

YEAR 2

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Explore making marks, lines and curves</p> <p>Know how to use pencils to create lines of different thickness within pictures.</p> <p>Use lines to represent objects seen, remembered or imagined</p> <p>Know how to show how people feel in drawings.</p>	<p>Explore tone.</p> <p>Begin to use 3 different grades of pencil.</p> <p>Know how to use charcoal, pencil and pastel to create art.</p> <p>Know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>Use line and tone to represent things seen, remembered or observed</p>	<p>Use a sketch book to record ideas and plan work with a brief evaluation.</p> <p>To know how to use a sketchbook to produce a final piece of art.</p> <p>Explore shading, using different media</p> <p>Use a range of different grades of pencil to show tone and texture.</p> <p>Draw familiar things from different viewpoints</p> <p>Begin to show facial expressions.</p> <p>Use digital images and IT to create art which includes their own work and that of others.</p>	<p>Use a sketch book to record ideas, practise techniques, suggest improvements and evaluate work.</p> <p>Use skills to create facial expressions.</p> <p>Know how to integrate digital images into artwork.</p>	<p>Use a sketch book to record ideas, practise techniques, plan work, suggest improvements and evaluate work</p> <p>Use a range of materials to produce line, tone, texture and shade to represent figures and forms in movement.</p> <p>Select and experiment with media and techniques to achieve a specific outcome</p>	<p>Use a sketch book to record detailed ideas, explore techniques, plan work, suggest improvements and give detailed evaluations of work.</p> <p>Select appropriate media (pencils, pastels or charcoal) and techniques when creating observational art.</p> <p>Explain why different tools have been used to create art.</p> <p>Know how to use a range of e-resources to create art.</p>

<p>PAINTING</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Name the primary and secondary colours</p> <p>Use a variety of tools to spread paint - straws, matchsticks as well as brushes</p> <p>Explore mark-making using thick brushes, foam and sponge brushes.</p> <p>Know how to create a picture using IT.</p> <p>Know how to show how people feel in paintings.</p>	<p>Experiment with and enjoy colour</p> <p>Mix primary colours to make secondary colours</p> <p>Know how to create brown with paint.</p> <p>Make tints by adding white</p> <p>Make tones by adding black</p> <p>Predict the outcomes of colour mixing.</p> <p>Create patterns using different tools and colours</p> <p>Know how to use different effects with an IT paint package.</p>	<p>Use colour and marks to express mood</p> <p>Represent things observed, remembered or imagined, using colour/tools</p> <p>Begin to show facial expressions.</p>	<p>Select and use different types of brushes for specific purposes</p> <p>Explore the effect on paint of adding water, glue, sand, sawdust</p> <p>Create facial expressions and body language in paintings.</p> <p>Know how to show reflections.</p>	<p>Create different effects by using a variety of tools and techniques such as dots, scratches and splashes.</p> <p>Know how to express emotion in art.</p>	<p>Investigate symbols, shapes, form and composition.</p> <p>Choose appropriate media for the task to create maximum impact.</p> <p>Explore the use of texture in colour.</p> <p>To use colour for purpose and to express feelings</p>
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COMPOSITES

To use a range of sketching pencils and understand the marks made.
To apply shading.
To create facial expressions.
To mix colours to create a background.

COMPONENTS

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	What skills do I use for sketching?	How are line and tone used in sketching?	How are different colours created?	What are tints and tones?			Children will draw and object. Children will create a tonal painted background for a London skyline. (Great Fire of London)
CONCEPTS Link to concept map	Design	Design and influence	Design	Design and Influence			
SKILLS	Explore tone . Begin to use 3 different grades of pencil. Know how to use charcoal, pencil and pastel to create art.	Explore tone . Begin to use 3 different grades of pencil. Know how to use charcoal, pencil and pastel to create art. Know how to use a viewfinder to focus on a specific part of an artefact before drawing it.	Experiment with and enjoy colour Mix primary colours to make secondary colours Know how to create brown with paint. Predict the outcomes of colour mixing .	Experiment with and enjoy colour Mix primary colours to make secondary colours Know how to create brown with paint. Make tints by adding white Make tones by adding black Predict the outcomes of colour mixing .			To be able to use a range of pencils and mix colours.
KNOWLEDGE	To know how different marks can be made. Understand different pencils leave different marks.	To know how to apply tone. Use a range of pencils for purpose. Use Charcoal, pencil or pastel. Use a viewfinder to locate an artefact. To draw an object.	To know that mixing primary colours creates secondary colours. To know how to create brown. Predict which colours they can make.	Use tone and tint within paint to create a background.			Different pencils create different marks. Mixing colours creates other colours.

LESSON LINK	MTP Term 1	MTP Term 1	MTP Term 1	MTP Term 1			
PROGRESSIVE VOCABULARY	tone grades pencil charcoal pastel	tone grades pencil charcoal pastel viewfinder artefact	primary colours secondary colours colour mixing	primary colours secondary colours colour mixing tints tones			Articulate and recognise subject specific vocabulary.
CURRICULUM EXPERIENCES		Drawing artefacts					Application of skills and knowledge for drawing.
END POINT	To make marks and identify how they were made.	Drawing an artefact, applying line and tone	Children will be able to explain how to mix colours.	Children will be able to explain how to make tints and tones and create a background of a fire scene.			

