

SUBJECT: ART (Drawing and Collage)

Statement of INTENT:

The subject leader will ensure that Art taught across the school is in line with the programmes of study in the National Curriculum expectation. Art will be taught each term in every year group. Teachers are responsible for their own medium-term plans. In order to ensure a progression of skills, teachers will be responsible for using the 'Progression of key skills document,' created by the Art co-ordinator when planning lessons. This document provides differentiated outcomes in drawing, painting, printing, collage and sculpture, as a guide for teachers. Where possible, teachers will link the Art taught to their current topic

Age related Breadth of Study

	EYFS	KS1	KS2
	<p>ELG: Fine Motor Skills Children at the expected level of development will: - 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</p> <p>ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - 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;</p>	<p>NC statements for foundation subjects:</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 	<p>NC statements for foundation subjects:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

Drawing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mark making	Produce lines of different thickness and tone using a pencil and pen	Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects and lines Explore mark-making using a variety of tools	Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Experiment with the visual elements of line, shape, colour, pattern	To show variations in line, texture, tone, colour, shape and pattern in drawing using a range of media Develop more intricate pattern and marks	Develop intricate marks and patterns using different grades of pencil and other media to create lines and marks. Explore relationships between line and tone, pattern and shape, line and texture	To use line, tone and shading to represent things seen, remembered or imagined in three dimensions.	Work in a sustained and independent way to develop their own style of drawing. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why
Experience and control of a range of media	Enjoy using graphic tools, fingers, hands, chalk, pens and pencils Use and begin to control a range of media. Draw on different surfaces and coloured paper	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen and chalk	Demonstrate experience in different grades of pencil and other media to draw different forms and shapes	Experiment with different grades of pencil and other media to achieve variations in tone and to explore mark making	Use different grades of pencil confidently understanding how different tones can be achieved. To select different drawing media to achieve different effects	Make informed choices based on their understanding of mixed media to achieve different effects,
Tone	Recognise differences in tone and identify dark and light tones	Recognise differences in tone and begin to show difference in dark/light areas in drawing using pencil	Experiment with tones using pencils, chalk or charcoal and begin to show difference in dark/light areas in drawing	To show differences in tone within own drawing To explore shading using different media	To show differences in tone within own drawing	Show tonal contrast using a variety of media	Can show tonal qualities well, showing a good understanding of light and dark on form
Perspective and proportion			Represent things observed, remembered or imagined using colour/tools in two and three dimension	Begin to show an awareness of objects having a third dimension and perspective.	Draw familiar objects with correct proportions	Have opportunities to develop an awareness of composition, scale and proportion in their drawing	Use simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion
Texture	Start to produce different patterns and textures from observations, imagination and illustrations	Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures	Continue to investigate textures and produce an expanding range	Create textures and patterns with a wide range of drawing media	Develop the use of texture in drawing through a greater variety of marks and media	Develop the use of texture in drawing through a greater variety of marks and media	Use a range of different techniques to represent different textures e.g cross hatching

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	Cut, glue and trim material to create to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines	Cut, glue and trim material to create to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines	Make textured collages from a variety of media by folding, crumpling and tearing materials	Create a collage using overlapping and layering Begin to show variations in tone within collage	Create a collage using overlapping and layering Begin to show variations in tone within collage	Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures Show variations in tone within collage	Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures Show variations in tone within collage

Printing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Print making techniques	Enjoy taking rubbings: leaf, brick, coin Develop simple patterns by printing from objects	Make marks in print using found objects and basic tools and use these to create repeating patterns	Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings Use equipment and media correctly and be able to produce a clean printed image	Create printing blocks using relief or impressed techniques Demonstrate experience in 3 colour printing	Print on fabrics using tie-dyes or batik Increase awareness of mono and relief printing Expand experience in 3 colour printing	Start to overlay prints with other media Show experience in a range of mono print techniques	Demonstrate experience in a range of printmaking techniques Describe techniques and processes
Pattern and pictures	Create simple pictures by printing from objects Enjoy using stencils to create a picture	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge	Print simple pictures using different printing techniques.	Print simple pictures using different printing techniques.	Continue to experience in combining prints taken from different objects to produce an end piece.	Create intricate printing patterns by simplifying and modifying sketch book designs	Create intricate printing patterns by simplifying and modifying sketch book designs
Control of paint brush and different techniques	Explore paintbrush control and mark making Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs	Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media Experiment with a variety of media; different brush sizes and tools	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture Use a brush to produce marks appropriate to work. e.g. small brush for small marks	Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects	Use techniques, colours, tones and effects in an appropriate way to represent things seen-brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds

Painting		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour mixing	Mix and match colours to different artefacts and objects	Start to mix a range of secondary colours, moving towards predicting resulting colours	Continue to experiment in lighten and darken without the use of black or white.	Understand and identify key aspects such as complimentary colours, colour as tone, warm and cold colours	Create different effects by using a variety of tools and techniques such as bleeds, scratches and splashes	Mix colours to express mood, divide foreground from background or demonstrate tones	Mix colour, shades and tones with confidence building on previous knowledge, understanding which colours work well in their work and why.	
	Recognise and name the primary colours being used	Explore lightening and darkening paint without the use of black or white	Begin to mix colour shades and tones	Use light and dark within painting and begin to explore complimentary and contrasting colours	Mix colour, shades and tones with increasing confidence	Experiment with using layers and overlays to create new colours/textures	Work in a sustained and independent way to develop their own style of painting. This may be through the development of: colour, tone and shade	
Textiles		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cutting and joining	Cut out and shape fabrics and experiment with ways of joining them	Cut out and shape fabrics and experiment with ways of joining them	Develop techniques to join fabrics and apply decorations such as running or over stitch	Develop techniques to join fabrics and apply decorations such as running or over stitch	Show greater independence when joining fabrics in different ways, including stitching	Show greater independence when joining fabrics in different ways, including stitching	Confidently cut and join fabrics independently using stitches	