



Painting	<ul style="list-style-type: none"> <li>• Can hold and use a paintbrush effectively</li> <li>• Can create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, etc.</li> <li>• Can explore colours and colour mixing.</li> <li>• Know what primary colour are</li> <li>• Knows that primary colours can be mixed to create other colours that are called secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that when a colour is made lighter by either adding white or water to a watercolour paint the colour will become lighter</li> <li>• To know that when a colour is made darker by adding black it is called a tone.</li> <li>• Can experiment using tones and tints.</li> <li>• Can create texture using different thicknesses of paint.</li> <li>• Can work from direct observation.</li> <li>• Can begin to look at work of other artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Can build on knowledge of primary and secondary colours to create a colour wheel</li> <li>• Can begin to explore the relationship between colour and moods</li> <li>• Can colour match, replicating patterns and textures around them.</li> <li>• Can use the brush to experiment in creating a wide range of marks that can be used in art work.</li> <li>• Can use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Can build on knowledge of primary and secondary colours to be able to explain, mix and use tertiary colours to create colour effects</li> <li>• Can experiment with paint techniques and use and store equipment correctly</li> <li>• Can use colour washes to build up thicker layers and paint detail.</li> <li>• Can use a brush to create marks appropriately and marks that match their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use paint and equipment correctly and with increasing confidence.</li> <li>• Can competently work with different consistencies of paint.</li> <li>• Can use colour to evoke emotion</li> <li>• Can use language appropriate to the painting skill/technique they are using.</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently describe their use of colour, mixing colours to create atmosphere, light effects, use of hot and cold colours to achieve this.</li> <li>• Can confidently work from direct observation and imagination.</li> <li>• Can use language appropriate to skill and technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Can replicate patterns, colours and textures in their work.</li> <li>• Can confidently work from imagination.</li> <li>• Can confidently use language appropriate to skill and technique.</li> <li>• Can use mixed media experimentations in their work:</li> <li>• Can use perspective in their paintings and compositions</li> </ul>
Vocabulary cumulative over the year groups	Paint, paintbrush, palette, marks, primary colours.	Tint, tone, texture, watercolour paint, poster paint, artist.	Secondary colours, mood, consistency, thick, thin, blend.	Colour wash, wet wash, dry wash, layers, resist, lifting off, foreground, middle ground, background, opaque, non-opaque.	Shade, wet on wet, merge, genre.	Dry brush, highlight, splatter, salt splatter, emotion, fresco.	Mixed media, abstract, absorb, colour, impressionism, impressionists.
Textiles Collage Mixed media	<ul style="list-style-type: none"> <li>• Can use glue (stick) and paste (PVA/wallpaper paste) appropriately.</li> <li>• Can use different techniques/media for attaching items.</li> <li>• Can decide on which is the most appropriate method to attach/join materials.</li> <li>• Can hold and use scissors to cut paper effectively</li> <li>• Can self-select craft items to make a collage</li> <li>• To use recycled items to build models</li> </ul>	<ul style="list-style-type: none"> <li>• Can cut shapes and different weights of materials using scissors</li> <li>• Can investigate texture with paper e.g. scrunching and screwing paper up to create a composition.</li> <li>• Can identify a simple weaving technique.</li> <li>• Can use weaving technique to create structures from man-made and natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Can cut a variety of shapes to complete a composition.</li> <li>• Can hold and use scissors to cut and shape fabric.</li> <li>• To begin to explore and show an awareness of contrasts in textures and colours of fabric</li> </ul>	<ul style="list-style-type: none"> <li>• Can use ripping as a technique for collage</li> <li>• Can use collage to represent objects and ideas from the imagination.</li> <li>• To use the technique of silhouetting appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use the technique of overlaying - building up layers on the surface/colour mixes</li> <li>• Can develop their own materials for collage, marbling, paint effects, rubbings</li> </ul>	<ul style="list-style-type: none"> <li>• Can use the techniques of folding, repeating and overlapping with a variety of different collage mediums</li> </ul>	<ul style="list-style-type: none"> <li>• Can arrange and rearrange colours, shapes and texture for effect before completion of the final composition.</li> <li>• Can add own collage materials to a painted or printed background</li> <li>• Can produce collages, that express mood (use of all other previous techniques-consolidated)</li> </ul>
Vocabulary cumulative over the year groups	Collage, cut, glue, attach	Squares, gaps, cut, place, rip, tear, arrange, crumple, textiles, fabric, weaving, woven, decoration, decorative,	Mosaic, pattern, texture, colour, weight, batik dye, dye, wax, resist, crayons, ink, apply, set.	Overlap, tessellation, silhouettes, printing, dyeing, weaving and stitching to create different textural effects;	Montage, decoupage, pattern, shape, stuffing, turn, thread, needle, textiles, transparent	Fold, texture, embroidery	Mixed media, form

<p><b>Sculpture 3D</b></p>	<ul style="list-style-type: none"> <li>• Can enjoy using malleable materials to achieve a desired effect eg play dough, plasticine, a clay thumb pot</li> <li>• Can use techniques such as pinching and rolling when working with mouldable materials (eg clay, plasticine and doughs etc).</li> <li>• Can use simple tools for shaping, mark making,</li> <li>• Can use natural/man-made materials to make impressions on malleable materials</li> <li>• Can build a construction/sculpture from a variety of objects natural and man-made</li> </ul>	<ul style="list-style-type: none"> <li>• Can experiment with different malleable materials and know the different uses and purposes of them</li> <li>• Can shape and model materials for a purpose, pot/tile coil pot</li> <li>• Can use tools and equipment safely and in the correct way</li> <li>• Can use materials and equipment to create simple 1-layer relief patterns/textures</li> </ul>	<ul style="list-style-type: none"> <li>• Can shape and form from direct observation or imagination.</li> <li>• Can use range of decorative techniques: applied, impressed, painted, etc.</li> <li>• Can use materials to create simple 2 layer relief patterns/textures</li> <li>• Can look and discuss their own work and that of other sculptors.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use equipment and media with confidence</li> <li>• Can join two parts successfully.</li> <li>• Can use a sketchbook to develop ideas</li> <li>• Can start to learn how to secure work for a later date.</li> </ul>	<ul style="list-style-type: none"> <li>• Can decorate, coil and produce marquettes confidently</li> <li>• Can plan a wire sculpture through drawing and other prep work</li> <li>• Model over an armature: newspaper for Modroc</li> <li>• Can secure work for a later date.</li> <li>• Can adapt work as and when necessary and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>• Can shape, form, model and join with confidence.</li> <li>• Can create a slab pot/slab structure, knowing how to join the slabs successfully.</li> <li>• Can use language appropriate to skill and technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Can work directly from imagination with confidence and is able to consider the properties of media being used and use appropriate media for a specific purpose</li> <li>• Can confidently use appropriate language</li> <li>• Can solve problems as they occur.</li> </ul>
<p><b>Vocabulary cumulative over the year groups</b></p>	<p>Roll, snip, clay, thumb pot, mark making, stack</p>	<p>Sculpture, statue, model, sculptor, work of art, 3D, land art, sculptor,</p>	<p>shapes, materials, pyramid, abstract, geometric.</p>	<p>Architect, 2D shape, 3D shape, shape, form, shadow, light, proportion</p>	<p>Shape, mark, soft, join, armature, marquette.</p>	<p>Carving, sculpture, installation,</p>	<p>structure, texture,</p>
<p><b>Printing</b></p>	<ul style="list-style-type: none"> <li>• Can use fingers/hands/feet to create images</li> <li>• Can use sponges to create images</li> <li>• Can take a print from object: leaf, onion, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Can develop simple patterns by using objects: tops, vegetables, leaves, etc.</li> <li>• Can use relief printing: string, card, natural objects potatoes etc.</li> <li>• Can work from imagination and observation.</li> </ul>	<ul style="list-style-type: none"> <li>• Can create patterns and pictures by printing from objects using more than one colour to create overprints.</li> <li>• Can use equipment and media correctly.</li> <li>• Can use appropriate language to describe tools and process to create a successful print</li> </ul>	<ul style="list-style-type: none"> <li>• Can use the equipment and media with increasing confidence</li> <li>• Can create repeating patterns confidently and be able to describe the repeat in the pattern.</li> <li>• Can identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Can use relief and impressed printing processes, pressing into a polystyrene tile</li> <li>• Can use language appropriate to skill.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that an image can be carved into a lino tile and this can be inked up to create 1,2,3 colour prints</li> <li>• Can communicate their own ideas and meanings through a range of materials and processes for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Can produce more intricate patterns and textures using registration marks if required.</li> <li>• Can confidently use appropriate language</li> <li>• Is able to consider the properties of media being used and develop tonal contrast and mixed media.</li> <li>• Can demonstrate experience in a range of printmaking techniques and be able to draw on this experience to adapt their work if required.</li> </ul>
<p><b>Vocabulary cumulative over the year groups</b></p>	<p>Finger printing, hand printing, Leaf printing, potato printing, sponge printing</p>	<p>Relief printing, colour, repeating pattern,</p>	<p>Shape, printmaking, woodcut, relief printing, overprint.</p>	<p>line, pattern, texture, colour, shape, block printing ink,</p>	<p>polystyrene printing tiles, inking rollers.</p>	<p>Mono, block, relief printing,</p>	<p>Printing blocks, printing tiles</p>

Analyse a piece of artwork  Before teaching Pro forma	<ul style="list-style-type: none"> <li>•Can children describe a piece of artwork verbally</li> </ul>	<ul style="list-style-type: none"> <li>•Can children describe the artwork See proforma - teacher to insert the artwork being analysed</li> </ul>	<ul style="list-style-type: none"> <li>•Can children describe the artwork See proforma - teacher to insert the artwork being analysed Harder for Y2</li> </ul>	<ul style="list-style-type: none"> <li>•Can children describe the artwork See proforma - teacher to insert the artwork being analysed</li> </ul>	<ul style="list-style-type: none"> <li>•Can children describe the artwork See proforma - teacher to insert the artwork being analysed</li> </ul>	<ul style="list-style-type: none"> <li>•Can children describe the artwork See proforma - teacher to insert the artwork being analysed</li> </ul>	<ul style="list-style-type: none"> <li>•Can children describe the artwork See proforma - teacher to insert the artwork being analysed</li> </ul>
Vocabulary	Colours, feelings	Media, landscape, portrait	Subject, colour palette, landscape, portrait, mood, atmosphere	Foreground, background Focal point	Pattern, texture	Realism, abstract, stylised	Perspective
Generating and developing ideas  Explore ideas and record feelings and experiences	<ul style="list-style-type: none"> <li>•Can develop own ideas through selecting tools and materials that interest them.</li> </ul>	<ul style="list-style-type: none"> <li>•Can explore and create ideas for purposes and intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Can use a sketchbook to plan and develop simple ideas.</li> <li>•Can use sketchbooks to explore work on the colour wheel creating secondary colours for effect</li> <li>•To know that different textures and patterns can be collected in sketchbooks to inform future work</li> </ul>	<ul style="list-style-type: none"> <li>•To use a sketchbook to record media explorations and experimentations.</li> <li>• Can use sketchbooks to explore work on the colour wheel creating tertiary colours for effect</li> <li>•Annotate ideas for improving their work through keeping notes in a sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>•Use sketch books to record visual and other information to develop ideas on a given theme.</li> <li>•Can start to use annotations to express likes and dislikes through informed vocabulary on their own or an artists work.</li> </ul>	<ul style="list-style-type: none"> <li>•Use sketch books to develop ideas with more detailed explorations in chosen media.</li> <li>•Adapt work as and necessary.</li> <li>•To explain why.</li> </ul>	<ul style="list-style-type: none"> <li>•Use sketchbooks to record, develop, plan and review ideas.</li> <li>•Use sketchbook to record thoughts on a creative piece. Has it been adapted, record and annotate adaptations and reasons why.</li> </ul>
Knowledge  learn about great artists and craft and design. Learn how artists use the formal elements of art and design	<ul style="list-style-type: none"> <li>•Say what they like about their own artwork.</li> </ul>	<ul style="list-style-type: none"> <li>•Say what they like or dislike about their own work</li> <li>•Say what they like/dislike about an artists piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>•Use artist sources for children to develop their own original artwork</li> <li>•To know that artists work can be accessed through books, on the internet and in art galleries.</li> <li>•Talk about the work of other artists describing similarities and differences between the work of artists and making links to their own.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to explore the work of a range of artists, designers and start to make links between their work and their own.</li> <li>•Use a range of artistic vocabulary to describe/discuss and compare artwork.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to explore the work of a range of artists, designers and architects today and in the past and start to make links between their work and their own.</li> <li>•Compare artworks of a particular genre or movement</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise the art of key artists and begin to place them in key movements or in a historical context.</li> <li>•Explain how artwork makes them feel, explaining views by reference to elements of art and design and be able to compare the work of different artists with reference to the above.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss and appreciate the work of other artists, architects and designers in history using the language of art, craft &amp; design</li> <li>•Identify artists who have worked in a similar way to their own.</li> <li>•Explore a range of great artists, architects and designers in history.</li> </ul>
Vocabulary	Artist	Artwork	Similarities, differences in art	Genre	Designer, craftsman, architect, movement	Historical context	
Evaluating  Evaluate and analysis own and others work	<ul style="list-style-type: none"> <li>• Share their creations, explaining the media and process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>•To be able to describe what they feel about their own work.</li> <li>•Start to explore a range of artists, crafts people and designers.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to explore and describe their own work and start to explain the similarities and differences between their own work and the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>•Make suggestions for ways to adapt/improve their own artwork.</li> <li>•Respond to art from other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>•Comment on similarities/differences between own and others work and make suggestions for ways to adapt and improve.</li> </ul>	<ul style="list-style-type: none"> <li>•Compare and comment on ideas/methods/approaches in own and others work and make suggestions for ways to adapt and improve.</li> <li>Identify artists who have worked in a similar way.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify and explore a range of artists and genres of art.</li> <li>•Explain how studying other artists work has influenced and developed their own.</li> <li>Adapt and refine own work in the light of evaluations.</li> </ul>

		<ul style="list-style-type: none"> <li>•Start to express thoughts and feelings about a piece of artwork</li> </ul>	<ul style="list-style-type: none"> <li>•Explain the main successes and challenges encountered when completing a piece of artwork. Identify how their work could be developed further</li> </ul>				
Vocabulary	Familiar with material and tool names	artists, crafts people, designers.	Similarities, differences,	Culture, belief	Adapt, improve	compare	Refine, evaluate