

	EYFS	Year 1	Year 2
Drawing	<ul style="list-style-type: none"> • Begin to use a variety of drawing tools: pencils, rubbers, crayons, chalk, oil pastels, felt tips, etc. • Begin to control the types of marks made. • Begin to draw objects, people and places. • Use drawings to tell a story. 	<ul style="list-style-type: none"> • Extend the variety of drawings tools. • Name, match and draw lines/marks from observations. • Begin to observe and draw objects, people and places more accurately, particularly from observation. 	<ul style="list-style-type: none"> • Experiment with tools on different surfaces. • Invent new lines. • Invent new shapes. • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. • Sketch to make quick records • Begin to record experiences and feelings.
Painting	<ul style="list-style-type: none"> • Begin to make recognisable marks in paint using different brush sizes. 	<ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes and types. • Begin to control the pressure and direction of brushstrokes. 	<ul style="list-style-type: none"> • Experiment with tools and techniques e.g. layering, mixing media, scraping through. • Create textured paint by adding sand, plaster, etc.
Printing	<ul style="list-style-type: none"> • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. • Make prints using block colours. 	<ul style="list-style-type: none"> • Build repeating patterns. • Begin to combine colours. 	<ul style="list-style-type: none"> • Make simple marks on rollers and printing palettes. • Take simple prints i.e. mono-printing. • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. • Create simple printing blocks with press print.
Colour	<ul style="list-style-type: none"> • Identify primary colours by name. • Begin to informally mix colours. 	<ul style="list-style-type: none"> • Identify a wide range of colours by name. • Begin to formally mix primary colours to create other known ones. 	<ul style="list-style-type: none"> • Begin to mix colours to make corrections. • Mix and match colours to artefacts and objects.

		<ul style="list-style-type: none"> Use and name a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> Make as many tones of one colour as possible (using white). Darken colours without using black. Use colour on a large scale.
Texture	<ul style="list-style-type: none"> Make rubbings to collect textures. Create simple collages from a range of materials. Arrange and glue materials to different backgrounds. 	<ul style="list-style-type: none"> Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Begin to learn how textiles are used to create things. 	<ul style="list-style-type: none"> Create and arrange shapes appropriately, overlapping and overlaying to create effects. Collage: Collect, sort, name match colours appropriate for an image. Create own textured paper for an image. Work on different scales.
3D Modelling	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways. Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2D shapes to create a 3D form, e.g. in construction activities. 	<ul style="list-style-type: none"> Replicate patterns and textures in 3D form. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. Make simple joins. 	<ul style="list-style-type: none"> Develop an awareness of natural and man-made forms. Explore sculpture with a range of malleable media. Begin to shape and form from direct observation. Begin to learn about a range of sculptors. Begin to express personal experiences and ideas.