

	EYFS	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Drawing & Sketchbooks	I can explore mark making using a range of media.	I can explore lines made by a drawing tool, by moving my fingers, wrist, elbow, shoulder, and body.	I can make marks using my hands as tools, as well as explore qualities of mark available when using a range of media, including pen, charcoal, or ink.	I can make independent decisions as to which materials are best to use, which kinds of marks, and which methods will best help me explore.
	I can build on my previous learning and develop my ability to represent my ideas through mark making.	I can work with care and focus, enjoying making drawings which are unrushed, exploring quality of line, texture, and shape.	I can create drawings that convey drama and mood and use light and dark to portray light/shadow.	I can explore line weight, rhythm, grip, mark making and shape. I can draw over existing marks to explore how marks can be layered to make them more visually powerful.
	I can create drawings from my imagination and from objects that interest me.	I can make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.	I can make observational and experimental drawings and take creative risks in pursuit of creating drawings with energy and feeling.	I can explore open and intuitive observational drawing and use observational skills to draw from life using a variety of materials. I can explore close observational drawing of objects/elements and use creative skills to transform drawings into letters and fonts.
		I can use my sketchbook to make visual notes about artists studied.	I can make visual notes in my sketchbook to consolidate learning, and record ideas and processes discovered through looking at other artists.	I can use my sketchbook to generate ideas, brainstorm, experiment with materials and techniques, and record and reflect. I can make visual notes to capture, consolidate and reflect upon artists studied.

	EYFS	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Surface & Colour	I can explore colour mixing.	I can explore colour mixing and painting media. I can experiment with using handmade tools to paint with, creating gestural marks with paint.	I can explore colour (and colour mixing). I can explore hues and tones to capture 3d form in 2 dimensions.	I can explore colour, working intuitively to mix hues and tints, articulating the processes involved. I can consider how different painting techniques can be used to convey light and dark, movement and energy.
	I can explore, use, and refine a variety of artistic effects to express my ideas and feelings.	I can create an arrangement of objects or elements to use as the focus for an abstract still life painting.	I can explore line, shape, pattern, and composition when creating a still life. I can consider lighting, surface, foreground, and background.	I can explore the composition and format of a landscape, considering all elements, including lighting, surface, background, and foreground.
	I can explore printmaking using my hands and objects.	I can use my hands and feet to make simple prints, exploring concepts such as repeat, pattern, and sequence.	I can use mono print or screen print over collaged work to make a mixed media, creative response to an original artwork.	I can use mono print to layer lines and marks and explore how print is combined with paint to create cohesive artwork.
	I can explore collage, using a range of materials and textures.	I can collage with painted papers, exploring colour, shape, and composition.	I can explore positive and negative shapes, line, colour, and composition. I can cut shapes from paper and use as elements with which to collage.	I can transform 2d paintings into collaged elements to explore fashion design.

	EYFS	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Working in 3D	I can explore 3D art, using junk modelling and clay.	I can use a combination of two or more materials to make a sculpture.	I can use Modroc or air-dry clay to model characters inspired by the world around me.	I can use a combination of materials, construction methods and tools of my choice to create 3D sculptures.
	I can work in a playful way to create 3D forms that interest me.	I can work in a playful, exploratory way, responding to a simple brief, using 'Design through Making' philosophy.	I can use 'Design through Making' philosophy to make 3D sculptures. I can use tools to help construct and take creative risks by experimenting to see what happens, reflecting at all stages to inform future making.	I can make an architectural model using the 'Design through Making' philosophy, using my sketchbook to help free my imagination. I can reflect as part of the building process to understand how my intention relates to the reality of what I am building.
	I can use my imagination to make 3D forms.	I can transform found objects into sculpture, using imagination and construction techniques including cutting, tying, and sticking. I can think about shape, texture, colour, and structure.	I can develop construction skills, creative thinking, and resilience by making sculpture which combines a variety of materials. I can consider form, texture, character, and structure.	I can scale models to create a piece of architecture. I can explore how line, form, structure, material, and scale are all used to make architecture interesting. I can work in 3D to devise fashion constructed from patterned papers.

	EYFS	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Purpose/ Visual Literacy/ Articulation	I can say what I like about my artwork.	I can verbally reflect on my work, saying what I enjoyed and what went well.	I can reflect on my artwork, sharing what I enjoyed, what went well and what I would change next time.	I can present my artwork and talk about the intention behind it and what I was inspired by. I can reflect and share reasons for my choices, consider changes that could be made, and make links to prior learning.
	I can say something I like about my friend's artwork.	I can share my response to my classmates' work, appreciating the similarities and differences.	I can share my responses to my classmates' work, appreciating the similarities and differences. I can listen to feedback about my own work.	I can share responses to my classmates' work, appreciating similarities and differences. I can listen to feedback about my own work and respond.
	I can say something I like about the work of an artist.	I can verbally share my response to the work of artists and say what I like about them.	I can share my response to the work of artists, expressing what I like and dislike, and what it reminds me of.	I can share my response to the work of artists, making links, explaining the intention of the artist, talking about what I like and dislike, and how the artwork makes me feel.