



Colgate Primary School Art Learning grid

	EYFS	KS1			Lower KS2			Upper KS2	
Thread		Year 1 Apple	Year 1 Maple	Year 2	Year 3	Year 4 Oak	Year 4 Cedar	Year 5	Year 6
<p>Developing Ideas</p> <p>(through the use of sketchbooks from Year 1)</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Record simple media explorations.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Record simple media explorations.</p> <p>Begin to understand how colours can link to mood and feelings in art.</p>	<p>Plan and develop simple ideas.</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Express links between colour and emotion.</p> <p>Use line and tone in different media to consider shape, shade, pattern and texture.</p>	<p>Record explorations, try out ideas and plan colours.</p> <p>Express likes and dislikes through annotations.</p> <p>Make notes about techniques used by artists.</p> <p>Suggest ways for improving their work by making annotations.</p>	<p>Plan and try out ideas and colours. Collect ideas for future work.</p> <p>Adapt and improve original ideas.</p> <p>Use complimentary and contrasting colours for effect.</p>	<p>Plan and try out ideas and colours. Collect ideas for future work.</p> <p>Adapt and improve original ideas.</p> <p>Keep notes to indicate their intentions of a piece of work.</p> <p>Use contrasting and complimentary colours for effect.</p>	<p>Plan, try out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Keep notes which consider how a piece of work may be developed further.</p>	<p>Plan and collect source material.</p> <p>Annotate work.</p> <p>Consider the use of colour for mood and atmosphere.</p>
<p>Drawing</p>	<p>Enjoy using tools, fingers, hands, chalk, pens and pencils.</p> <p>Begin to control a range of media.</p> <p>Start to produce different patterns and textures.</p>	<p>Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, pen and chalk.</p> <p>Control the types of marks made.</p> <p>Develop a range of tone using a pencil. Use a variety of drawing techniques such as hatching, scribbling, stippling and blending to create light/dark lines.</p>	<p>Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, pen and chalk.</p> <p>Control the types of marks made.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as hatching, scribbling, stippling and blending to create light/dark lines.</p>	<p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Develop intricate patterns/marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to indicate facial expressions in drawings.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made.</p>	<p>Explore drawing featuring the third dimension/perspective.</p> <p>Further develop drawing a range of tones and lines using a pencil.</p> <p>Use a range of techniques and begin to understand why they best suit.</p> <p>Attempt to show reflections in a drawing.</p>	<p>Use different techniques for different purposes e.g. shading, hatching.</p> <p>Start to develop their own style.</p> <p>Develop the use of simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion.</p>	<p>Develop their own style of drawing.</p> <p>Use different techniques for different purposes i.e. shading, hatching, understanding which works well and why.</p> <p>Develop an awareness of composition, scale and proportion.</p>

Painting	<p>Use a variety of tools including different size brushes e.g. sponges, brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Explore working with paint on different surfaces.</p>	<p>Experiment with paint using a range of tools.</p> <p>Explore techniques e.g. lightening and darkening paint without the use of black/white.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Experiment with paint using a range of tools.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colour shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Use a suitable brush to produce marks appropriate to work e.g. small brush for small marks.</p>	<p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Create a background using a wash.</p>	<p>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textual effects.</p> <p>Use light and dark within painting. Show understanding of complimentary colours.</p> <p>Mix colours, shades and tones with increasing confidence.</p>	<p>Control the types of marks made.</p> <p>Show increasing confidence with different effects and textures e.g. blocking in colour, washes, thickened paint creating textual effects.</p> <p>Use light and dark within painting. Show understanding of complimentary colours.</p> <p>Mix colours, shades and tones with increasing confidence.</p>	<p>Confidently control the types of marks made.</p> <p>Show increasing confidence with different effects and textures including blocking in colour, washes, thickened paint creating textual effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence.</p>	<p>Purposely control the types of marks made.</p> <p>Confidently use different effects and textures including blocking in colour, washes, thickened paint creating textual effects.</p> <p>Mix colour, shades and tones with confidence.</p> <p>Understand what works well in their work and why.</p>
3-D	<p>Use a variety of malleable media such as clay, play dough etc.</p> <p>Impress and apply simple decoration.</p> <p>Build a construction/ sculpture using a variety of objects e.g., recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay etc.</p> <p>Shape and model materials for a purpose (e.g., a pot, tile)</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching, kneading.</p> <p>Apply simple decoration techniques, including painting.</p>	<p>Experiment in a variety of malleable media such as clay etc.</p> <p>Shape and model materials for a purpose (e.g., a pot, tile)</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching, kneading.</p> <p>Apply simple decoration techniques, including painting.</p>	<p>Use clay or other malleable material to create an imaginary or realistic form e.g., clay pot, figure, structure.</p> <p>Use tools to create patterns.</p>	<p>Learn to secure work to continue at a later date.</p> <p>Produce more intricate surface patterns/textures.</p> <p>Use pinch/slab/coil techniques.</p>	<p>Produce maquettes (small models) when necessary.</p> <p>Make a slip to join two pieces of clay.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Secure work to continue at a later date.</p> <p>Make a slip to join two pieces of clay.</p> <p>Use recycled, natural and manmade materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Gain experience in modelling over an armature: newspaper frame for Modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures.</p>	<p>Model and develop work through a combination of pinch, slab and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Confidently carve a simple form.</p>

Printing	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Make simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g., cork, sponge.</p> <p>Experience simple relief printing e.g. pushing into a surface and printing.</p> <p>Create a repeating pattern.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g., cork, sponge.</p> <p>Experience simple relief printing e.g. pushing into a surface and printing.</p> <p>Create a repeating pattern.</p>	<p>Begin to explore mono printing.</p> <p>Produce a clean, printed image.</p>	<p>Develop confidence in mono-printing.</p> <p>Demonstrate experience in 3 colour printing.</p>	<p>Develop confidence in mono-printing.</p> <p>Expand experience in 3 colour printing.</p>	<p>Relief printing- add materials to raise the surface for printing e.g. string and polystyrene.</p> <p>Expand experience in 3 colour printing.</p>	<p>Begin to overlay colours.</p> <p>Relief printing- add materials to raise the surface for printing e.g. string and polystyrene.</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>
Responding to art (their own work and the work of others)	<p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Look and talk about their own work and that of other artists.</p> <p>Talk about the techniques they have used.</p> <p>Share their likes and dislikes.</p> <p>Describe the similarities and differences between their work and the work of others.</p>	<p>Look and talk about their own work and that of other artists.</p> <p>Talk about the techniques they have used.</p> <p>Share their likes and dislikes.</p> <p>Describe the similarities and differences between their work and the work of others</p>	<p>Explore the work of a range of artists, craft makers and designers.</p> <p>Express thoughts and feelings about a piece of art and say how it makes them feel.</p> <p>Explain the successes and challenges in a piece of art they created.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers.</p> <p>Describe the similarities and differences and make links to their own work.</p> <p>Discuss own and others work, expressing thoughts and feelings, using knowledge and understanding of artists and techniques.</p>	<p>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Compare different styles and approaches.</p>	<p>Discuss and review own and others' work, expressing thoughts and feelings, explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>

Art through Technology will be taught through Computing (ilearn2.co.uk)