

National Curriculum Art and Design Programmes of Study and EYFS Framework		
Key Stage 1	Key Stage 2	
<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>Pupils should be taught:</p> <ul style="list-style-type: none"> 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; 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. 	
Relevant Early Learning Goals		
Expressive Arts and Design (Exploring and Using Media and Materials)		
<ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 		
Expressive Arts and Design (Being Imaginative)		
<ul style="list-style-type: none"> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 		
By the end of Little Doves:	By the end of Nursery:	By the End of Reception:
<ul style="list-style-type: none"> I explore materials using all of my senses. I explore paint, using fingers and other parts of my body, as well as brushes and other tools. I know how to express my ideas and feelings through making marks and I sometimes give them a meaning. I am able to make marks intentionally. I know how to use glue to stick materials together. I am able to make a simple model. I know prime colours 	<ul style="list-style-type: none"> I confidently explore the materials freely so that I can develop ideas about how to use them and what to make. I draw with increasing complexity and detail, such as representing a face with a circle and including details. I know how to use drawing to represent ideas like movement or loud noises. I show different emotions in my drawings and paintings, like happiness, sadness, fear etc. I know how to join materials together. I explore different textures confidently and can talk about them to others. 	<ul style="list-style-type: none"> I am able to explore and use a range of artistic effects to express my ideas and feelings. I understand how to return to and build on previous learning in Nursery, refining my ideas and developing my ability to represent them. I am able to create collaboratively sharing ideas, resources and skills. I understand how to refine my ideas in designs I create. I am able to talk about what happens when I mix different colours together.



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	<ul style="list-style-type: none">• I explore colour and colour mixing and knows what happens when I mix some colours together.• I know the prime and secondary colours which enables me to work collaboratively and talk about my creations more confidently with others.• I understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.• I know how to develop my own ideas and can then decide which materials to use to express them.• I explore freely in order to create designs and think about what I would like to make.	
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Dovecotes Long Term Art and Design Planning						
EYFS	KS1		Y3/4		Y5/6	
EYFS teach through themes which are heavily led by the children's interests.	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
	Sculpture & 3D Paper Play <i>Louise Bourgeois</i> Drawing Toy Story <i>Quentin Blake</i>	Painting & Mixed Media Colour Splash <i>Georges Seurat</i> Painting and Mixed Media Shape and Colour <i>Matisse & Mondrian</i>	Painting & Mixed Media Prehistoric Painting Sculpture & 3D Wire and Clay <i>Giacometti</i>	Painting & Mixed Media Light and Dark <i>Cezanne</i> Painting & Mixed Media/ Digital Art (Photography) Pop Art <i>Warhol & Lichtenstein</i>	Collage & Printing Movement <i>Bisa Butler/ Keith Haring</i> Drawing Perspective <i>Van Gogh</i>	Painting and Mixed Media Watercolour <i>William McTaggart</i> Collage Design Photography <i>Hannah Hock</i>
	Observational Drawing Make Your Mark <i>Kandinsky</i> Painting & Mixed Media Landscapes <i>Van Gogh</i>	Drawing/ Painting and Mixed Media Portraits <i>Picasso</i> Drawing/ Painting and Mixed Media Line and Pattern <i>Laurel Burch</i>	Drawing Wax Resist <i>Henry Moore</i> Painting 'The Great Wave' <i>Hokusai</i>	Painting & Mixed Media Savannah Sunsets <i>Alma Thomas</i> Drawing Growing Artists <i>Georgia O'Keefe</i>	Drawing Symbolic Imagery <i>Banksy</i> Drawing Colour and Pattern <i>Romero Britto</i>	Drawing/ Painting and Mixed Media Manga & Polka Dots <i>Yayoi Kusama</i> Textiles Batik <i>Yuko Nakata</i>
Craft and Design Map it Out <i>Kim Soon-Im</i> Textiles Woven Wonders <i>Cecilia Vicuna</i>	Sculpture & 3D Clay <i>Rachel Whiteread</i> Painting and Mixed Media/ Collage Life in Colour <i>Romare Bearden</i>	Textiles Tie-Dying & Weaving <i>Christina Massey</i> Craft and Design Zentangle Fabric Printing	Craft and Design Ancient Egyptian Scrolls Sculpture & 3D Modroc <i>Barbara Hepworth</i>	Drawing Sketching <i>Rembrandt</i> Sculpture Relief Sculpture <i>Louise Nevelson</i>	Painting Abstract Art <i>Frank Bowling</i> Drawing Optical Art <i>Bridget Riley</i>	

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Substantive Knowledge		
Knowledge of Artists		
EYFS		
<ul style="list-style-type: none"> Enjoy looking at and talking about art. 		
Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. Children can: <ol style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding in this strand. Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. make links between pieces of art. 	<ul style="list-style-type: none"> Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. Children can: <ol style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect using their own experiences of techniques and making processes to explain how art works may have been made; use key vocabulary confidently to describe and compare creative works. 	<ul style="list-style-type: none"> Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. Children can: <ol style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand. Describe interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

Disciplinary Knowledge			
Formal Elements			
	KS1	LKS2	UKS2
Colour	<ul style="list-style-type: none"> To know that the primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours: (e.g. Red + yellow = orange; Yellow + blue = green; Blue + red = purple) To know that colours can be mixed to 'match' real life objects or to create things from your imagination. To know that colour can be used to show how it feels to be in a particular place e.g. the seaside. 	<ul style="list-style-type: none"> To know that using light and dark colours next to each other creates contrast. To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint. 	<ul style="list-style-type: none"> To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that colours can be symbolic and have meanings that vary.
Form	<ul style="list-style-type: none"> To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture. To know that 'composition' means how things are arranged on the page. To know that pieces of clay can be joined using the 'scratch and slip' technique. To know that a clay surface can be decorated by pressing into it or by joining pieces on. 	<ul style="list-style-type: none"> To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that simple 3D forms can be made by creating layers, by folding and rolling materials. 	<ul style="list-style-type: none"> To know that the surface textures created by different materials and tonal shading can help suggest form in two-dimensional art work. To know that chiaroscuro creates form to a tonal drawing.
Shape	<ul style="list-style-type: none"> To know a range of 2D shapes and confidently draw these. 	<ul style="list-style-type: none"> To know that negative shapes show the space around and between objects. 	<ul style="list-style-type: none"> To know that a silhouette is a shape filled with a solid flat colour that represents an object.

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	<ul style="list-style-type: none"> To know that paper can be shaped by cutting and folding it. To know that collage materials can be shaped to represent shapes in an image. To know that shapes can be organic (natural) and irregular. To know that shapes can be geometric if they have mostly straight lines and angles. To know that patterns can be made using shapes. 	<ul style="list-style-type: none"> To know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> To know how an understanding of shape and space can support creating effective composition.
Line	<ul style="list-style-type: none"> To know that drawing tools can be used in a variety of ways to create different lines. To know that lines can represent movement in drawings. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern 	<ul style="list-style-type: none"> To know that different drawing tools can create different types of lines. To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. 	<ul style="list-style-type: none"> To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing. To know how line is used beyond drawing and can be applied to other art forms.
Pattern	<ul style="list-style-type: none"> To know that a pattern is a design in which shapes, colours or lines are repeated. To know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. To know that patterns can be used to add detail to an artwork. 	<ul style="list-style-type: none"> To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. 	<ul style="list-style-type: none"> To know that artists create pattern to add expressive detail to art works. To know that pattern can be created in many different ways, e.g. in repeated shapes within a composition.
Texture	<ul style="list-style-type: none"> To know that texture means 'what something feels like'. 	<ul style="list-style-type: none"> To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, 	<ul style="list-style-type: none"> To know how to create texture on different materials. To know that applying thick layers of paint to a surface is called

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	<ul style="list-style-type: none"> • To know that different marks can be used to represent the textures of objects. • To know that collage materials can be chosen to represent real-life textures. • To know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. • To know that painting tools can create varied textures in paint. 	<p>as in a drawing using shading to recreate a fluffy object.</p> <ul style="list-style-type: none"> • To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. 	<p>impasto, and it is used by artists to describe texture.</p>
Tone	<ul style="list-style-type: none"> • To know that 'tone' in art means 'light and dark'. • To know that we can add tone to a drawing by shading and filling a shape. • To know that shading helps make drawn objects look more three dimensional. • To know that different pencil grades make different tones. 	<ul style="list-style-type: none"> • To know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. • To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. • To know that using lighter and darker tints and shades of a colour can create a 3D effect. • To know that tone can be used to create contrast in an artwork. 	<ul style="list-style-type: none"> • To know that tone can help show the foreground and background in an artwork. • To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

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Disciplinary Knowledge		
Drawing		
EYFS		
<ul style="list-style-type: none"> Experiment with mark making in an exploratory way. Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (e.g. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings 		
Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. Children can: <ol style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; develop observational skills to look closely and reflect surface texture through mark-making. use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<ul style="list-style-type: none"> Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. Children can: <ol style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space and proportion when drawing; apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. use key vocabulary to demonstrate 	<ul style="list-style-type: none"> Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. Children can: <ol style="list-style-type: none"> use a variety of techniques to add effects, e.g. hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently; improve their mastery of materials and techniques such as tonal shading. use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait, graffiti.

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	knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	
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Disciplinary Knowledge		
Painting		
EYFS		
<ul style="list-style-type: none"> • Explore different ways to use paint and a range of media according to children's interests and ideas. • Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) • Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. • Use mixed-media scraps to create child-led artwork with no specific outcome. 		
Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> • Children can explore using a variety of different brushes to see what happens. • Children begin to learn the primary colours and experiment with mixing paints to understand tone, secondary, warm and cool colours. • Children can: <ol style="list-style-type: none"> a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools (sponges, fingers) to apply paint to a range of different surfaces; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, 	<ul style="list-style-type: none"> • Children continue exploring using a variety of different brushes to see what happens. • They use the language of colour accurately when mixing, e.g. shade, primary and tint. • Children begin to experiment with colour for effect and mood. • Children can: <ol style="list-style-type: none"> a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint – e.g. create a gradient by blending colours; d develop greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects. e combine a wider range of media, e.g. 	<ul style="list-style-type: none"> • Children continue exploring a variety of different brushes to see what happens. • Children are more expressive with colour, associating colours with moods. • Children can: <ol style="list-style-type: none"> a create a colour palette, demonstrating mixing techniques; b Create abstract pieces to convey personal experiences that reflect feelings. c use a range of paint (acrylic, fabric paints) to create visually interesting pieces; d apply paint with control in different ways to achieve different effects and textures, such as impasto, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials. e develop a painting from a drawing or

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<p>warm colours, cool colours, wash, sweep, dab, bold brushstroke.</p>	<p>oil pastels, watercolours, photography and digital art effects.</p> <p>f use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, hue.</p>	<p>other initial stimulus</p> <p>f use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, shape, abstract, absorb, colour, impasto, texture</p>
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Disciplinary Knowledge		
Sculpture		
EYFS		
<ul style="list-style-type: none"> • Explore and play with clay and playdough to make child-led 3D creations. • Push, pull and twist a range of modelling materials to affect the shape. • Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough. 		
Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> • Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. • They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. • Children can: <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use their hands to manipulate a range of modelling materials, including paper and card. c Use tools with confidence when cutting, shaping and joining paper, card and malleable materials. d use a variety of techniques, e.g. rolling, 	<ul style="list-style-type: none"> • Children still have the opportunity to use a variety of materials for sculpting. • They experiment with joining and construction. • They begin to understand more about clay modelling and using different tools with clay. • Children begin to understand more about decorating sculptures and adding expression through texture. • They use a variety of tools to support the learning of techniques and to add detail. • Children can: <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c use tools and materials to carve, add shape, add texture and 	<ul style="list-style-type: none"> • Children use materials other than clay for sculpting and experiment with joining and constructing. • They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. • Children can: <ul style="list-style-type: none"> a plan and design a sculpture using personal plans and ideas to design and construct more complex sculptures and 3D forms; b use materials other than clay to create a 3D sculpture (e.g a cardboard relief sculpture); c confidently problem-solve, edit and refine to create desired effects and end results. d use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape,

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<p>cutting, pinching;</p> <p>e explore how to shape, join and fix materials in place.</p> <p>f use a variety of shapes, including lines and texture;</p> <p>g create 3D forms to make things from their imagination or recreate things they have seen.</p> <p>h use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, sculptor, carving, shapes, materials.</p>	<p>pattern;</p> <p>d shape materials for a purpose, positioning, cutting and joining materials in new ways (e.g use wire).</p> <p>e add materials to the sculpture to create the form (e.g. modroc) and detail;</p> <p>f use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, 2D shape, edging, trimmings, shape, form.</p>	<p>assemblage.</p>
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Disciplinary Knowledge		
Collage		
EYFS		
<ul style="list-style-type: none"> Play with combinations of materials to create simple collage effects. 		
Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. Children can: <ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials, selecting materials based on their properties, e.g. shiny, soft; d use key vocabulary to demonstrate knowledge and understanding in this 	<ul style="list-style-type: none"> Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. Children can: <ul style="list-style-type: none"> a select colours and materials to create effect, contrast, giving reasons for their choices and considering overall composition; b refine work as they go to ensure precision; c learn and practise a variety of 	<ul style="list-style-type: none"> Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. Children can: <ul style="list-style-type: none"> a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; e explore how collage can extend original ideas; f use key vocabulary to demonstrate

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<p>strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>techniques, e.g. overlapping, tessellation, mosaic;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>	<p>knowledge and understanding in this strand: shape, form, arrange, fix.</p>
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Disciplinary Knowledge	
Textiles	
EYFS	
<ul style="list-style-type: none"> • Explore and play with a range of media to make child-led creations. • Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome. 	
Year 1 and Year 2	Year 3, Year 4, Year 5 and Year 6
<ul style="list-style-type: none"> • Children have the opportunity to look at and practise a variety of techniques, e.g. weaving and plaiting. • They explore which textiles are best to use and produce the best result. • Children will also explore decorating and embellishing their textiles to add detail, colour and effect. • Children can: <ul style="list-style-type: none"> a show pattern by weaving; b decorate textiles with glue or stitching, to add colour and detail; c Apply skills in cutting, arranging and joining a range of materials to include felt. d use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, loom, alternate, over, under, dye, apply. 	<ul style="list-style-type: none"> • Children develop their weaving, overlapping and colouring fabric skills further and experiment with different dyeing techniques such as 'wax resist' dyeing (Batik);. • They are also introduced to the skill of stitching in Lower KS2. • Children can: <ul style="list-style-type: none"> a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, dyeing, weaving to create different textural effects; c develop skills in stitching; d add decoration to create effect; e follow a design process in textile creation, planning how a pattern could be used in a real-world context f use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, fabric, weave, pattern.

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Disciplinary Knowledge		
Printing		
EYFS		
<ul style="list-style-type: none"> Take part in basic printmaking using parts of the body to make a direct print and extending to natural and manmade objects <ul style="list-style-type: none"> Devise simple prints and layered images. 		
Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. Children can: <ol style="list-style-type: none"> copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<ul style="list-style-type: none"> Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. Children can: <ol style="list-style-type: none"> use more than one colour to layer in a print; replicate patterns from observations; make printing blocks using polystyrene tiles; make repeated patterns with precision; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<ul style="list-style-type: none"> Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. Children can: <ol style="list-style-type: none"> design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns (e.g. using stencils); use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange

Procedural Knowledge		
Exploring and Developing Ideas		
EYFS		
<ul style="list-style-type: none"> Talk about their ideas and explore different ways to record them. 		
Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer 	<ul style="list-style-type: none"> Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning 	<ul style="list-style-type: none"> Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their

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<p>feedback to improve.</p> <ul style="list-style-type: none"> • Children can: <ul style="list-style-type: none"> a use sketchbooks to explore ideas in an open-ended way, experiment, and use them to help make decisions about what to try next. b respond positively to ideas and starting points; c explore ideas using a range of media and collect information; d generate ideas from a range of stimuli, exploring different media and techniques and carry out simple research and evaluation as part of the making process e describe differences and similarities and make links to their own work; f try different materials and methods to improve; g use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>and skills with others, giving and receiving feedback to improve.</p> <ul style="list-style-type: none"> • Children can: <ul style="list-style-type: none"> a use sketchbooks purposefully to improve understanding, record and develop ideas (including using annotations) and plan for an outcome or next steps in a making process; b explore ideas from first-hand observations; c generate ideas from a wider range of stimuli, using and carrying out simple research and evaluation of techniques to develop their ideas (and as part of the making process) and plan more purposefully for an outcome. d question and make observations about starting points, and respond positively to suggestions; e adapt and refine ideas; f use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>learning and skills with others, receiving and offering feedback to improve.</p> <ul style="list-style-type: none"> • Children can: <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b confidently use sketchbooks for purposes including planning, recording observations and research, testing materials, developing ideas and working towards an outcome more independently. c offer feedback using technical vocabulary; d think critically about their art and design work; e draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. f develop ideas more independently from their own research. g explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. h use digital technology as sources for developing ideas; i use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
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Evaluating and Analysing		
EYFS		
<ul style="list-style-type: none"> • Talk about their artwork, stating what they feel they did well. 		
Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> • Describe and compare features of their own and other's art work. • Explain their ideas and opinions about their own and other's art work, giving reasons. • Begin to talk about how they could improve their own work. 	<ul style="list-style-type: none"> • Build a more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process. • Confidently explain their ideas and opinions about their own and other's art work, giving reasons. • Use sketchbooks as part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> • Give reasoned evaluations of their own and others work which takes account of context and intention. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.