

	EYFS Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To Develop Ideas	<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>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>Explore different methods and materials as ideas develop. U1L5</p> <p>Respond to ideas and starting points. U3L1</p> <p>Explore ideas and collect visual information. U3L4</p>	<p>Respond to ideas and starting points. U1L1 / U2L1</p> <p>Explore different methods and materials as ideas develop. U2L3</p>	<p>Comment on artworks using visual language. U1L1 / U2L2 / U2L3 / U2L4 / U2L5 / U3L1 / U3L4</p> <p>Collect information, sketches and resources. U2L2 / U2L3 / U2L4 / U2L5 / U3L1</p> <p>Adapt and refine ideas as they progress. U2L6</p> <p>Explore ideas in a variety of ways. U2L2 / U2L3 / U2L4 / U2L5 / U3L4</p> <p>Develop ideas from starting points throughout the curriculum. U2L6 / U3L1</p>	<p>Comment on artworks using visual language. U1L1 / U1L4 / U2L1 / U3L4</p> <p>Collect information, sketches and resources. U1L2</p> <p>Develop ideas from starting points throughout the curriculum. U1L7 / U2L3 / U2L5</p> <p>Adapt and refine ideas as they progress. U3L4</p>	<p>Comment on artworks with a fluent grasp of visual language. U1L1 / U2L3</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum. U1L5 / U1L6 / U2L3 / U3L1 / U3L5</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book. U1L3 / U1L4 / U2L2 / U2L3 / U2L4 / U3L1 / U3L2 / U3L5</p> <p>Use the qualities of materials to enhance ideas. U1L5 / U1L6 / U2L4</p> <p>Spot the potential in unexpected results as a work in progress. U3L2 / U3L3</p>	<p>Comment on artworks with a fluent grasp of visual language. U1L4 / U2L6 / U3L5 / U3L6</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum. U2L1 / U2L4 / U2L5 / U2L6 / U3L1 / U3L4</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book. U2L1</p> <p>Use the qualities of materials to enhance ideas. U2L2 / U2L4 / U2L5</p> <p>Spot the potential in unexpected results as work progresses. U2L2 / U2L4 / U2L5</p>
Painting	<p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Use thick and thin brushes. U1L3</p> <p>Mix primary colours to make secondary. U2L3</p> <p>Create colour wheels. U2L3</p> <p>Add white to colours to make tints and black to colours to make tones. U2L4</p>	<p>Use thick and thin brushes. U1L2 / U1L5 / U3L3 / U3L6</p> <p>Add white to colours to make tints and black to colours to make tones. U3L3 / U3L6</p>	<p>Mix colours effectively. U2L3 / U3L3 / U3L4</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. U3L2 / U3L3 / U3L6</p> <p>Create a colour palette based upon colours observed in the natural or built world. U1L4 / U1L5</p>	<p>Mix colours effectively. U1L3</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. U1L3</p> <p>Experiment with creating mood with colour. U2L2</p> <p>Create a colour palette based upon colours observed in the natural or built world. U1L4 / U2L2</p>	<p>Use brush techniques and the qualities of paint to create texture. U1L3 / U1L4 / U3L5</p> <p>Develop a personal style of painting, drawing upon ideas from other artists. U2L5 / U3L1 / U3L2 / U3L3</p>	<p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces. U1L2 / U1L4 / U3L5</p> <p>Combine colours, tones and tints to enhance the mood of a piece. U1L3 / U1L4 / U3L5 / U3L6</p> <p>Develop a personal style of painting, drawing upon ideas from other artists. U3L5 / U3L6</p> <p>Use watercolour paint to produce washes for backgrounds then add detail. U1L4 / U3L5</p>

Progression of skills in Art

Collage		<p>Mix materials to make texture. U1L4 / U3L2</p> <p>Use a combination of materials that are cut, torn and glued. U3L2</p> <p>Sort and arrange materials. U3L2</p>	<p>Sort and arrange materials. U1L2 / U2L2 / U2L6</p> <p>Mix materials to make texture. U2L2 / U2L6</p> <p>Use a combination of materials that are cut, torn and glued. U2L6</p> <p>Use weaving to create a pattern. U2L4</p>		<p>Select and arrange materials for a striking effect. U1L5 / U3L3 / U3L4 / U3L5</p> <p>Ensure work is precise. U1L5 / U3L3 / U3L4</p> <p>Use coiling, overlapping, tessellation, mosaic and montage. U1L5</p>	<p>Use ceramic mosaic materials and techniques. U1L6</p>	<p>Mix textures (rough and smooth, plain and patterned). U1L5 / U2L5</p> <p>Combine visual and tactile qualities. U1L5 / U2L5</p>
Sculpture		<p>To use techniques such as rolling, cutting, moulding, and carving. U3L5</p>	<p>Use a combination of shapes. Include lines and texture. U1L4</p> <p>Use rolled up paper, straws, card, paper and clay as materials. U1L4</p> <p>To use techniques such as rolling, cutting, moulding, and carving. U1L4</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). U2L5</p>	<p>Use clay and other mouldable material. U1L6</p> <p>Add materials to provide interesting detail. U1L6 / U3L3</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). U3L1 / U3L3</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. U1L2 / U1L5</p> <p>Use tools to carve and add shapes, texture and pattern. U1L2 / U1L5</p> <p>Combine visual and tactile qualities U1L5</p>	<p>Use tools to carve and add shapes, texture and pattern. U2L3 / U2L4</p> <p>Combine visual and tactile qualities. U2L3 / U2L4</p> <p>use ceramic mosaic materials and techniques. U2L5</p> <p>Use frameworks (such as wire or moulds) to provide stability and form. U3L3</p>
Drawing	<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>Draw lines of different sizes or thicknesses. U1L1 / U3L3</p> <p>Show pattern and texture by adding dots and lines. U1L2</p>	<p>Colour (own work) neatly following the lines. U2L5 / U3L2</p> <p>Show pattern and texture by adding dots and lines. U2L5 / U3L2</p> <p>Show different tones by using coloured pencils. U2L5 / U3L2</p>	<p>Use different hardness of pencils to show line, tone and texture. U1L3 / U3L4</p> <p>Sketch lightly (no need to use a rubber to correct mistakes). U1L4</p> <p>Use shading to show light and shadow. U1L3 / U3L4</p> <p>Use hatching and cross hatching to show tone and texture. U2L2</p>	<p>Annotate sketches to explain and elaborate on ideas. U1L2 / U2L4 / U3L2</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). U1L5</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection. U2L2 / U2L3</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). U2L2 / U2L3 / U2L5 / U3L1</p>	<p>Use a choice of techniques to depict movement, perspective, shadows and reflection. U1L1 / U1L3</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). U1L1 / U1L3 / U3L2</p> <p>Use lines to represent movement. U1L1 / U1L3 / U3L4</p>

Print			<p>Use repeating or overlapping shapes. U1L2 / U1L5</p>	<p>Replicate patterns observed in natural or built environments. U1L4 / U1L5</p> <p>Make printing blocks (e.g. from coiled string glued to a block). U1L4 / U1L5</p> <p>Make precise repeating patterns. U1L4 / U1L5 / U3L2</p> <p>Use layers of two or more colours. U1L5 / U3L2</p> <p>Mimic print from the environment (e.g. wallpapers). U1L4/U1L5</p> <p>Use objects to create prints (e.g. fruit, vegetables, or sponges). U1L4</p> <p>Press, roll, rub and stamp to make prints. U1L4 /U1L5</p>	<p>Replicate patterns observed in natural or built environments. U1L4</p> <p>Make printing blocks (e.g. from coiled string glued to a block). U1L4</p> <p>Mimic print from the environment (e.g. wallpapers). U1L4</p> <p>Use objects to create prints (e.g. fruit, vegetables, or sponges). U1L4</p> <p>Press, roll, rub and stamp to make prints. U1L4</p>		
To Take Inspiration from the Greats		<p>Use some of the ideas of artists studied to create pieces. U1L5 / U2L5 / U3L1</p>	<p>Describe the work of notable artists, artisans and designers. U1L1 / U3L1</p> <p>Use some of the ideas of artists studied to create pieces. U1L3 / U3L2 /U3L4 /U3L6</p>	<p>Create original pieces that are influenced by studies of others. U1L1 / U2L6 / U3L6</p> <p>Replicate some of the techniques used by notable artists, artisans and designers. U1L2 / U2L1 /U2L4 /U3L2 /U3L6</p> <p>To look at the work of and explore the styles of great architects and architecture throughout history (all of unit 2).</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers. U1L3 / U1L4 / U1L6 / U1L7 / U2L5</p> <p>Create original pieces that are influenced by studies of others. U1L6 / U1L7 / U2L3 / U2L5 /U3L5</p>	<p>Show how the work of those studied was influential in both society and to other artists. U1L1 / U1L2 / U2L4 /U3L1 /U3L3 /U3L4</p> <p>Create original pieces that show a range. U1L5 / U1L6 /U3L5</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers. U2L1 /U2L3 / U3L1 /U3L4</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers. U1L4 /U3L1 /U3L4 /U3L5 /U3L6</p> <p>Create original pieces that show a range of styles. U1L6 /U2L5</p> <p>Show how the work of those studied was influential in both society and to other artists. U2L6 /U3L5</p> <p>To look at the work of and explore the styles of great architects and architecture throughout history (this is taught through unit 1. Looking at a vast style of landscapes).</p>

Progression of skills in Art

Vocabulary		<p>Unit 1 – Mark Making: pressure, brushstrokes, stippling, circling, blotting, stroking, dabbing, twisting, repetition, texture, rubbing, <i>Paul Klee</i></p> <p>Unit 2 – Colour Creations: abstract, primary, secondary, shades, tones, <i>Piet Mondrain, Wassily Kandinsky</i></p> <p>Unit 3 – Self Portrait: portrait, comparing, contrasting,</p>	<p>Unit 1 – Yayoi Kasuma: similarities, differences, symmetrical, negative form, sculpture, mould, method, Galleries, Installations</p> <p>Unit 2 – Earth Art: represent, weaving, materials, mandala, rangoli, natural, collage</p> <p>Unit 3 – Henri Rousseau: botanical, portrait, landscape, imagination, <i>Henry Rousseau</i></p>	<p>Unit 1 – William Morris: quality, quantity, product, inspired, textiles, sketching, observation, still life, shading, hatching, cross-hatching, blend process, <i>William Morris</i></p> <p>Unit 2 – Famous Buildings: purpose, design, architect, interpretations, opinions pressure, scumbling, <i>Christopher Wren</i></p> <p>Unit 3 – Seurat and Pointillism: neo-impressionism, impressionist, tertiary, optical mixing, pointillism, <i>Georges Seurat, Paul Signac, Feneon Angrand, Maximilien Luee</i></p>	<p>Unit 1 – Plant Art: detail, opinion, accuracy, illusion, realistic tones, hues, detail, carving, decorative, functional, <i>Georgia O’Keefe Orla Kiely</i></p> <p>Unit 2 – Sonia Delaunay: analyse, collaborative, rhythm, movement, Harmonious, complimentary, abstract geometric shapes, orphism <i>Sonia Delaunay</i></p> <p>Unit 3 – Recycled Art: recycle glue-gun, adhesive, properties, appearance, <i>Michael Leavell, Angela Haseltine Pozzi, Tan Zi Xi, Chris Jordan, HA Schult</i></p>	<p>Unit 1 – Chinese Art: traditional, linear, calligraphy, replicate, cultural significance, terracotta, proportions, porcelain, figures</p> <p>Unit 2 – Frida Kahlo: cultural identity, surrealist, symbol, surrealism, automastic mood embroidered Proportions, relations, <i>Frida Kahlo, Dali Adnamy</i></p> <p>Unit 3 – Street Art: translate, commissioned, satirical, stencil, graffiti, <i>Banksy</i></p>	<p>Unit 1 – Landscape Art: Perspective, landscape, linear, element, atmospheric, aerial vanishing point, horizon line, construction lines, <i>Vincent Van Gough, Ivan Ayzavovsky, Stanislaw Mastowski, Gijsbrecht Leytens</i></p> <p>Unit 2 – Sculpting Vases: craftspeople components, manipulate, embellishments</p> <p>Unit 3 – Express Yourself: express, personality, expression, portraying font, animation, vertical, horizontal, <i>Picasso, Kandinsky, Munch, Chick Close</i></p>
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