



Golden Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> - Begin to use drawing to share ideas e.g. to tell a story. - Begin to use different drawing tools e.g. pencils, oil pastels. - Experiment with mark making. 	<ul style="list-style-type: none"> - Use drawing as a medium to develop and share ideas, experiences and imagination. - Extend the variety of use of drawing tools. - Begin to explore line, shape, colour 	<ul style="list-style-type: none"> - Refine skills in drawing and develop and share ideas. - Continue as Year 1 to experiment with different drawing tools. - Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> - Plan, refine and alter their drawings as necessary. - Experiment with different grades of pencil and other implements. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern 	<ul style="list-style-type: none"> - Make informed choices in drawing inc. paper and media. - Alter and refine drawings and describe changes. - Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> - Work in a sustained and independent way from observation, experience and imagination. - Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape 	<ul style="list-style-type: none"> - Develop ideas using different or mixed media, using a sketchbook. - Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.
Painting	<ul style="list-style-type: none"> - Begin to use painting to share ideas. - Begin to use different size paintbrushes. - Experience and use primary colours predominantly with informal opportunities for colour mixing. 	<ul style="list-style-type: none"> - Use painting as a medium to develop and share ideas, experiences and imagination. - Use a variety of tools and techniques including the use of different brush sizes and types. - Mix primary colours to create secondary colours. 	<ul style="list-style-type: none"> - Refine skills in painting and develop and share ideas. - Continue as Year 1 to experiment with different painting tools and techniques. - Mix a range of secondary colours, shades and tones. - Work on a range of scales e.g. large brush on large paper. 	<ul style="list-style-type: none"> - Review and evaluate work. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Use a developed colour vocabulary. - Work confidently on a range of scales e.g. thin brush on small paper. 	<ul style="list-style-type: none"> - Plan and create different effects and textures with paint according to what they need for the task. - Choose paints and implements appropriately. - Use more specific colour language e.g. tint, tone, shade, hue. 	<ul style="list-style-type: none"> - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> - Carry out preliminary studies, test media and materials and mix appropriate colours. - Choose appropriate paint, paper and implements to adapt and extend their work. - Show an awareness of how paintings are created
Form	<ul style="list-style-type: none"> - Begin to create sculptures using imagination. - Handling, feeling, manipulating materials. 	<ul style="list-style-type: none"> - Use sculpture as a medium to develop and share ideas, experiences and imagination. 	<ul style="list-style-type: none"> - Refine skills in sculpting and develop and share ideas and experiences. 	<ul style="list-style-type: none"> - Plan, design and make models. - Shape, form, model and construct from observation and / or imagination with 	<ul style="list-style-type: none"> - Plan, design, make and adapt models. - Show an understanding of shape, space and form. 	<ul style="list-style-type: none"> - Plan a sculpture through drawing and other preparatory work and evaluate using artistic language. 	<ul style="list-style-type: none"> - Plan, create and evaluate sculpture and constructions with increasing independence. - Work directly from



	<ul style="list-style-type: none"> - Begin to explore shape and form. - Pull apart and reconstruct objects. 	<ul style="list-style-type: none"> - Use both hands and tools to build and form, developing skills such as rolling, kneading. - Explore sculpture with a range of malleable media, especially clay. - Experiment with, construct and join recycled, natural and man-made materials. 	<ul style="list-style-type: none"> - Use a range of tools for shaping, mark making etc. - Begin to manipulate malleable media for a variety of purposes e.g. clay into pots, models. - Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> increasing confidence. - Have an understanding of different adhesives and how to use these for construction. - Begin to make simple thoughts about own work and that of other sculptors. 	<ul style="list-style-type: none"> - Make informed choices about the media and techniques used to sculpt and construct. - Talk about their work, understanding that it has been sculpted, modelled or constructed. 	<ul style="list-style-type: none"> - Work directly from observation or imagination with confidence. - Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and man made materials to create sculpture 	<ul style="list-style-type: none"> observation or imagination with confidence. - Incorporate form, pattern, and texture and use a wide variety of tools.
Texture/materials	<ul style="list-style-type: none"> - Handling, manipulating and enjoying materials. - Create simple collages using larger textiles. - Selects, sorts, tears and glues textiles down. 	<ul style="list-style-type: none"> - Create images from imagination, experience or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. - Use a variety of techniques, e.g. weaving, fabric crayons, sewing. - Continue to use materials to make collages – using some smaller items. 	<ul style="list-style-type: none"> - Create images from imagination, experience or observation. - Use a variety of techniques, inc. weaving, tie-dyeing, fabric crayons, appliqué and embroidery. - Use various collage materials to make specific pictures. - Start to explore simple stitches with large eyed needles. 	<ul style="list-style-type: none"> - Experiment with a range of media e.g. overlapping, layering etc. - Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. - Develop skills in stitching, cutting and joining. - Name the tools and materials they have used. 	<ul style="list-style-type: none"> - Use initial sketches to aid work. - Refine and alter ideas and explain choices using an art vocabulary. - Choose collage or textiles as a means of extending work already achieved. - Use a wider variety of stitches to 'draw' with and develop pattern and texture. - Experiment with creating mood, feeling, movement 	<ul style="list-style-type: none"> - Extend their work within a specified technique. - Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. - Join fabrics in different ways, including stitching. - Use a range of media to create a collage. 	<ul style="list-style-type: none"> - Use different techniques, colours and textures etc when designing and making pieces of work. - To be expressive and analytical to adapt, extend and justify their work.
Artists	<ul style="list-style-type: none"> - Opportunities to explore the work of different artists. 	<ul style="list-style-type: none"> - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Continuously refer back to their work for inspiration or comparison. 				