

Yellow denotes a skill that is being built upon

Art

Year Groups

	EYFS			Year 1	Year 2	Year 3
Drawing & sketching	<p>0-3 Notice patterns with strong contrasts and be attracted by pattern resembling the human face Start to make marks intentionally Explore paint, using fingers and other parts of the body, as well as brushes and other tools Express ideas and feelings through mark making, and sometimes give meanings to the marks they make</p>	<p>3-4 Create closed shapes with continuous lines and begin to use these shapes to represent objects Draw with increasing complexity and detail such as representing a face with a circle and including details. Use drawing to represent ideas like moving or loud noises Show different emotions in their drawings and paintings like happiness/sadness etc Explore colour and colour mixing</p>	<p>F2 Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> Express their feelings through drawings and create moods Draw lines of different shapes and thickness, using different grades of pencil Interpret an object through drawing Use a viewfinder to focus on a specific part of an artefact before drawing it Begin to demonstrate their ideas through sketching Make links with an artist and show this in their sketches Use their sketches as a mode to record experimentation 	<ul style="list-style-type: none"> Understand where they might use different grades of pencil in their drawing and why Use charcoal and pastels to create different drawing styles Create different tones using light and dark Use different shading techniques to create different tones Show patterns and texture in their drawings Begin to demonstrate their ideas through sketching (Greater skill and control used to draw lines and geometric shapes) Make links with an artist and show this in their sketches (See knowledge section) Use their sketches as a mode to record experimentation (knowing why they have drawn them and being given a range of sources to draw from) 	<ul style="list-style-type: none"> Use their sketches to develop a final piece of artwork Use drawing as a tool to express an idea Use different shading techniques to give depth to a drawing Use different shading techniques to create a texture in a drawing using soft and hard pencil grades and experimenting with mark making such as cross hatching <p>USE OF SKETCHBOOK KS2</p> <ul style="list-style-type: none"> Use a sketch book to express feelings about a subject and to describe likes and dislikes Make notes in their sketch books about techniques used by artists Suggest improvements to their work by keeping notes in their sketch books
Painting & colour mixing	<p>Start to make marks intentionally</p> <p>Explore paint, using fingers and other parts of the body, as well as brushes and other tools</p> <p>Express ideas and feelings through mark making, and sometimes give meanings to the marks they make</p>	<p>Explore colour and colour mixing</p> <p>COLOUR SKILLS- learn to blend colours in a palette or on the painting surface.</p> <p>Explore colour and discover how colour can reflect moods and feelings.</p> <p>Learn the colour names</p> <p>Explore how colours can be made lighter or darker.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> Express their feelings through painting Interpret an object through drawing Demonstrate an understanding of basic colour theory (COLOUR SKILLS- To know the types of paint: poster paint, powder paint and block paint. To complete a colour wheel with primary and secondary colours.) Three Primary Colours (Ps): Red, Yellow, Blue. Three Secondary Colours (S'): Orange, Green, Violet. 	<ul style="list-style-type: none"> Mix paint to explore colour theory (COLOUR SKILLS - To complete a colour wheel with primary, secondary and tertiary colours. Three Primary Colours (Ps): Red, Yellow, Blue. Three Secondary Colours (S'): Orange, Green, Violet. Six Tertiary Colours (Ts): Red-Orange, Yellow-Orange, Yellow-Green, Blue-Green, Blue-Violet, Red-Violet, which are formed by mixing a primary with a secondary. Create different shades of a colour by adding black Experiment with watercolour techniques to create different effects 	<ul style="list-style-type: none"> Mix a range of colours in the colour wheel (COLOUR SKILLS- To recreate a colour wheel and identify the complementary colours – link to forest painting palette) Discuss why colours complement each other. Identify what colours work well together Create a background using a 'wash' Use a range of brushes to create different effects
Collage	Explore different materials, using all	Explore different materials freely to	Explore, use and refine a variety of		<ul style="list-style-type: none"> Interpret an object through collage 	

	<p>their senses to investigate them Manipulate and play with different materials.</p> <p>Use their imagination to consider what they can do with different materials</p> <p>Make simple models that express their ideas</p>	<p>develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Join different materials and explore different textures</p>	<p>artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>		<ul style="list-style-type: none"> Use different kinds of media to embellish and add details onto collages and explain what effect this has 	
Printing				<ul style="list-style-type: none"> Recognise different marks through printing with different objects Repeat prints to make a pattern Apply drawing skills to print Create a repeated print Create an impression in a surface and use this to print Find printing opportunities in everyday objects 		<ul style="list-style-type: none"> Experiment with layered printing using 2 colours or more Understand how printing can be used to make numerous designs Transfer a drawing into print Explore a variety of printing techniques Create an accurate print design Use printmaking as a tool with other medias to develop final outcomes
3D & sculpture					<ul style="list-style-type: none"> Mould, form, shape and bond materials to create a 3D form Use bonding techniques to add parts onto their sculpture Apply a smooth surface to a sculptural form Add line and shape to their work 	
ICT				<ul style="list-style-type: none"> Use a simple painting program to create a picture Recognise the different tools and how to use them Edit and improve a picture Create a picture independently Use simple IT mark-making tools (eg brush and pen tools) Edit their own work Change photographic images on a computer 		<ul style="list-style-type: none"> Create a piece of art work which includes the integration of digital images they have taken Combine graphics and text based on their research (Pic Collage) Combine digital images with other media Use IT programs to create a piece of work that includes their own work and that of others (2 Paint)
Critical thinking	<ul style="list-style-type: none"> Pupils should orally describe their work and the work of others 		<ul style="list-style-type: none"> Describe what they can see and like in the work of an artist/craft maker/designer Express their feelings about their own art / peers art 	<ul style="list-style-type: none"> Make topic links to their art 	<ul style="list-style-type: none"> Communicate what they are trying to express in their own work 	

				<ul style="list-style-type: none"> Communicate what they feel the artist is trying to express in their work
Knowledge of artists/designers and architects and relevant art movements	<p>Investigate works of art and highlight how the art makes them feel, explaining areas that interest them.</p> <p>Artists may include: Molly Rausch and Andy Goldsworthy</p>	<ul style="list-style-type: none"> Study the work of William Morris and Alfred Wallis learning how and when they were made. Describe the content and the feelings & emotions conveyed by the work. Study the artists of other cultures 	<ul style="list-style-type: none"> Make links to an artist to inspire work Say how other artists/craft makers /designers use colour, pattern and shape <p>Study significant works of art and design by Anthony Gormley, Klimt and Modigliani learning how and when they were made, describing the content & emotions conveyed to a more competent level.</p>	<ul style="list-style-type: none"> Compare the work of different artist Explore work from other cultures <p>Study significant works of art and design by Van Gogh and David Hockney, learning how and when they were made, describing the content & emotions conveyed to a more competent level. Give personal opinions. Make copies of small areas of the artist's work to study techniques, colour, tone. Texture and pattern.</p> <p>Study the art created in the Stone age era - Ancient art and compare with contemporary graffiti art</p>
GDS	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <p>Share their creations, explaining the process they have used</p>	<ul style="list-style-type: none"> Make links between their own artwork and other artists Evaluate their own and other's artwork and make suggestions for improvements Comment how an artist/designer has used colour, pattern and shape Plan their art using a range of techniques (eg - beginning to use sketches/discussions) 	<ul style="list-style-type: none"> Make comparisons between their own work and other artists Articulate what they are trying to express in their own artwork Make suggestions for improvements in their own and other's artwork Transfer skills into a different medium eg using drawing skills when painting 	<ul style="list-style-type: none"> Evaluate their learning process and make suggestions for improvement in their own and other's work Adapt or improve their original ideas Explain why they have selected specific materials for their artwork Begin to communicate influences of their artwork - eg mood boards/artists/objects/nature

Vocabulary	EYFS	Y1	Y2	Y3
DRAWING	pencil line colour in straight / curved circle+ other shape names	sketch texture shade smudge soft	broad narrow fine detail pattern	rough suggest tone charcoal blend

	portrait thin thick wavy texture shape form space	hard bumpy smooth control media surface	charcoal perspective 2D 3D	light shadow dark pale
PAINTING	brush paint water pot mix palette dip colour names (Primary- primary colours are red, yellow and blue) tools sponge artist texture	technique brush size primary (Primary- primary colours are red, yellow and blue) secondary colours (Secondary colours are made by mixing two primary colours. They make orange, green and purple.) size scale observe colour wheel contrasting complimentary (Complementary colours- are opposite to each other on the colour wheel, so they create a strong contrast.) solid light dark	acrylic poster watercolour artefact colour wash shades tones layers tertiary colours colour chart opaque translucent	gouge scrape scumble abstract modern traditional texture expressive symbolic compare analyse critique wet on wet
SCULPTURE	cut stick tape pull push on below next to above experiment clay	(NOT COVERED IN Y1)	effects materials model observe imagination control products malleable materials natural manmade surface	(NOT COVERED IN Y3)

	plasticine dough explore roll knead sculpt(ure) texture mark making tools		joining techniques safety experiment construct join slip form impress relief scoring blending	
COLLAGE	fabric collage stick layer over under next to material paper pattern sort same different	(NOT COVERED IN Y1)	create variety images media materials fabric crepe paper magazines group different purposes colour texture fold crumple tear overlap similar text image photograph	(NOT COVERED IN Y3)
PRINTING	print pattern sponge repeat technique space block printing	hard soft rollers pallettes mono printing roll printing stencils	(NOT COVERED IN Y2)	Linoprint Rubbings Stencils Sponges fruit/veg wood blocks press print

		repeating patterns motif resist printing relief impressed		lino print mono-print string positive negative
TEXTILES (can be in DT)	practise, threading, stitches, understand, join, fabric, decorate	match, sort, fabric, thread, texture, length, size, shape, knotting, fraying, fringing, twisting, plaiting, cut, glue, stitching, beads, buttons, feathers, cords, colour, printing, dipping, crayon, texture, weaving	match, sort, fabric, thread, texture, length, size, shape, knotting, fraying, fringing, twisting, plaiting, cut, glue, stitching, beads, buttons, feathers, cords, colour, printing, dipping, crayon, texture, weaving	