

Where a skill is very similar, please be specific about what makes it different so that we are clear on progression and how the skill is achieved in each year group.

Area of skills	EY Expectations	Y1 Expected	Y2 Expected	Y3 Expected
Knowledge and experience of Artists/crafts person/sculptors UNCRC Article 12,13,32	To learn the names of different tools and techniques that can be used to create Art. To know the different uses and purposes of a range of media and materials.	Look at art works carefully and find similarities and differences between techniques and styles used to produce works with a similar subject or idea. Say which they prefer and give a simple explanation for their choice. Create their own artwork in a similar style to that of their chosen artist.	Look at art works carefully and find similarities and differences between techniques and styles used to produce works with a similar subject or idea. Learn about an artist/crafts person/sculptor and share facts about them in their own words. Say which they prefer and give a greater explanation for their choice. Create their own artwork in a similar style to that of their chosen artist, using similar techniques and adapting it to their theme/topic.	Chn investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts

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Drawing UNCRC Article 12,13,32	To identify and select resources and tools to achieve a particular outcome. To understand that pictures can be created by making observations or by using imagination.	Use drawing as a medium to develop and share ideas. Focus on developing the skill of drawing shape as part of their work. Focus on the different ways to produce pattern in their drawing e.g.) swirls, spirals, zigzags	Refine skills in drawing and develop and share ideas through line and form: Use line and form e.g.) hatching, cross hatching, Focus on lines, and known geometric shapes to create pictures. Investigate tone by drawing light/dark lines, patterns, shapes. Investigate textures by describing, naming, rubbing and copying	Chn develop their control of an increasing variety of media. They make drawings to show increasing detail, context and use of the visual elements. They draw from observation, experience and imagination and for a range of purposes. <u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements (pencil, crayon, pen, nib&ink) <u>Form and shape</u> Experiment with pencil and other implements to draw different forms and shapes (carbon paper / tracing paper first to explore) <u>Tone</u> Experiment with pencil and other implements (B,HB,H, Charcoal, chalk, wax)to achieve variations in tone <u>Texture</u> Experiment in creating textures with a wide range of drawing implements (B,HB,H, Charcoal, chalk, wax, pen to cross hatch etc)

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Painting UNCRC Article 12,13,32	To know how to mix colours when painting.	Use painting as a medium to develop and share ideas focussing on the use of colour, shape and form. Involve experiences and imagination. Use a range of different materials including different ways to apply paint, different types of paints or surfaces to paint on. Identify primary colours by name and mix secondary colours. Mix primary shades and tones.	Refine skills in painting involving experiences and imagination and develop and share ideas focussing on the use of colour, shape and form. Use a range of different materials including different ways to apply paint, different types of paints or surfaces to paint on. Identify, name and mix secondary colours. Mix tertiary colours and skin tones.	Chn name primary and secondary colours and begin to qualify their tonal value. They mix and match colours. They are developing their control over the media and can <i>colour in</i> accurately. Experiment with different effects and texture Mix colours and know which primary colours make secondary colours

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Sculpting (including collage) UNCRC Article 13,24,32	To describe ways of safely using and exploring a variety of materials. Know how to use simple tools and techniques competently and appropriately.	Use a range of different materials to explore ideas imaginatively. Develop techniques to produce different textured finishes to their work. Carefully consider the shape of the work they are producing.	Manipulate malleable materials for a purpose. Create visual textures using different marks. Experiment with constructing and joining recycled, natural and man-made materials using 2d shapes to create a 3d form.	Chn build junk models and prepare them for painting and decorating by covering them with layers of paper. They use a wider range of tools to manipulate materials, including clay. They combine natural materials Create a clay slab using rolling out and a range of tools Using bandaging to create a smooth paper and paste sculpture