

## Experience

	Breadth	Colour	Form	Texture	Designing	Drawing	Pattern
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Explore a range of starting points for practical work.</li> <li>Work on own and with others on projects.</li> <li>Experience 2D and 3D art work.</li> </ul>	<ul style="list-style-type: none"> <li>Name &amp; use primary colours.</li> <li>Extend colour range and hue.</li> </ul>	<ul style="list-style-type: none"> <li>Handle, feel and manipulate materials (plasticine, play dough, Lego) to build and construct.</li> <li>Construct and build.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of texture, of different surfaces and qualities.</li> <li>Make rubbings of different materials.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with materials and tools.</li> <li>Develop an awareness of tools and materials, characteristics and qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools, e.g., fingers, pencils, chalks, pens, brushes.</li> <li>Experiment with mark making and line.</li> <li>Experiment with tools, materials and surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat shapes and form through painting, drawing, and basic drawing.</li> <li>To be aware and have experience of simple pattern-making.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Work on different scales.</li> <li>Use a range of materials and processes (paint, collage, print making, digital, textiles, sculpture)</li> <li>Investigate different kinds of art, (original, reproductions)</li> </ul>	<ul style="list-style-type: none"> <li>Sort, select, and describe collections of colours (hot, cold etc)</li> <li>Experiment with colour mixing.</li> <li>Develop awareness of colour in the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use tools to produce forms (clay tools, shape cutters, pieces of wood etc).</li> <li>Constructions should reflect child's personal ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Make rubbings of different materials.</li> <li>Produce collage using different textures.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of tools and materials, characteristics and qualities.</li> <li>Uses skills for specific purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Represent what they observe, remember and imagine in different ways.</li> <li>Develop an awareness of natural and man-made environments through drawing and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange man-made and natural items into patterns.</li> </ul>

<b>Year 3</b>	<ul style="list-style-type: none"> <li>Explore a range of starting points for their work.</li> <li>Work on own and collaborate with others on projects.</li> <li>Experience 2D and 3D artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Develop awareness of colour in natural environment.</li> <li>Develop awareness of colour in artefacts and design.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of natural and man-made forms and their environments.</li> <li>Experience modelling (clay, plasticine, boxes, card, tubes, rolled newspaper).</li> </ul>	<ul style="list-style-type: none"> <li>Produce collage using different textures.</li> <li>Use materials to develop relief carving patterns and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Use skills for specific purposes.</li> <li>Solve problems; communicate ideas through talking and drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate shape, line, pattern, form, texture, colour, tone, tints, and shade in the environment.</li> <li>Investigate and communicate feelings through drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Look at more complex patterns and discuss them.</li> <li>Analyse and record patterns using different methods, using the environment as stimulus.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Use a range of material and processes including ICT - paint, collage, print making, digital, textiles, sculpture. Investigate art, craft and design in the locality.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of colour and hue in artefacts and design.</li> <li>Use colour to express describe and discuss.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses ideas and feelings using different media and methods, (clay, plasticine, boxes, card, tubes, rolled newspaper, matchsticks, rope, paper mache, polystyrene).</li> <li>Understand the qualities of materials and their suitability for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Use materials to develop relief carving patterns and pictures.</li> <li>Be aware of the properties of materials and surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>Work out new ideas, reviewing and modifying where necessary.</li> <li>Make things spontaneously, discussing possibilities and uses.</li> </ul>	<ul style="list-style-type: none"> <li>Study the quality of shape, line, pattern form, texture, colour, tone, tints, and shade in the environment.</li> <li>Experiment with techniques and media to produce different effects.</li> </ul>	<ul style="list-style-type: none"> <li>Have experiences of repeating and overlapping patterns.</li> <li>Experiments with a variety of formal and informal patterns.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Investigate art in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with colour.</li> <li>Control colour, hue, tone, shade, and create mood.</li> <li>Apply colour for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Extend use of media to a wider variety of materials (mod-roc, chicken wire, mixed media etc).</li> <li>Develop more complex methods of construction (multiple layers, mixed media, range of tools, child directed).</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of the properties of materials and surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge to solve problems using more advanced techniques.</li> <li>Use logical and intuitive ways of working.</li> </ul>	<ul style="list-style-type: none"> <li>Develop fantasy and imagination through drawing.</li> <li>Produce designs using drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and record patterns using different methods, using the environment as stimulus.</li> <li>Design and make a pattern, applying knowledge.</li> </ul>

<b>Year 6</b>	<ul style="list-style-type: none"> <li>Investigate art, craft and design in variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Control colour, hue, tone shade, and create mood.</li> <li>Apply colour for purpose.</li> <li>Express emotion/feelings through colour.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate, analyse and interpret natural and man-made forms and environments.</li> <li>Consider light, shadow, space and form when constructing.</li> </ul>	<ul style="list-style-type: none"> <li>Use made and natural textures in design and expressive work.</li> <li>Look at and discuss decoration in different forms and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Use logical and intuitive ways of working.</li> <li>Take part in problem- solving activities, in groups or individually.</li> <li>Experiment with processes</li> </ul>	<ul style="list-style-type: none"> <li>Show an awareness of dark, light, shape, form, pattern, and texture.</li> <li>Apply knowledge and experience of different materials to represent ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Make patterns for expressing mood.</li> <li>Make pattern for a specific purpose, e.g. wallpaper or fabric book cover.</li> </ul>
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<b>Technique</b>					
	<b>Painting</b>	<b>3D work</b>	<b>Collage</b>	<b>Printmaking</b>	<b>Textiles</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Explore making marks on a variety of papers.</li> <li>Use a variety of tools to spread paint, e.g. straws, matchsticks.</li> <li>Explore mark-making using thick brushes, foam and sponge brushes.</li> </ul>	<ul style="list-style-type: none"> <li>Handle, feel and manipulate rigid and malleable materials.</li> <li>Pull apart and reconstructs basic shapes.</li> <li>Become aware of form, feel, texture, pattern and weight.</li> </ul>	<ul style="list-style-type: none"> <li>Handle different materials from a class 'collage' box.</li> <li>Select and sort, cut, tear, stitch and discuss.</li> <li>Sort according to specific qualities, e.g. warm, cold, rough, smooth, shiny, dull.</li> </ul>	<ul style="list-style-type: none"> <li>Random experimental printing, e.g. hands, feet and found materials.</li> <li>Use one colour of paint or ink on a block to explore random images.</li> <li>Create repeating patterns, random or organised, on a variety of papers and with a range of blocks.</li> </ul>	<ul style="list-style-type: none"> <li>Handle, feel and manipulate materials.</li> <li>Be aware of colour texture and shape.</li> <li>Sort, collect, discuss and pull apart cloth and threads.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Explore mark-making using thick brushes, foam and sponge brushes.</li> <li>Experiment with and enjoy colour.</li> <li>Create patterns using different tools and colours.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with basic tools on rigid and plastic materials.</li> <li>Compare and recreate form and shape to natural and made environments.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in more complex activities, e.g. cutting and sewing a variety of materials to include forms.</li> <li>Have experience of adhesives and decide on the most effective for a given task.</li> </ul>	<ul style="list-style-type: none"> <li>Extend repeating patterns, overlapping shapes using two contrasting colours, e.g. red and yellow, building up printing patterns.</li> <li>Explore and recreate patterns and texture with an extended range of materials, e.g. sponges, leaves, fruit, netting, wood, creased foil, clay.</li> <li>Explore images through mono-printing on a variety of papers.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to discriminate between materials. - Print on fabrics.</li> <li>Create relief pattern using wax and die.</li> </ul>

Year 3	<ul style="list-style-type: none"> <li>▪ Use colour and marks to express mood.</li> <li>▪ Represent something observed, remembered or imagined, using colour/tools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use stimuli to create simple 2D and 3D images using a variety of tools and materials.</li> <li>▪ Create texture using rigid and plastic materials and a variety of tools. -</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop skills of overlapping and overlaying.</li> <li>▪ Develop awareness of contrasts in texture and colours.</li> <li>▪ Experiment with mood, feeling, movement and areas of interest.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore images and recreate patterns and texture using wallpaper, polystyrene and string, printing on a variety of papers.</li> <li>▪ Explore colour mixing through printing, using two colours and a variety of materials.</li> <li>▪ Use printing to represent the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple stitching: using a large needle to make straight stitches.</li> <li>▪ Stitch threads and fibres: cuts threads and fibres (link with collage).</li> <li>▪ Use contrasting colours in stitching for effect.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>▪ Introduce different types of brushes for specific purposes.</li> <li>▪ Explore the effect on paint of adding water, glue, sand, sawdust etc.</li> <li>▪ Introduce primary and secondary colours with the addition of black and white and other hues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recreate 2D images in a 3D piece (e.g. a dragon in a story, the house of the three little pigs).</li> <li>▪ Show an awareness of texture, form, and shape by recreating an image in 3D form.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interpret stories, poems, music and other stimuli.</li> <li>▪ Use the natural environment and/or townscapes to stimulate collage work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compare own image and pattern making with that of a well-known artist.</li> <li>▪ Make connections between own work and patterns in the local environment and at home, e.g. curtains, wallpapers and book designs.</li> <li>▪ Recreate images through relief painting using card.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple weaving with strong wool through a stiff card loom.</li> <li>▪ Weave paper, progressing from one to two colours.</li> <li>▪ Use contrasting colours in weaving.</li> <li>▪ Develop awareness of the natural environment through colour matching.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>▪ Investigate symbols, shapes, form and composition.</li> <li>▪ Create different effects by using a variety of tools and techniques such as dots, scratches and splashes.</li> <li>▪ Use different methods, colours and a variety of tools/techniques to express mood.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begin to look at colour and pattern in 3D structures, transferring the knowledge to their own work.</li> <li>▪ Explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture and colour.</li> <li>▪ Look at 3D work from a variety of genres and cultures and develops own response through experimentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Select and use materials to achieve a specific outcome. –</li> <li>▪ Embellish, using a variety of techniques, including drawing, painting, printing and begin to use more advanced stitching and appliqué techniques.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Builds up drawings and images of whole or parts of items using various print making techniques, e.g. polystyrene, string, card shapes.</li> <li>▪ Recreates a scene observed or imagined, through collage printing.</li> <li>▪ Designs prints for fabrics, book covers and wallpaper.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dye fabrics using techniques such as tie dye and batik.</li> </ul>

<b>Year 6</b>	<ul style="list-style-type: none"> <li>▪ Explores the effect of light and colour, texture and tone on natural and made objects.</li> <li>▪ Uses techniques, colours, tools and effects to represent something observed, remembered or imagined.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape picture focusing on texture.</li> <li>▪ Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Applies knowledge of different techniques as a form of expression.</li> <li>▪ Designs an artefact using knowledge of techniques for a specified outcome.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Builds up a collage background or a painting through printmaking. - Carries out screen printing. - Experiments with approaches used by other artists, making imaginative use of them.</li> <li>▪ Experiments with soft sculpture: cuts and joins patterns, embellishing the components.</li> <li>▪ Designs shapes, tie dyes, makes prints and batik for a specific outcome.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses plaiting, pinning, stapling, stitching and sewing techniques. - Stitching, using various needles to produce more complex patterns.</li> <li>▪ Cuts and stitches patterns.</li> </ul>
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<b>Experience</b>	<b>Techniques and Materials</b>	<b>Methods</b>
<b>Colour</b>	Paint, pencils, crayons, dyes, inks, pastels.	Rubbing, painting, drawing, mixing, marbling, bleeding, blending, photography.
<b>Form</b>	3D, clay, dough, plasticine, paper-mache, card, wood, metal, plastic, wire, tins, rolled newspaper, boxes, tubes, rope, string, polystyrene, matchsticks, lolly sticks.	Cutting, sewing, gluing, cello tape, masking tape, moulding, shaping, modelling, building, assembling.
<b>Texture</b>	Collage, thread, clay, plastic, wood, fibres, metal, stone, man-made and natural fibres / objects (tree bark, leaves, grasses etc).Textiles,	Gluing, tiling, pasting, weaving, stitching, batik, appliqué, photography. Feelings, emotions, observations.
<b>Designing</b>	2D, 3D, spontaneous, planned.	ICT, observing, experimenting, evaluating, adapting, improving.
<b>Drawing</b>	Line, tone, shape, pencils (H & B forms), pens, fingers, chalks, brushes, charcoal, wax, crayons, pastels.	Shadow, light/dark, mark making, different media, photography.
<b>Pattern</b>	Printed, dyed, painted, embossed, rubbed, imprinted. Rubbing, drawing, printing,	Gluing, tiling, pasting, weaving, stitching, batik, appliqué, photography