

Drawing

Line, Shape, Form, Tone, Perspective, Composition, and Proportion-only the very beginning of drawing. See vocab document for relevant terminology for discussing and describing work.

Throughout all year bands, opportunities should be provided for children to explore, experiment and develop their drawing skills in all of the following ways.

Drawing should be used throughout the curriculum and for all the purposes stated. Opportunities for child initiated and adult led drawing activities should be provided from Tots-Reception and during continuous provision when used in Year One. From Years 1-6, drawing activities should form part of structured lessons including but not limited to art lessons and resources made available for pupils to use during breaktimes.

Technical & Formal Drawing
(shading, line, negative space etc)
Experimental Drawing
Drawing from Observation
Drawing from Imagination
Drawing to Learn/Discover
Drawing to Show/Share
Drawing to Express Emotion
Drawing to Persuade

Tots	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Develop hand eye coordination through a variety of gross and fine motor activities. Begin to hold objects with increasing control. Start to show an interest in making marks. 	<ul style="list-style-type: none"> Show an interest/ choose mark-making activities. Make different marks in different ways and begin to describe them. Attach meaning to marks made. Begin drawing with a purpose-to tell a story, share knowledge, express ideas, imagination, from observation etc. 	<ul style="list-style-type: none"> Understand that lines can be used to enclose a space, beginning to use these shapes to represent objects. (EAD) Create simple representations of people, animals and objects. (EAD) Explore the natural world around them and draw pictures of animals and plants (TNW) 	<ul style="list-style-type: none"> Explore creating different lines with different drawing tools including natural materials. Identify different shapes, patterns and marks in images/objects and replicate them. Draw own ideas and explain what they are. Add colour to images with increasing control and sense of purpose. Begin to be able to sketch lightly. 	<ul style="list-style-type: none"> Draw lines of different sizes and thickness and explore when these may be used for different purposes. Experiment with pattern and texture e.g. by adding dots and lines. Explore tone through using sketching pencils and coloured pencils. Create own drawings and colour/shade to create a desired effect. Explore using different sketching patterns. Begin to annotate sketch books with thoughts and feelings. 	<ul style="list-style-type: none"> Use different drawing tools to experiment with line, tone and texture noting the difference. Annotate sketches to show thoughts/feelings. Observe and describe how an artist has shown light and shadow. Begin to identify pieces with more depth and explore showing shadows considering shape and direction. Explore using different sketching patterns and identify their effect. 	<ul style="list-style-type: none"> Use different drawing tools for different purposes explaining why one might be more suitable than others. Annotate sketches to show thoughts/feelings /ideas using appropriate vocabulary (refer to year band document). Use shading to show light and shadow using the direction and size of the shading to reflect the light source. Use different sketching patterns for different purposes e.g. cross hatching to show a tight knit jumper, dark areas of a field or movement or bends in a river. 	<ul style="list-style-type: none"> Explore using different techniques to add interesting effects e.g. reflections, perspective, pixilation Experiment with different styles of drawing. Annotate sketchbooks with thoughts, ideas, feelings including reasons where appropriate and ideas for future use. Use lines to represent movements. 	<ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the purpose (e.g. realistic or impressionistic) Begin to develop own personal style as an artist explaining preferences.

Painting								
Tots	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Begin to hold and explore mark-making tools. • Develop confidence when touching materials and resources of differing textures. 	<ul style="list-style-type: none"> • Hold paintbrushes and sponges developing grasp. • Attach meanings to marks made and begin to show shape and colour with purpose. • Begin to name colours and shapes within art. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (EAD) • Use a range of tools included paint brushes (PD) 	<ul style="list-style-type: none"> • Use different painting tools safely and confidently, showing a comfortable grip, changing position as needed. • Use thick and thin brushes. • Mix primary colours to make secondary colours. • Experiment with colour mixing and begin to describe what happens. • Explore colour wheels. • Begin to explore adding white to colours to make tints and black to colours to make shades. Describe what happens. • When drawing before painting, sketch lightly. 	<ul style="list-style-type: none"> • Change grip and position when painting begin to explain how this changes the effect. • Make choices about which tools to use and explain why. • Use different types of paint including watercolour to explore similar ideas. • Explore and experiment with paint in different ways (wet on wet, wet on dry, what happens when you use salt on watercolour paint?), link science and art in explanations. • Begin to experiment with layers, e.g. using a watercolour wash and adding ink. 	<ul style="list-style-type: none"> • Explore different techniques using thick and thin brushes, observing what happens. • Mix colours in different ways. Explore what happens when you mix different amounts of colour together. • Name and describe different tones, tints and shades created. • Experiment with different types of paint, does it work in the same way? • Experiment creating mood with colour. • Draw on and review prior knowledge-use of layers, how to create lighter tones. 	<ul style="list-style-type: none"> • Continue to explore and experiment-use different techniques and tools to produce shapes, textures, patterns and lines. • Choose the best paint or combination of mediums for a particular purpose and explain why. • Explore using paint to show movement through colour and line. • Begin to describe perspective in images and how created. 	<ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the world/an image. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to produce texture. • Describe own/others' work using language relating to line/colour /texture. • Explore and experiment with depth/ perspective in images created. 	<ul style="list-style-type: none"> • Show confidence in selecting brushes, paint and hand position to create a desired effect. • Select which medium to use and combine for particular purpose, giving reasons why. • Use colour, shape, pattern and layers to create depth/ a particular mood.

Sculpture								
Tots	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Begin to hold, move and stack toys and objects with increasing control. 	<ul style="list-style-type: none"> • Move and change the shape of malleable objects such as clay/playdough. • Engage in create play where an item or object is used to represent another. • Experiment creating 3D structures (e.g. junk modelling/ clay or playdough) using hands/small tools. 	<ul style="list-style-type: none"> • Realise that tools can be used for a purpose. (EAD) • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, design, form and function. (EAD) 	<ul style="list-style-type: none"> • Begin to create and describe different shapes. • Explore creating pattern and texture e.g. crumpling or folding materials such as paper before using or adding detail to clay structures after. • Choose materials and explore using the different ways to change-rolling/folding /cutting/shaping . 	<ul style="list-style-type: none"> • Use a combination of different shapes for desired effect. • Add detail to sculptures using different lines and patterns. • Explore different ways of creating texture with a variety of materials. e.g. paper, straws, paper, card and clay. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Explore different ways of making structures e.g. using nets, slotting pieces together, creating solid structures. • Experiment combining different shapes and describe the effect. • Explore creating different textures and describe the effect. How can we represent feelings/movement through sculpture? • Use and choose materials with a sense of purpose. 	<ul style="list-style-type: none"> • Create and combine shapes to make recognisable forms (e.g. shapes made from nets or solid materials) • Create shapes and textures that show feelings and suggest movement. • Use clay and other mouldable materials explaining why one is more suitable than another for a particular purpose. • Combine materials to provide interesting detail. 	<ul style="list-style-type: none"> • Begin to work with materials to create desired effects. • Demonstrate and understand the suitability of tools for particular purposes. • Select from tools previously used to create texture, pattern, shape to create a desired effect. • Begin to explore sculpture in stages and technique for ensuring stability e.g. wire frames, mod roc, wooden rods or frames, paper mâché and paint detail. 	<ul style="list-style-type: none"> • Create individual work demonstrating an understanding of form, texture, pattern, line and shape. • Use tools to carve and add shapes, texture and pattern confidently and safely explaining why they have been chosen. • Combine visual and tactile qualities in final pieces such as mod roc creations painted.

Collage								
Tots	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Become confident touching objects and materials of different textures. • Begin to use both hands-starting to clap/cross the midline during sitting/playing. • Begin to pick up and hold objects with increasing control. • Develop fine motor control and pincer grasp (to begin to be able to hold and tear. 	<ul style="list-style-type: none"> • To show an interest in/choose creative activities. • To be able to rip/tear materials. • To begin to use scissors safely to snip materials. 	<ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests (EAD) • Uses simple tools to effect changes to materials (PD) • To be able to cut/tear materials into particular shapes. • Begin to use imagination or visualisation to describe the way something looks e.g. describes a rectangular shape as letter for someone or a book. 	<ul style="list-style-type: none"> • Rip, tear or cut materials and combine to create desired pattern/picture. • Begin to mix materials to create texture describing the effect. 	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials to create desired effect before gluing. • Experiment with different ways of combining materials through collage- e.g. using images/printed materials, collected objects from outdoors etc. 	<ul style="list-style-type: none"> • Explore using coiling, overlapping and tessellation. • Use different materials and make choices on how to combine them, noting the effect. • Create own shapes by cutting or ripping (free hand) and use within collages. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Design and create collage working to a brief. • Experiment by combining collage with other techniques such as drawing or printing. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned) • Describe the visual and tactile qualities of materials before combining. • Explore different materials and techniques for collage including montage and mosaic. 	<ul style="list-style-type: none"> • Choose and combine materials and explain choices. • Begin to use other materials such as ceramic mosaic materials and techniques.

Textiles								
Tots	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Develop hand eye coordination through a variety of gross and fine motor activities. Begin to hold objects with increasing control. 	<ul style="list-style-type: none"> Move arms and hands in different ways engaging in different expressive arts activities to build strength and control-e.g. dance, weaving with natural objects. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with texture (EAD) Begin to describe texture. 	<ul style="list-style-type: none"> Begin to recognise and describe texture, pattern and colour. Experiment joining materials- slotting together, gluing or stitching. Shape materials using templates. 	<ul style="list-style-type: none"> Use weaving to create a pattern using different materials. Explore ways to colour/dye materials. Stitch materials together using a running stitch. Decorate fabric using prints/additions such as sequins/decorative stitches or dying. Create own templates for cutting/shaping materials. 	<ul style="list-style-type: none"> Use plaiting as a form of weaving. Join materials using different stitches beginning to understand when one may be better than another. Create stencils to use for decorating materials. 	<ul style="list-style-type: none"> Explore different patterns and materials and use for weaving. Shape and stitch materials with growing confidence. Use basic cross stitch and back stitch. Colour fabric. 	<ul style="list-style-type: none"> Create weavings making choices of materials and design. Quilt, pad and gather fabric for a purpose. 	<ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces explaining choices made.

Photography								
Tots	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Begin to show an interest in technology. 	<ul style="list-style-type: none"> Use technology during child-initiated role-play and other creative play. Begin to use age-appropriate computer software to draw, take photos/videos. 	<ul style="list-style-type: none"> Interact with age-appropriate (art) computer software. (TW) Draw a picture on a screen (TW) 	<ul style="list-style-type: none"> Using drawing software, explore using different functions and commands e.g. change brush, change colour background. Use technology to creatively share ideas or information. 	<ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes. Understand how to change, select and arrange images/items on a screen to change/improve. 	<ul style="list-style-type: none"> Present information in different ways. Combine text, image, graphics and sound. 	<ul style="list-style-type: none"> Create images, video and sound recordings and explain how they are created. Explore using different types of sound/image/video for a particular effect. Make creative choices around presentation and problem-solve when something has gone wrong. 	<ul style="list-style-type: none"> Create images, video and sound recordings and explain how they are created and how to edit. Choose different types of sound/image/video for a particular effect. Select and use appropriate tools to create effects that have an impact on others and understand how to modify as needed. 	<ul style="list-style-type: none"> Enhance digital media by editing including sound, video, animation, still images and installations. Draw on prior knowledge to predict how a particular programme or tool will work. Explain why you have chosen a particular tool or effect for a particular purpose. Discuss audience and atmosphere when using digital technology in a creative way.