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|  | **Drawing** | **Painting** | **3D and sculpture** | **Print making** | **Collage** | **Evaluating** |
| **EYFS** | **Early Learning Goals:**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.  Explore the natural world around them making observations and drawing pictures of animals and plants. | **Early Learning Goals:**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.  Use a range of small tools. | **Early Learning Goals:**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | **Early Learning Goals:**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.  Use a range of small tools. | **Early Learning Goals:**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. | **Early Learning Goals:**  Share their creations explaining the process they have used. |
| **An Early Years artist will:**   1. Produce a variety of different marks. 2. To draw on different surfaces and paper. 3. To use and begin to control a range of different media (chalk, pens, pencils, charcoal). 4. Create a piece of artwork in the style of Rousseau and Hockney. | **An Early Years artist will:**   1. Explore different colours and find them in their environment. 2. Use paint to make marks. 3. To use a paintbrush with some control. | **An Early Years artist will:**   1. To explore a range of ways to attach materials to build a 3D piece (junk modelling). | **An Early Years artist will:**   1. To explore and impress materials and objects to create a pattern. | **An Early Years artist will:**   1. To cut and stick different materials to create a simple picture and begin to talk about its texture. | **An Early Years artist will:**   1. To evaluate what they have done by saying what they think and feel about it. |
| **Key vocabulary:**  Pencil  Sketch  Mark  Line  Media – chalk, pencil, pastel, charcoal  Henri Rousseau  David Hockney | **Key vocabulary**  Paint  Colour  Colour wheel  Mark  Line  Shape  Brush | **Key vocabulary**  Fix  Attach  Glue, scissors, tape  Materials – card, paper, plastic  Strong  Weight  Balance | **Key vocabulary**  Print  Pattern  Press  Stamp  Colour | **Key vocabulary**  Texture – feel  Rough  Smooth  Bumpy  Hard  Soft  Layer  Materials – fabric, paper, card, cellophane | **Key vocabulary**  Like  Dislike  Change  Keep  Reflect  Evaluate  Process  Ideas |
| **Year 1** | **NC objectives:**  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | **NC objectives:**  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | **NC objectives:**  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | **NC objectives:**  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | **NC objectives:**  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | **NC objectives:**  **N/A** |
| **A Year 1 artist will:**   1. To sketch from first hand observation. 2. To use a range of tools such as pencils, rubbers, crayons, pastels etc with increasing control. 3. To investigate tone using a variety of marks (scribbling, hatching, stippling etc.) 4. To draw on a range of surfaces including newspaper, card and textured papers. | **A Year 1 artist will:**   1. To use a variety of tools and techniques including different brush types and sizes. 2. To name the primary colours and use these to mix secondary colours. 3. To explore adding white to paint to create tints, and black to create shades (poster and watercolour). | **A Year 1 artist will:**   1. To create a natural art sculpture in the style of Andy Goldsworthy. | **A Year 1 artist will:**   1. To make marks in print with a variety of natural and man made objects. 2. I can create a repeating pattern in print making in the style of William Morris. | **A Year 1 artist will:**   1. To create a simple collage. 2. To apply a range of materials in layers to create a textured background. | **A Year 1 artist will:**   1. To discuss theirs and others’ artwork and say how they feel about it, beginning to explain their processes. |
| **Key vocabulary**  Mark  Tone  Shade  Sketch  Pencil  2B  Texture  Materials – graphite, pencil  Stipple, crosshatch, scribble  Effect | **Key vocabulary**  Brush  Paint  Tone  Colour  Primary  Secondary  Mix  Colour wheel  Warm  Cold | **Key vocabulary**  Sculpture  Andy Goldsworthy  Transient  Natural  Man-made  Effect  Texture | **Key vocabulary**  William Morris  Print  Pattern  Nature  Birds  Repeating  Colour  Block print | **Key vocabulary**  Texture  Layer  Glue  Collage  Overlap  Materials – card, fabric, paper | **Key vocabulary**  What went well  Change  Even better if  Like  Dislike |
| **Year 2** | **NC objectives:**  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | **NC objectives:**  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | **NC objectives:**  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | **NC objectives:**  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Learn bout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | **NC objectives:**  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | **NC objectives:**  **N/A** |
| **A Year 2 artist will:**   1. To continue to investigate tone by drawing light and dark lines, patterns and shapes. 2. To understand tone through the use of different pencil grades (HB, 2B,4B) 3. To use a range of materials such as pencils, rubbers, crayons, pastels, felt tips and art pens with increasing control. 4. To continue to sketch from first hand observation. | **A Year 2 artist will:**   1. To create tints and shades by adding white and black paint to colours (poster and watercolour). 2. To use suitable brushes for a purpose, e.g. knowing when to use a small brush. 3. I can revisit colour mixing and understand the relationship between primary and secondary colours. | **A Year 2 artist will:**   1. To explore how 2D can become 3D. 2. To begin to work with malleable materials such as clay, exploring how to roll, join and mould. | **A Year 2 artist will:**   1. To create a printed piece of art by pressing, rolling, rubbing and stamping. | **A Year 2 artist will:**   1. To use materials in layers to design and create a textured picture. | **A Year 2 artist will:**   1. To make comparisons between my own artwork and that of others’ including, artists. |
| **Key vocabulary**  Tone  Light  Dark  Pattern  Shape  Pencil grade – HB, 2B, 4B  Materials – pencils, rubber, crayons, pastels, felt tips, pens  Sketch  Observe | **Key vocabulary**  Tints  Shades  Brush  Mix  Colour  Colour wheel  Primary  Secondary | **Key vocabulary**  Two dimensional  Three dimensional  Flat  Malleable  Mould  Explore  Roll  Join  Clay | **Key vocabulary**  Print  Pattern  Repeating  Colour  Block print  Stamp  Press | **Key vocabulary**  Texture  Layer  Glue  Collage  Overlap  Materials – card, fabric, paper | **Key vocabulary**  Like  Dislike  Compare  Similar  Different  Change |
| **Year 3** | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:** | **NC objectives:**  To create sketch books to record their observations and use them to review and revisit ideas |
| **A Year 3 artist will:**   1. I can show facial expressions in my drawings. 2. To create a series of sketches building up to a final piece. 3. To use different grades of pencil to shade and to show different tones and textures. | **A Year 3 artist will:**   1. To understand how to create a background using a wash (watercolour). 2. To show light and dark within painting and begin to explore complementary colours (acrylic). | **A Year 3 artist will:**   1. To develop my awareness of objects having a third dimension and perspective. 2. I can sculpt clay and other malleable materials. | **A Year 3 artist will:**   1. I can design and create a simple block print using styrofoam. | **NOT COVERED IN YEAR 3.** | **A Year 3 artist will:**   1. I can evaluate my learning process and make suggestions for improvements in my own and others’ artwork. 2. I can adapt or improve my original ideas. |
| **Key vocabulary**  Facial expression  Draw  Sketch  Development  Pencil grades  Tone  Texture | **Key vocabulary**  Wash  Background  Watercolour  Light  Dark  Acrylic  Complementary colours | **Key vocabulary**  Two dimensional  Three dimensional  Flat  Malleable  Mould  Explore  Roll  Join  Clay | **Key vocabulary**  Print  Pattern  Repeating  Colour  Block print  Stamp  Press  Styrofoam | **Key vocabulary** | **Key vocabulary**  Like  Dislike  Compare  Similar  Different  Change  Adapt  Improve  Alter  Original  Development |
| **Year 4** | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:** | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:**  To create sketch books to record their observations and use them to review and revisit ideas  Learn about great artists, architects and designers in history |
| **A Year 4 artist will:**   1. Attempt to show reflections in drawings. 2. I know what the words *line, tone, shape and colour* mean. 3. Have opportunities to draw in the third dimension and use perspective. | A Year 4 artist will:   1. Make and match colours with accuracy, appropriately. 2. I can experiment with paint effects in the style of other artists (poster, watercolour, acrylic, brusho) | **A Year 4 artist will:**   1. To design and make a simple coil pot (clay). | **NOT COVERED IN YEAR 4.** | **A Year 4 artist will:**   1. To use different materials to create a landscape collage. | **A Year 4 artist will:**   1. To critique mine and others’ artwork throughout the learning process to develop and support each other. 2. To use a range of sources to influence my ideas (e.g. books, galleries, internet) |
| **Key vocabulary**  Draw  Reflection  Tone  Light  Dark  Shape  Colour  Third dimension  Perspective | **Key vocabulary**  Colour  Mix  Primary  Secondary  Warm  Cold  Complementary  Effect  Paint – brusho, acrylic, watercolour, poster | **Key vocabulary**  Flat  Malleable  Mould  Explore  Roll  Join  Clay  Pot  Coil | **Key vocabulary** | **Key vocabulary**  Texture  Layer  Glue  Collage  Overlap  Materials – card, fabric, paper  Landscape | **Key vocabulary**  Like  Dislike  Compare  Similar  Different  Change  Adapt  Improve  Alter  Original  Development  Source  Critique |
| **Year 5** | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  Learn about great artists, architects and designers in history | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:** | **NC objectives:**  To create sketch books to record their observations and use them to review and revisit ideas |
| **A Year 5 artist will:**   1. To gather inspiration from observations, photos and digital images. 2. To develop understanding of perspective using a single focal point and horizon. 3. To sketch freely to help develop my own style, using a range of media. | **A Year 5 artist will:**   1. To experiment with different paint effects, e.g. splattering, colour blocking, wet on wet, wet on dry, dry on dry (watercolour, acrylic, poster, brusho). 2. To use paint effects to create a piece of artwork in the style of an artist I have researched. | **A Year 5 artist will:**   1. To learn how to score, slip and join two pieces of clay. 2. To design and create a simple clay sculpture (e.g. Greek column). | **A Year 5 artist will:**   1. To design and create a simple lino print. 2. To follow a criteria to create a print/series of prints. | **NOT COVERED IN YEAR 5.** | **A Year 5 artist will:**   1. To keep detailed notes and annotations in my sketchbook, using advanced vocabulary to explain and reflect on my artistic process. |
| **Key vocabulary**  Inspire  Photo  Digital image  Perspective  Zoom  Focal point  Sketch  Style  Creative  Imagination | **Key vocabulary**  Paint  Splatter  Blocking  Wash  Wet on wet  Wet on dry  Poster, acrylic, watercolour, brusho  Effect | **Key vocabulary**  Flat  Malleable  Mould  Explore  Roll  Join  Clay | **Key vocabulary**  Print  Pattern  Repeating  Colour  Lino print  Stamp  Press  Cut  Inverse | **Key vocabulary** | **Key vocabulary**  Idea  Notes  Annotations  Discuss  Explain  Process |
| **Year 6** | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **NC objectives:**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  Learn about great artists, architects and designers in history | **NC objectives:** | **NC objectives:**  To create sketch books to record their observations and use them to review and revisit ideas  Learn about great artists, architects and designers in history |
| **A Year 6 artist will:**   1. To develop an awareness of composition, scale and proportion. 2. To take photographs and use these as a starting point for my own drawings. 3. To successfully use shading to portray mood and feeling. 4. To effectively identify and begin to show the background, middleground and foreground in artwork. | **A Year 6 artist will:**   1. To research a contemporary paint artist and produce a painting in their style. 2. To create a diptych (set of 2 linking paintings) in the style of their chosen artist. | **A Year 6 artist will:**   1. To design and make a sculpture using malleable materials such as Modroc, mesh, wire etc. | **A Year 6 artist will:**  1. To know what is meant by batik and research an artist (Kay Shaffer)  2. To know how to create a piece of batik artwork including its processes. | **NOT COVERED IN YEAR 6.** | **A Year 6 artist will:**  1. To develop an understanding of the creative process by managing my time effectively, practising skills and actively enquiring about how to make improvements.  2. To compare ideas, methods and approaches in my own and others’ work and say what I think and feel about them. |
| **Key vocabulary**  Circling  Smudging  Hatching  Cross hatching  Stippling  Proportion  Scale  Shade  Background  Middleground  Foreground  Mood/emotions | **Key vocabulary**  Paint  Contemporary  Style  Effect  Diptych  Artist | **Key vocabulary**  Design  Create  Idea  Sculpt  Malleable  Mould  Modroc  Wire  Final piece | **Key vocabulary**  Canting  Hot wax pellets  Dye  Calico  Brush  Resist | **Key vocabulary** | **Key vocabulary**  Compare  Contrast  Like  Dislike  Similar  Different  Think  Feel  Method  Ideas |