

EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
<p>Explore different materials freely, 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>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</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 colour and colour-mixing.</p>	<p>Explore different materials freely, 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>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</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 colour and colour-mixing.</p>	<p>Explore different materials freely, 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>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</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 colour and colour-mixing.</p>	<p>Explore different materials freely, 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>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</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 colour and colour-mixing.</p>	<p>Explore different materials freely, 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>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</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 colour and colour-mixing.</p>	<p>Explore different materials freely, 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>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</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 colour and colour-mixing.</p>	<p>Explore different materials freely, 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>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</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 colour and colour-mixing.</p>	E Y F S



ART Programme of Study

<p>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>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>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>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>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>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>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>I can paint things I have seen, remembered or imagined I can try out making different tones and colours using pencils, chalk or charcoal. I can understand that different artistic works are made by craftspeople from different cultures and times</p>	<p>I can paint things I have seen, remembered or imagined I can try out making different tones and colours using pencils, chalk or charcoal. I can understand that different artistic works are made by craftspeople from different cultures and times</p>	<p>I can paint things I have seen, remembered or imagined I can try out making different tones and colours using pencils, chalk or charcoal. I can understand that different artistic works are made by craftspeople from different cultures and times</p>	<p>I can paint things I have seen, remembered or imagined I can try out making different tones and colours using pencils, chalk or charcoal. I can understand that different artistic works are made by craftspeople from different cultures and times</p>	<p>I can paint things I have seen, remembered or imagined I can try out making different tones and colours using pencils, chalk or charcoal. I can understand that different artistic works are made by craftspeople from different cultures and times</p>	<p>I can paint things I have seen, remembered or imagined I can try out making different tones and colours using pencils, chalk or charcoal. I can understand that different artistic works are made by craftspeople from different cultures and times</p>	<p>Y 1</p>
		<p>I can try out making different tones colour, patterns, textures, line, shape, form and space, using pencils, chalk or charcoal. I can describe the differences and similarities between different practices</p>	<p>I can try out making different tones colour, patterns, textures, line, shape, form and space, using pencils, chalk or charcoal. I can describe the differences and similarities between different practices</p>	<p>I can try out making different tones colour, patterns, textures, line, shape, form and space, using pencils, chalk or charcoal. I can describe the differences and similarities between different practices</p>	<p>I can try out making different tones colour, patterns, textures, line, shape, form and space, using pencils, chalk or charcoal. I can describe the differences and similarities between different practices</p>	<p>I can try out making different tones colour, patterns, textures, line, shape, form and space, using pencils, chalk or charcoal. I can describe the differences and similarities between different practices</p>	<p>Y 2</p>

and disciplines, making links to my own work.	and disciplines, making links to my own work.	and disciplines, making links to my own work.	and disciplines, making links to my own work.	and disciplines, making links to my own work.	
	I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. I can talk about some of the great artists, architects and designers in history and describe their work. I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work.	I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. I can talk about some of the great artists, architects and designers in history and describe their work. I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work.	I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. I can talk about some of the great artists, architects and designers in history and describe their work. I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work.	I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. I can talk about some of the great artists, architects and designers in history and describe their work. I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work.	Y 3
		I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. I can use a variety of techniques when I use clay, including slabs, coils and slips. I can draw familiar objects with correct proportions	I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. I can use a variety of techniques when I use clay, including slabs, coils and slips. I can draw familiar objects with correct proportions	I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. I can use a variety of techniques when I use clay, including slabs, coils and slips. I can draw familiar objects with correct proportions	Y 4
			I can research and discuss various artists, architects	I can research and discuss various artists, architects	

<p>and designers and discuss their processes and explain how these were used in the finished product. I can mix colours to express mood, divide foreground from background or demonstrate tones.</p>	<p>and designers and discuss their processes and explain how these were used in the finished product. I can mix colours to express mood, divide foreground from background or demonstrate tones</p>	<p>Y 5</p>
	<p>I can change and improve my own final work following feedback on my first thoughts and designs. I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary referring to historical and cultural contexts. I can change and improve my own final work following feedback on my first thoughts and design.</p>	<p>Y 6</p>