



Reception	ELG		Year 1/2	Year 3/4	Year 5/6
<p>Physical Development</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<p>Physical Development</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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, paintbrushes and cutlery Begin to show accuracy and care when drawing. <p>Expressive Arts and Design</p> <p>Creating with Materials</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. 	Exploring and responding to ideas	<p><i>a</i> respond positively to ideas and starting points;</p> <p><i>b</i> explore ideas and collect information;</p> <p><i>c</i> describe differences and similarities and make links to their own work;</p> <p><i>d</i> try different materials and methods to improve;</p>	<p><i>a</i> use sketchbooks to record ideas;</p> <p><i>b</i> explore ideas from first-hand observations;</p> <p><i>c</i> question and make observations about starting points, and respond positively to suggestions;</p> <p><i>d</i> adapt and refine ideas;</p> <p><i>e</i> give and receive feedback to improve</p>	<p><i>a</i> review and revisit ideas in their sketchbooks;</p> <p><i>b</i> experiment with different techniques, predicting what might happen</p> <p><i>c</i> offer feedback using a range of technical, specific vocabulary referring to examples.</p> <p><i>d</i> adapt work based on critical feedback to improve;</p> <p><i>e</i> think critically about their own art and design work and adapt work to reflect thinking;</p> <p><i>f</i> research and evaluate the work of other to influence design ideas</p>
		Drawing	<p><i>a</i> draw lines of varying thickness;</p> <p><i>b</i> use dots and lines to demonstrate pattern and texture;</p> <p><i>c</i> begin to experiment with shading</p> <p><i>d</i> begin to experiment with different techniques to create a desired effect E.g. stippling, hatching</p> <p><i>e</i> use different materials to draw with, for example pencils, crayons, charcoal, pastels, chalk, felt tips;</p>	<p><i>a</i> experiment with showing line, tone and texture with different hardness of pencils;</p> <p><i>b</i> use shading to show light and shadow effects;</p> <p><i>c</i> use different materials to draw</p> <p><i>d</i> show an awareness of space and proportion when drawing</p> <p><i>e</i> use a variety of techniques to achieve a desired effect E.g. stippling, hatching, cross-hatching, shading</p>	<p><i>a</i> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p> <p><i>b</i> depict movement, scale in drawings;</p> <p><i>c</i> use a variety of media including (pencil grades and charcoal) selecting the most appropriate;</p> <p><i>d</i> produce pieces of work using point perspective as well as identifying the foreground, middle-ground, background</p> <p><i>e</i> show awareness of proportion when drawing landscapes and portraits</p> <p><i>f</i> identify and use geometric patterns and symmetry</p>
		Painting	<p><i>a</i> name the primary and some secondary colours;</p> <p><i>b</i> experiment with different brushes (including brushstrokes) and other painting tools;</p> <p><i>c</i> mix primary colours to make secondary colours;</p> <p><i>d</i> use a variety of printing materials to make texture, e.g. sponges, fruit, blocks;</p> <p><i>e</i> demonstrate a range of printing techniques, e.g. rolling, pressing, stamping and rubbing;</p>	<p><i>a</i> use varied brush techniques to create shapes, textures, patterns and lines;</p> <p><i>b</i> mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</p> <p><i>c</i> replicate patterns from observations;</p> <p><i>d</i> add white and black to alter tints and shades;</p> <p><i>e</i> make printing blocks e.g. from coiled string glued to a block;</p> <p><i>f</i> make repeated patterns with precision i.e. printing;</p>	<p><i>a</i> continue to explore different brushes and brushstrokes to create effects</p> <p><i>b</i> create a colour palette, demonstrating mixing techniques;</p> <p><i>c</i> create different textures and effects/moods with paint;</p> <p><i>d</i> use a range of paint types(including home-made) to create visually interesting pieces and texture;</p> <p><i>e</i> develop techniques in mono, block and relief printing;</p> <p><i>f</i> explore the effect making their own blocks has on shape and texture</p> <p><i>g</i> use more than one colour to layer in a print;</p>
		Sculpture (including collage)	<p><i>a</i> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, junk modelling, straw and card;</p> <p><i>b</i> use a variety of techniques, e.g. rolling, cutting, pinching, joining, constructing;</p> <p><i>c</i> use a combination of materials that have been cut, torn and glued;</p> <p><i>d</i> sort and arrange natural materials;</p> <p><i>e</i> add texture by mixing materials;</p> <p><i>f</i> cut, make and combine shapes to create recognisable forms;</p>	<p><i>a</i> use clay to practice joining techniques to create decorations and detail;</p> <p><i>b</i> use a variety of tools to add expression through texture</p> <p><i>c</i> use a range of mixed media to create different textures and effects</p> <p><i>d</i> arrange materials to create a desired effect</p>	<p><i>a</i> plan and design a sculpture;</p> <p><i>b</i> use tools and materials to carve, add shape, add texture and pattern;</p> <p><i>c</i> develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p> <p><i>d</i> use materials other than clay to create a 3D sculpture;</p> <p><i>e</i> experiment with a variety of techniques to create an intended effect with clay e.g. stamp, scratch, relief</p> <p><i>f</i> experiment with a variety of techniques to create an intended effect e.g. layer, wrap, shape</p>
		Work of other artists	<p><i>a</i> describe the work of famous, notable artists and designers;</p> <p><i>b</i> express an opinion on the work of famous, notable artists;</p> <p><i>c</i> use inspiration from famous, notable artists to create their own work and compare;</p>	<p><i>a</i> use inspiration from famous artists to replicate a piece of work;</p> <p><i>b</i> reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p><i>c</i> express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>	<p><i>a</i> give detailed observations about notable artists', artisans' and designers' work;</p> <p><i>b</i> offer facts about notable artists', artisans' and designers' lives;</p> <p><i>c</i> identify existing formations in architecture E.g. Garih are decorative Islamic geometric patterns</p> <p><i>d</i> explore the design purposes of architecture and artists</p>