

Skill	Year R	Year 1	Year 2
<p><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>• Can hold and control a pencil and drawing materials correctly.</li> <li>• Can use a range of drawing materials to explore light, dark and soft marks.</li> <li>• Can identify colours, patterns, shapes and objects, through discussion.</li> <li>• Can name and describe people and objects using simple language related to colour and shape.</li> <li>• Can use and apply skills to record from observation – toys, teddies, food.</li> <li>• Can create imaginative drawings in response to stories.</li> <li>• Begin to understand artists make similar things what they do.</li> <li>• Vertical and horizontal drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Can record finer detail in drawings and the appearance of colour.</li> <li>• Can hold drawing materials correctly and use them with greater control.</li> <li>• Can predict the results of how they use different drawing materials.</li> <li>• Is beginning to use pencil, pen or fine liner to describe pattern and texture</li> <li>• Is beginning to sequence a story visually (beginning, middle and end) and can record some information in a sequence.</li> <li>• Can draw imaginatively, isolating a moment in a story, or design for a specific purpose.</li> <li>• To use a range of materials to draw e.g. pencil, oil pastel, colouring pencil, fine liner, felt tip</li> <li>• Begin to name artists and understand that artists make their own representations.</li> </ul>	<ul style="list-style-type: none"> <li>• Can mix and match colours (e.g. use wax crayons, chalk and oil pastels to layer and blend colours).</li> <li>• Use a range of different drawing materials thinking about effect and purpose.</li> <li>• Can use soft and hard pencils to explore tones, considering how light and dark colours may be represented.</li> <li>• To draw into different materials e.g. clay, fabric, paper, card.</li> <li>• Can use pencils to explore marks to represent textures (e.g. pet’s fur, bristles on a brush, etc).</li> <li>• Can choose an appropriate material to draw different details.</li> <li>• Can investigate ideas, mixing imagination with real experiences and observations.</li> <li>• To use the work and techniques of both modern and past artists to influence their own work.</li> </ul>
<p><b>Painting</b></p>	<ul style="list-style-type: none"> <li>• Can hold a brush correctly.</li> <li>• Begin to explore the different brush strokes a paint brush can make.</li> <li>• Can wash a dirty brush and collect and change water when necessary.</li> <li>• Explore different paints e.g. poster, watercolour</li> <li>• Painting in a range of environments e.g. outdoors</li> <li>• Can wipe excess moisture off brush.</li> <li>• Is beginning to identify and name colours.</li> <li>• Can apply skills when painting from imagination, experience or memory.</li> <li>• Can identify colours and details of visual stimuli through discussion which may be recorded.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use colour mixing of the three primary colours to make the secondary colours.</li> <li>• Begin to describe the colours they create in terms of hue.</li> <li>• Can talk about how the colours change.</li> <li>• Can identify light and dark colours, can collect colour families and understands that it is easiest to start with the lightest colours first.</li> <li>• Can transport paint from paint palette to mixing</li> <li>• Can use different brushes for different purposes.</li> <li>• Can use paint to colour in shapes.</li> <li>• Chooses appropriate colours for a purpose.</li> <li>• Uses warm and cold colours for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Is developing confidence in colour mixing (primary, secondary and tertiary colours).</li> <li>• Can understand that a hue is when a colour is used to change a colour (e.g. yellowy-green).</li> <li>• Can make tints of colour (e.g. adding white to opaque paint, adding water to water-colour paint).</li> <li>• Can make shades of colour by adding black and white.</li> <li>• Is beginning to explore different brush marks to represent the texture of natural and made objects.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to colour in shapes using paint</li> <li>• Can use different brushes for different purposes with support (e.g. thick brush for face, thin for eyes).</li> <li>• Can explore and investigate primary colours.</li> <li>• Is beginning to colour in shapes using paint</li> <li>• Can talk about warm and cold colours</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Is beginning to use finer brushes to work smaller details and texture into an area of colour.</li> <li>• Can accurately use paint to colour in shapes.</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>• Can apply paste/ glue with the palm of the hand.</li> <li>• Can use paste or glue to stick paper.</li> <li>• Begin to tear and cut paper into rough shapes.</li> <li>• Can layer paper to create a collage.</li> <li>• Begin to choose paper/ material based on appropriate colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Can tear paper along the grain.</li> <li>• Can join two parts together (e.g. arms and legs).</li> <li>• Is beginning to sort and classify different coloured papers to create different coloured collages finishes.</li> <li>• Can layer papers</li> <li>• Can tear and cut papers of different thickness.</li> <li>• To select and use objects for appropriate purposes when making a structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use objects (e.g. plastic bottles/ cardboard) to begin to form different shapes.</li> <li>• Is beginning to investigate ways of joining smaller parts.</li> <li>• Can apply learnt skills to create an imaginary structure.</li> <li>• Can layer papers</li> <li>• Can tear and papers of different thickness into shapes.</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>• Can understand that printing is about making multiple copies or images.</li> <li>• Load an object with paint and print it.</li> <li>• Can print a pattern with hands.</li> <li>• Can discuss objects that can be used to print with (e.g. vegetables). Experiment with these.</li> <li>• Choose from a limited selection of objects to print with.</li> <li>• Work on large and small scales.</li> <li>• Is beginning to experiment with printing with finger tips and other parts of the hand.</li> <li>• Can use marks imaginatively.</li> <li>• Begin to collect things that have been printed and discuss why we print.</li> <li>• Experiments with a range of textures to print.</li> </ul>	<ul style="list-style-type: none"> <li>• Can print a greater variety of printed patterns.</li> <li>• Knows not to overload objects with paint.</li> <li>• Can use knowledge of objects and finger prints to create imaginary designs.</li> <li>• Is beginning to explore patterns in e.g. fabrics, wrapping paper, etc.</li> <li>• Can use paint to print patterns onto paper and tissue paper.</li> <li>• Can find suitable materials to print with.</li> <li>• Can print with natural materials and sponges.</li> <li>• Understands how to improve detail when printing with natural materials.</li> <li>• Can print a repeating pattern.</li> <li>• Can choose colours for a purpose when printing.</li> <li>• Experiments with a range of textures to print.</li> <li>• Talk about how they made their prints.</li> </ul>	<ul style="list-style-type: none"> <li>• Can discuss the difference between visual texture (seen) and tactile texture (touch).</li> <li>• Can use objects purposefully to print a variety of textures.</li> <li>• Can create a block print using a pattern drawn into a polystyrene plate.</li> <li>• Print more complicated patterns.</li> <li>• Can print onto different surfaces.</li> <li>• Can choose appropriate colours to print with.</li> <li>• Use paint and ink to print.</li> <li>• Can create a pattern using a printed motif.</li> <li>• Understands the importance of a clean print.</li> <li>• Can carefully remove paper from the printing tile.</li> <li>• Talk about how they made their prints.</li> </ul>

<p><b>Sculpture</b></p>	<ul style="list-style-type: none"> <li>• Can understand that everyday objects (e.g. bricks, mugs) are made from different materials.</li> <li>• Begin to join everyday materials to junk model.</li> <li>• Talk about their sculptures/ models created</li> <li>• Understand that structures can be made by joining separate objects.</li> <li>• Understand some models can be kept for a long or short time.</li> <li>• Understand that sculptures can be made instantly and over time.</li> <li>• Can explore the properties of clay, plasticine and play dough – twisting and rolling, making a ball, making a coil, pinching out.</li> <li>• To investigate the properties of malleable materials and communicate their understanding of this (e.g. moist, squeezable, etc).</li> <li>• Can model from imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• Can explore the use of simple tools for impressing patterns e.g. on a disc of clay.</li> <li>• Can experiment with and discuss the results of these impressed patterns.</li> <li>• Can discuss how clay is used for functional and decorative objects.</li> <li>• Can model from imagination and for a purpose.</li> <li>• Mould a range of malleable materials.</li> <li>• Follow instructions to assemble.</li> <li>• To talk about their sculptures and how they relate to artist’s work.</li> <li>• Begin to understand that sculptures are usually created over a period of time and go through different stages.</li> </ul>	<ul style="list-style-type: none"> <li>• Can draw using a range of malleable materials.</li> <li>• Can model for a purpose and from real life.</li> <li>• Can make small scale and large scale models.</li> <li>• Chooses materials appropriately based on their shape.</li> <li>• Model using malleable materials and materials that require tools to change them.</li> <li>• Choose a range of materials to sculpt with for a purpose.</li> <li>• Understand that sculptures are usually created over a period of time and go through different stages.</li> </ul>
<p><b>Textiles</b></p>	<ul style="list-style-type: none"> <li>• Can organise and select materials (e.g. colours and textures, combining to make new textures).</li> <li>• To wrap objects e.g. dress dolls in fabric.</li> <li>• To dress themselves and talk about different fabrics and fastenings.</li> <li>• Dress up in an array of clothes/ costumes made of different fabrics and materials.</li> <li>• Can apply glue correctly, when combining materials.</li> <li>• Can work imaginatively using selected materials and discuss their work.</li> <li>• Can make simple weaving using paper and fabric strips.</li> <li>• Is beginning to investigate different threads (e.g. colours, thickness).</li> <li>• Can hold scissors and use to cut fabrics and threads.</li> <li>• Can collect and classify fabrics and threads (e.g. by colour and texture).</li> </ul>	<ul style="list-style-type: none"> <li>• Can collect and sort colour families (e.g. after School visit or use of School grounds).</li> <li>• Can manipulate paper – folding, pleating, tearing.</li> <li>• Can discuss and observe the different colours used in a painting.</li> <li>• To print onto tissue paper to create a fabric design.</li> <li>• Create a dress design for the Queen.</li> <li>• Understand that fashion inspires the different clothes we wear and that clothes are made for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Can organise, sort and select different coloured threads and fabrics.</li> <li>• Can grade fabrics from light to dark.</li> <li>• Can use colours imaginatively, using light and dark to make patterns (e.g. with an imaginary creature).</li> <li>• To weave using a variety of materials and threads.</li> <li>• Understand that thread is the main way of joining fabric together.</li> <li>• To join materials.</li> <li>• Create a Christmas decoration using simple sewing with thread and a needle.</li> </ul>

	<ul style="list-style-type: none"><li>• Can tear paper into strips and simple shapes</li></ul>		
<b>Art and ICT</b>	<ul style="list-style-type: none"><li>• Begin to use simple paint programmes to create a firework picture.</li><li>• To select appropriate colours to use.</li><li>• To begin to draw with some control using their finger and a computer mouse.</li></ul>	<ul style="list-style-type: none"><li>• Select programmes and formats for own use</li><li>• Use images found on the computer in sketchbooks</li><li>• Save and print own art works</li><li>• Print and source images for inspiration</li><li>• Combine text and image (eg make a non fiction page with a picture or create own story pages)</li><li>• Use a range of art packages to convey their ideas, as one of range of media available</li><li>• Use some simple tools in art packages (eg stamping and symmetry tools)</li></ul>	