC9 Create textured collages from a variety of media. TC10 Make a simple mosaic.	TC14 Experiment with a range of media, e.g: overlapping, layering, etc TC15 Create images from a variety of media. TC16 Work on different scales.	TC21 Experiment with paste resist . TC22 Explore positive and negative shapes and patterns with interlocking shapes.	TC29 Explore the translucent nature of a range of media. TC30 Experiment with batik, safely.		TC23 Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.
				TC24 Work from a plan to create collage.	TC31 Combine collage with other 2D techniques.	TC35 Work collaboratively on a larger scale.		
		Modelling/sculpture	Manipulate playdough, plasticine and clay using a variety of tools	M1 Manipulate clay in a variety of ways, e.g.: rolling, kneading and shaping.	M8 Manipulate clay in a variety of ways, e.g.: thumb pots, simple coil pots and models.	M13 Join clay adequately and work reasonably independently.		M19 Use a variety of materials.
Explore junk modelling and different ways to join materials	M2 Explore sculpture with a range of malleable media especially clay.		M9 Build a textured relief paper (e.g.: paper roll relief) and/or clay tile.	M14 Construct a simple clay base for extending and modelling other shapes.	M20 Talk about their work understanding that it has been sculpted, modelled or constructed.	M26 Describe the different qualities involved in modelling, sculpting and construction.		
	M3 Experiment with construct and join recycled, natural and man-made materials.		M15 Cut and join wood, safely and effectively.		M27 Use recycled, natural and man-made materials to create sculpture.			

		M4 Understand the safety and basic care of materials and tools.		M16 Develop a knowledge of different adhesives and methods of construction.	M21 Make informed choices about the 3D technique chosen.	M28 Select from a variety of rigid and malleable materials.	
						M29 Create sculpture and constructions with increasing independence.	
		M5 Explore shape and form.	M10 Explore shape and form and texture .	M17 Plan, design and make models.	M22 Plan, design, make and adapt models.	M30 Plan sculpture through drawing and other preparatory work.	
		M6 Use materials to make known objects for a purpose.	M11 Develop an awareness of natural and man-made forms.	M18 Make a simple papier mache object.	M23 Show understanding of shape, space and form.	M31 Explore and construct from observation and imagination with rigid materials.	
		M7 Explore junk modelling.			M24 Shape, form, model and construct from observation or imagination.		
			M12 Replicate patterns and textures		M25 Produce intricate patterns and textures in a malleable media.		
Access Art Units		Spirals Printmaking & Flora and Fauna Birds (can be adapted to other animals)	Explore & Draw Expressive Painting Spr Mono Printing also in Spr Be An Architect	Gestural Drawing with Charcoal Working with Shape and Colour Telling Stories Through making and Drawing	Exploring Still Life Exploring Pattern Festival Feasts (linked to Great Choc Plot)	Typography & Maps Fashion Design (related to Kick - design an ethical football kit) Set Design (linked to Floodland)	2D Drawing to 3D Making Sculpture Print & Activism 3D Tonal sketching and Printing
History of art: Know about great artists and designers. Understand the historical and cultural development of their art.	To learn about artists and create artwork with a similar theme	Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.		Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.			
		Learn about the work of a range of artists, craft makers and designers; making links to their own work.		Learn about the work of great artists, architects and designers in history.		Compare and contrast the work of great artists, architects and designers in history.	

Artists & Designers	Wassily Kandinsky Alma Thomas Tracy McGuinness-Kelly	Emma Burleigh	Andy Goldsworthy Richard Long	Laura Kendry Edgar Degas Henri Matisse Hokusai (The Great Wave) Romare Bearden Inbal Leitner Quentin Blake Rosie Hurley	Paul Cezanne Hilary Pecis	Neville Brody	Martin Barraud Anthony Gormley Henry Moore Barbara Hepworth Leonardo Da Vinci Escher
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