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FS Curriculum	**KPI**
Children to draw or mark make with a variety of materials e.g. paint, pastels, felt tips, paint, chalk and pencils, shaving foam	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Children to use a variety of tools to create. E.g. paintbrushes and natural objects.	
To name the primary colours – red, blue, green, yellow. Start discussing colour mixing e.g. yellow and blue makes green.	
Children to be exposed to different colours and texture e.g. mixing paint with natural objects, mixing paint.	
Children to start observing and draw/paint pictures that relate to their experiences or prior knowledge e.g. flowers after a spring walk, autumn leaves after an autumn walk.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.
Children to think about what colours or shapes to use when drawing or painting.	

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Grades of pencil, hatching, shading, tone, texture, observation, perspective, angles, colour wheel, complimentary colours, pointillism, dot, scratch, splash and print.

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Sketch, prepare, scale, surface, perspective, light, shadow, annotate, specific, style, material, fabric, stitch, needle, thread, zig-zag, chain, weave, dye, batik and symbolize.

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Year 1 Curriculum	**KPI**
Experiment with a variety of media to include charcoal, felt tips, pastels to draw both man-made and natural objects.	**Drawing:** Experiment with a variety of media and investigate patterns and textures. Observe and draw as accurately as possible.
Observe and draw shapes as accurately as possible.	
Create different textures and explore how these can be joined together using sellotape and glue.	
To know that primary colours can be mixed to create secondary colours.	**Painting and Colour:** Explore Secondary colours through mixing.
To experiment blending oil pastels to achieve a shaded effect.	
To paint with different brush sizes and tools such as natural objects (feathers, sticks etc.)	
Experimenting using a variety of malleable media. Use both tools and hands to build.	**Form/3D:** Shape malleable materials for a purpose. Explore techniques such as rolling, coiling, pinching and kneading.
To roll, coil, pinch or knead when using clay to make an object.	

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Year 2 Curriculum	**KPI**
Children to continue experimenting with a variety of mark making tools and the use of different surfaces to create texture.	**Drawing:** Continue to draw and sketch, experimenting with different mark making tools, techniques and surfaces. Focus on tone.
To start discussing shadows and using words such as light and dark when talking about their drawing.	
To start discussing and creating tone using a pencil.	
To use drawing as a tool to record experiences, observations and feelings.	
Begins to introduce mixing of colours to make new colours. Exploring lightening and darkening of colours using black or white	**Painting and Colour:** Explore mixing colour shades and tone to match those of the natural world. Work on a large and small scale. Describe colour by objects.
To begin mixing colour shades and tones without adding black or white.	
To explore painting with different colours on a large scale e.g. a group art work (sea scenery, woodlands etc.).	
To use materials to overlap and overlay to create a picture.	**Textiles and Textures:** Gaining experience working with a variety of collage materials and skills.

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Year 3 Curriculum	**KPI**
To use 2B-HB pencils when drawing to show tone and texture when drawing man-made and natural objects.	**Drawing:** Experiment with grades of pencil to produce observational drawings which begin to show an awareness of perspective.
Begin to investigate and show an awareness of objects having different perspectives e.g. drawing still life/plants/objects from different angles.	
To draw both the positive and negative shapes of objects.	
To discuss the colour wheel and explore complementary colours and how artists use it effectively e.g. making colour wheels, painting positive and negative spaces using complementary colours/colour blocks.	**Painting and Colour:** Explore paint and colour through colour wheels and investigate painting techniques (Pointillism)
To experiment with different techniques when painting (dotting, scratching, splashing) to imitate an artist/style. (Aboriginal art, pointillism etc.)	
To use a specific technique such as pointillism and explore it further to develop children's understands of shading and tone.	
To learn about different printing techniques and how it can be used for effect.	**Printmaking:** Experience printmaking using a variety of techniques.

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Year 4 Curriculum	**KPI**
To develop drawings by adding perspectives and to draw shadows on a surface, objects and people	**Drawing:** Draw an object to scale from close observation and showing the effect of light on a surface.
To start making initial sketches as a preparation for paintings and other projects in a sketchbook. Children to start annotating their work and include ideas and next steps.	
To look at a colour wheel and mix a specific colour and then to mix colours to create tertiary colours, to match colours in a specific work of art.	**Painting and Colour:** Mix and match colours using a colour wheel to replicate a work of art from a selected artist.
To explore how colours are combined by revisiting blending techniques and smudging.	
To start looking and appreciating a variety of art styles and a selected artist.	
To explore and name a range of fabrics from different countries (cotton, silk, fleece, satin, velour etc.) and explore using different stitches to 'draw' a pattern (zig zag stitches and chain stitching)	**Textiles and Textures:** Develop stitching techniques and confidence when dying materials.
To start using needles and thread to apply decorations (beads, buttons, feathers etc.) to a fabric.	
To use colours when weaving to express an idea e.g. brown, orange, red to symbolize autumn, different hues of blue to create the sea.	
To create their own piece of fabric by using dye, resist paste or batik.	

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Year 5 Curriculum	**KPI**
To develop their vocabulary to give their opinion about artists, sculptors, designers and architects.	Offers opinions and preferences on Art with increasing confidence offering explanations.
To use a variety of techniques to show the effect of light on people and objects. To use a pencil to show tone by using tones of the same colour, hatching or shading appropriately and confidently.	**Drawing:** Use a variety of techniques and perspectives to create detailed drawings.
To develop an awareness of composition, scale and proportion (e.g. set up their own still life) and exploring different perspectives and focal points.	
To annotate their sketchbooks with reasons for specific choices made or to include next steps.	
To work independently in a sustained way to explore different effects (blocking in colour, washes, thickening paints, shades etc.) when painting and to finally develop their own preferred style of painting.	**Painting and Colour:** **C**onfidently experiment and control effects, colour and texture using a variety of techniques.
To discuss different techniques and what works well in their work/specific project and why.	
To work in an organized way, caring for equipment. To secure work to continue at a later date and to solve problems as they occur.	**Form/3D:** Understanding and using a variety of materials, skills and techniques to create a 3D sculpture.
To demonstrate and gain experience in relief and freestanding work using a range of media (e.g. linking it to a history topic) and using recycled, natural and manmade materials to create sculptures.	
To use tools in a safe way and continuing to gain experience in overlaying colours and starting to combine it with other media e.g. designing prints for fabric, book cover or wall paper.	**Printmaking:** Demonstrate an understanding of the impact of overlaying colours using a range of printing techniques.

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Year 6 Curriculum	**KPI**
To observe, appreciate and discuss different art forms using higher level vocabulary confidently.	Articulate opinions and preferences on Art including the work of famous artists and sculptors.
To master a variety of techniques to show the effect of light on people and objects. To use pencil effectively to show tone by hatching or shading.	**Drawing:** Use a variety of techniques and perspectives with increasing skill to create detailed drawings.
To demonstrate an increasing awareness of composition, scale and proportion (e.g. set up their own still life) and exploring different perspectives and focal points.	
To use annotations effectively in their sketchbooks with reasons for specific choices made or to include next steps developing a critical eye.	
To work independently in a sustained way to confidently explore different effects (blocking in colour, washes, thickening paints, shades etc.) when painting and to finally develop their own preferred style of painting.	**Painting and Colour:** **C**onfidently control effects, colour and texture using a variety of techniques.
To demonstrate a deeper understanding of a variety of techniques that work well in their work/specific project and why.	

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