





	Year 3	Year 4	Year 5	Year 6
	To begin a sketchbook.	To continue with my sketchbook, beginning to use it to experiment with my ideas.	To continue with my sketchbook, using it to experiment and investigate with my ideas.	To continue with my sketchbook, using it to experiment and investigate with my ideas.
	To hold a pencil correctly and investigate how I can make different marks with pencils. To colour in the lines when using pencil crayons and understand that if I press harder, I will get a darker colour.	To continue to develop pencil skills by sketching lightly when drawing. To think about my observational drawing by making my sketches more realistic.	To continue to develop my pencil skills by using line in different ways to show movement, depth or perspective. To use a pencil to shade lighter and darker areas. To use other tools for drawing, e.g. an ink pen.	To continue to develop my pencil skills by making sure my observational drawings are accurate with their size and proportion. To shade using pencil or pencil crayons, identifying different tones of the same colour and thinking about where there are lighter areas or areas in shadow.
	To hold a paintbrush correctly and investigate the marks different sized paintbrushes make. To stay in the lines when using a paintbrush. To understand how to wash a brush to change the colour of paint I am using.	To have more control over a paintbrush and use a paintbrush to make different marks (use to 'print' squares for a mosaic for example). To begin to discuss primary and secondary colours and basic colour mixing.	To continue to develop control of a paintbrush and mix more complex colours. To use different types of paint e.g. water colours or acrylics.	To continue to develop control of a paintbrush and mix more complex colours including shades of the same colour to show different tones. To choose an appropriate type of paint for a specific effect.
	To use plasticine to sculpt basic shapes. To improve control of scissors.	To use plasticine to sculpt more intricate shapes with patterns where I have pinched the plasticine, rolled the plasticine, or used clay tools to make marks in the plasticine. To be able to cut more intricate shapes.	To use clay and understand the differences between clay and plasticine. To produce a slab of clay then add texture by using clay tools to make marks in the clay, or mould smaller shapes to add to the slab.	To use clay and roll a coil (which is a consistent thickness) to create a pot. To use clay tools to add texture, or mould smaller shapes to add to the pot. To know how to join clay so that parts I have added don't fall off after it dries.
	To begin to evaluate my own work and the work of artists, saying what I like and dislike.	To critically evaluate my own work and work of artists, saying what I like and dislike and saying what I might change and how I might change it.	To critically evaluate my own work and work of artists, saying what I like and dislike and saying what I might change, how I might change it and why I would change it.	To critically evaluate my own work, my friend's work and work of artists, saying what I like and dislike and saying what I might change, how I might change it and why I would change it.
Great artists, architects or designers in history.	Jackie Morris, Piet Mondrian, Georgia O'Keefe, Ancient Egyptians, Barbara Hepworth	Stone Age People, Jean-Michel Basquiat, Vincent Van Gogh, Jean Metzinger, The Romans, Anna Atkins, Henri Rousseau	Middle Ages Illuminated Manuscripts, Seb Lester, Niels Shoe Meulman, Gustave Caillebotte, Frank Bowling, Julius Shulman, Mayan Stelae, Antony Gormley	Charles Darwin, Carl Brenders, Franz Marc, Ancient Greeks, Clarice Cliff, Stephen Wiltshire, Claude Monet, Leonardo Da Vinci, Picasso