



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human form	Use a variety of marks to represent the human form, from observation, imagination or memory. Reception Represent different parts of the human body from observation, imagination or memory with attention to some detail.	Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.	Represent the human form, including face and features, from observation, imagination or memory.	Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.	Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.	Explore and create expression in portraiture.	Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
Creation	Use a range of media, tools and techniques to create images, express ideas and show different emotions. Reception Create art in different ways on a theme, to express their ideas and feelings.	Design and make art to express ideas.	Select the best materials and techniques to develop an idea.	Use and combine a range of visual elements in artwork.	Develop techniques through experimentation to create different types of art.	Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.	Create innovative art that has personal, historic or conceptual meaning.
Generation of ideas	Nursery Talk about and represent ideas, sounds, movement and emotions through their creations. Reception Communicate their ideas as they are creating artwork.	Communicate their ideas simply before creating artwork.	Make simple sketches to explore and develop ideas.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Create a series of sketches over time to develop ideas on a theme or mastery of a technique.	Review and revisit ideas and sketches to improve and develop ideas.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
Evaluation	Say what they like or dislike about their work. Reception Share their creations with	Say what they like about their own or others' work using simple artistic vocabulary.	Analyse and evaluate their own and others' work using artistic vocabulary.	Make suggestions for ways to adapt and improve a piece of artwork.	Give constructive feedback to others about ways to improve a piece of artwork.	Compare and comment on the ideas, methods and approaches in their own and others' work.	Adapt and refine artwork in light of constructive feedback and reflection.



	others, explaining their intentions and the techniques and tools they used.						
Malleable materials	Explore ways of changing the shape or texture of malleable materials. Reception Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	Press objects into a malleable material to make textures, patterns and imprints.	Create a 3-D form using malleable or rigid materials, or a combination of materials.	Use clay to create a detailed or experimental 3-D form.	Create a relief form using a range of tools, techniques and materials.	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.
Paper and fabric	Use a variety of paper and fabric to make images. Reception Cut, tear, fold and stick a range of papers and fabrics.	Use textural materials, including paper and fabric, to create a simple collage.	Create a range of textures using the properties of different types of paper.	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.	Use a range of stitches to add detail and texture to fabric or mixed-media collages.	Make and use paper to explore traditional crafting techniques.	Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.
Paint	Explore colour and application of paint using a range of different tools. Reception Use primary and other coloured paint and a range of methods of application.	Identify and use paints in the primary colours.	Identify and mix secondary colours.	Identify, mix and use contrasting coloured paints.	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Mix and use tints and shades of colours using a range of different materials, including paint.	Use colour palettes and characteristics of an artistic movement or artist in artwork.
Printing	Make simple prints using fingers, hands, feet and found objects. Reception Make simple prints using a variety of tools, including print blocks and rollers.	Make simple prints and patterns using a range of liquids including ink and paint.	Use the properties of various materials, such as clay or polystyrene, to develop a block print.	Make a two-colour print.	Combine a variety of printmaking techniques and materials to create a print on a theme.	Add text or printed materials to a photographic background.	Use the work of a significant printmaker to influence artwork.
Pencil, ink, charcoal and pen	Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns. Reception Select appropriate tools and media to draw with.	Use soft and hard pencils to create different types of line and shape.	Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.	Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.	Use the properties of pen, ink and charcoal to create a range of effects in drawing.	Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.	Use line, tone or shape to draw observational detail or perspective.
Natural art	Explore natural materials and loose parts to make patterns and images. Reception	Make transient art and pattern work using a range or combination of man-made and natural	Draw, paint and sculpt natural forms from observation, imagination and memory.	Use nature and natural forms as a starting point for artwork.	Represent the detailed patterns found in natural phenomena, such as water, weather or animal	Record and edit natural forms, animals and landscapes with clarity, using digital photography	Create art inspired by or giving an environmental message.



	Use natural materials and loose parts to make 2-D and 3-D art.	materials.			skins.	and graphics software.	
Landscapes	Nursery Create pictures of places from imagination or experience. Reception Draw or paint a place from observation or imagination	Draw or paint a place from memory, imagination or observation.	Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.	Draw, collage, paint or photograph an urban landscape.	Choose an interesting or unusual perspective or viewpoint for a landscape.	Use a range of materials to create imaginative and fantasy landscapes.	Draw or paint detailed landscapes that include perspective.
Compare and contrast	Nursery Say how their artwork is the same or different to someone else's. Reception Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.	Identify similarities and differences between two or more pieces of art.	Describe similarities and differences between artwork on a common theme.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Compare and contrast artwork from different times and cultures.	Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
Significant people, artwork and movements	Nursery Explore and talk about pictures of famous artwork as they paint and draw Reception Explore artwork by famous artists and talk about their likes and dislikes.	Describe and explore the work of a significant artist.	Explain why a painting, piece of artwork, body of work or artist is important.	Work in the style of a significant artist, architect, culture or designer.	Explain the significance of art, architecture or design from history and create work inspired by it.	Investigate and develop artwork using the characteristics of an artistic movement.	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own