

Skills Focus	Nursery EYFS	Reception EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> <li>- Begin to use a variety of drawing tools</li> <li>-Use drawing tools to tell a story</li> <li>-Investigate different lines</li> <li>-Explore different textures</li> <li>-Encourage accurate drawing of people</li> </ul> <p><b>VOCAB:</b> <b>Encourage commentary during mark making</b></p>	<ul style="list-style-type: none"> <li>- Use range of drawing tools and name them and discuss suitability for task</li> <li>-Investigate line and texture on different surfaces</li> <li>-Draw objects from life and notice shapes</li> <li>-Encourage accurate drawing of people</li> </ul> <p><b>VOCAB:</b> <b>Encourage commentary during mark making, including justification of choices</b></p>	<ul style="list-style-type: none"> <li>-Extend the use of a variety of drawing tools</li> <li>-Explore different textures</li> <li>-Observe patterns</li> <li>-Observe anatomy, faces, limbs</li> </ul> <p><b>VOCAB:</b> <b>artist,draw, line, shape, tone</b></p>	<ul style="list-style-type: none"> <li>-Experiment with tools and surfaces</li> <li>-Draw as a way of recording experiences and feelings</li> <li>-Discuss use of light and shadows, use of light and dark</li> <li>-Sketch to make quick records</li> </ul> <p><b>VOCAB:</b> <b>shadow, light and dark</b></p>	<ul style="list-style-type: none"> <li>-Experiment with the potential of various pencils</li> <li>-Close observational drawing (natural and man-made objects) NOT PHOTOS</li> <li>-Draw both the positive and negative shapes</li> <li>-Initial sketches as a preparation for painting</li> <li>-Accurate drawings of people, particularly faces</li> </ul> <p><b>VOCAB:</b> <b>hard and soft (2B, 4B , 2H etc in relation to pencils)</b></p>	<ul style="list-style-type: none"> <li>-Identify and draw the effect of light</li> <li>-Look at scale and proportion</li> <li>Accurate drawings of whole people including proportion and placement</li> <li>-Work on a variety of scales</li> <li>-Computer generated drawings</li> </ul> <p><b>VOCAB:</b> <b>scale, proportion</b></p>	<ul style="list-style-type: none"> <li>-Effect of light on objects and people from different directions</li> <li>-Interpret the texture of objects</li> <li>-Produce increasingly accurate drawings of people from life</li> <li>-Begin to understand and portray perspective</li> </ul> <p><b>VOCAB:</b> <b>light source, texture, perspective</b></p>	<ul style="list-style-type: none"> <li>-Effect of light on objects from different directions</li> <li>- Interpret the texture of a surface</li> <li>- Produce increasingly accurate drawings of people from life</li> <li>-Continue to explore the concept of perspective</li> </ul>

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<b>History of Art and appreciation skills</b> (Knowledge of a range of artists and art from different cultures, skills to appraise their own and others work)	-Be encouraged to notice similarities and differences in the art works they are exposed to. -Be able to comment on their own and their peer's work.	-Be encouraged to notice similarities and differences in the art works they are exposed to. -Recognise the work of some artists and illustrators. -Be able to comment on their own and their peer's work.	-Identify similarities and differences in the artworks they study. -Recognise the work and know the names of some artists and makers. Know about different methods and media. - Be able to comment on their own and their peer's work and make suggestions for improvements.	-Identify similarities and differences in the artworks they study. -Recognise and name some different media and talk about what they like and dislike giving reasons. -Know the names of some artists and makers they have studied. -Be able to comment on their own and their peer's work and make suggestions for improvements.	-Identify similarities and differences in the artworks they study. -Recognise and name some different media and talk about what they like and dislike giving reasons. -Know the names of some artists and makers they have studied. -Be able to comment on their own and their peer's work and make suggestions for improvements.	-Identify similarities and differences in the artworks they study. -Recognise and name some different media and talk about what they like and dislike giving reasons. -Know the names of some artists and makers they have studied. -Be able to comment on their own and their peer's work and make suggestions for improvements.	-Identify similarities and differences in the artworks they study. -Recognise and name some different media and talk about what they like and dislike giving reasons. -Know the names of artists and makers they have studied. -Be able to comment on their own and their peer's work and make suggestions for improvements.	-Identify similarities and differences in the artworks they study. -Recognise and name some different media and talk about what they like and dislike giving reasons. -Know the names of artists and makers they have studied. -Be able to comment on their own and their peer's work and make suggestions for improvements.
<b>Painting</b> (paint, ink, dye, pencils, crayon, pastels)	-Experiment with using primary colours -Name colours	-Begin to learn how to mix primary colours -Use main colour	-Know names of primary and secondary colours -Know warm and cool colours	- Begin to describe colours -Make as many tones of one colour as	-Colour mixing, make colour wheels Introduce different types of brushes/	-Mix and use primary and secondary colours with the addition of black and	- Revise hue, tint, tone, shades and mood - Explore the use of texture in colour	-Explore the use of texture in colour - Use colour to express feeling -Use studies gathered from

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	<p>-Mix colours (not formally) Learn the names of different painting tools -Use a wide range of tools to make marks on paper/ different surfaces</p>	<p>names and those of objects in environment - Select own tools for different purposes and discuss choices -Use tools correctly (brush grip) - Explain own colour choices and preferences</p>	<p>Mix and explore colours -Apply colour with a range of tools -Select and use different brushes correctly (grip, rinsing and wiping to prevent splodges) to explore and make marks of different thicknesses using wet and dry paint techniques -Spread and apply paint to background using wide brushes and other tools to express backgrounds and context -Investigate mark-making using thick brushes, sponge brushes, splatter for particular effects <b>VOCAB:</b> <b>primary, secondary, warm, cool, thickness, effect</b></p>	<p>possible (using white) - Darken colours using black -Use colour on a large scale Investigate, experiment, mix and apply colour for purpose to represent real life, ideas and to convey mood - Use colour and painting skills and apply surface techniques to create or suggest a place, time or season <b>VOCAB:</b> <b>tone, lighten, darken, represent mood</b></p>	<p>techniques to apply colour using dotting, scratching and splashing - Understand how artists use warm and cool colours to express a mood in a work -Represent things observed, remembered, imagined using colour and selecting appropriate paint and brushes/ tools - Introduce different types of brushes for specific purposes - Explore the effect on paint of adding water, glue, sand, sawdust and then use this in a painting</p>	<p>white and other hues - Create a painting from designs and research to communicate an idea or emotion</p>	<p>-Investigate using colour for different purposes -Create different effects by using a variety of tools and techniques such as dots, scratches and splashes and applying paint in layers (Frank Bowling) -Select from different methods to apply colour using a variety of tools and techniques to express mood or emotion -Plan/ paint symbols, forms, shapes and composition when exploring the work of other artists/ cultures to inform their painting. <b>VOCAB: hue, tint, tone, shade, mood, composition</b></p>	<p>observation (of real life) to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction. -Show the effect of light and colour, texture and tone on natural and manmade objects <b>VOCAB:</b> <b>texture, natural, manmade, interaction</b></p>

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					<b>VOCAB: warm/ cool colours, colour wheel,</b>			
<b>Collage</b> (papers, photomontage, mosaic, fabric, found materials)	-Handle, manipulate and enjoy using materials -Discuss sensory experience -Make simple collage -Know how to apply different glues.	-Select and justify choices of materials -Know different ways to attach materials to artwork.	-Consider their choice of different materials from a selection, showing awareness of shape, surface and texture Select, sort and modify by cutting and tearing -Produce own collage papers by painting, stippling, sponging, splatting- -Use adhesives to select and place cut and torn shapes onto a surface to convey an idea <b>VOCAB:shape, surface, texture, cut, tear</b>	-Select, sort and modify by cutting, tearing with care before adding other marks and colours to represent an idea. -Use adhesives to select and place cut and torn shapes onto a surface to convey an idea -Sort and use according to specific qualities eg, warm, shiny, smooth <b>VOCAB: qualities</b>	-Improve skills of overlapping and overlaying -Cut multiple shapes with scissors and arrange and stick for a purpose - Experiment with creating mood, feeling, movement, and areas of interest using different media (beads, seeds, sand) - Interpret stories, music, poems, and other stimuli and represent these using mixed media elements (including photography) <b>VOCAB: overlap, overlay</b>	-Use a natural or town environment as a stimulus for a mixed media work to convey meaning -Make a representational textured image from found textures (rubbing etc in school environment or a trip) <b>VOCAB: mixed media, texture</b>	-Select and use cutting tools and appropriate adhesives with care to achieve a specific outcome -Embellish (decoupage) a surface using a variety of techniques, including, drawing, painting, and printing and varnish. <b>VOCAB: decoupage, varnish</b>	-Select and use found and collected materials with art media and adhesives to assemble and represent a surface or thing eg water

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<b>Printing</b> (found materials, wood blocks, press print, lino, string)	-Print and stamp with a range of objects and fingers onto paper and playdough <b>VOCAB: print</b>	- Print with sponges or blocks making repeating patterns/ borders -Experiment with printing with found objects eg cork, lego, toy car wheels, hands, feet <b>VOCAB: repeating</b>	-Apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image using range of printers, stampers or found objects -Monoprint by marking onto an ink block or drawing onto the back of paper on an inked block, controlling the line using tools or pressure - Take rubbings from textures to understand and inform their own texture prints <b>VOCAB: image, monoprint, block, ink, rubbings, texture</b>	Repeat a pattern randomly placed or tiled in a grid with a range of blocks -Explore and create patterns and textures with an extended range of found materials eg. sponges, leaves, inks, <b>VOCAB: random, grid, blocks, pattern</b>	- Explore lines, marks and tones through monoprinting onto a variety of papers to create an image - Explore images and recreate texture in a collograph print using eg. corrugated card, string, pressprint <b>VOCAB: lines, marks, tones, monoprinting, collograph print</b>	- Design a complex pattern made up from two or more motifs and print a tiled version. - Compare own design and pattern making with that of well known designers or familiar patterns - Cut a simple stencil and use this for making printed shapes <b>VOCAB: motif, tiled, stencil</b>	-Make connections between own work and patterns in their local environment eg curtains, wallpaper, - Recreate images through relief printing using card and mark making tools to control line, texture, shape and tone Explore colour mixing through printing using two coloured inks, a roller or stencil or press printing/ polyblocks <b>VOCAB: relief printing</b>	-Design prints for fabrics, bookcovers, bags, wrapping paper using soft lino printing. Appreciate that a carved image can be used multiple times <b>VOCAB: lino tools, lino, carve</b>

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<b>Sculpting (3D)</b> (clay, mod rock, plaster, dough, wire, paper sculpture, textiles)	-Handle , manipulate and enjoy using a range of materials (playdough, soil, junk, sand) -Encourage commentary whilst building and creating With guidance, build , shape and model a simple structure.	-Select appropriate materials for different projects (and different parts of projects) justify choices and modify ideas according to successes. -Become familiar with joining methods (tabs, slip, various tapes) <b>VOCAB: shape, clay, sculpture</b>	-Handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or concepts - Model in malleable/ plastic material and control from to assemble basic shapes (roll cylinder and sphere) or forms e.g. bodies, heads -Add surface decoration and features with a range of tools <b>VOCAB: mould, sphere, cylinder</b>	-Respond to sculptures and craft artists to help them adapt and make their own work (gallery/ artist visit) -Feel, recognise and control surface (sgraffito) experimenting with basic tools on rigid or pliable materials - Use clay to construct a simple functional form such as a pinch pot of coil pot, smoothing and joining with care <b>VOCAB: sgraffito, pinch pot, coil pot</b>	-Create textured surfaces using rigid and plastic materials and a variety of tools. -Construct a structure in linear of soft media before covering the surface to make a form (armature) - Design and make a 3D form as a maquette for a larger imagined piece and consider form and function (Henry Moore Hampstead Heath, Stonehenge) <b>VOCAB: armature, maquette, rigid plastic</b>	- Identify and assemble found materials to make a new form, carefully covering with ModRoc or papier mache. - Scale a design up to a larger scale and work as part of a group to create a human scale structure or form. - Build in clay a functional form using two/three building techniques and some surface decoration. <b>VOCAB: papier mache, 'found material', scale</b>	- Explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour. - Use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages. <b>VOCAB: genre, culture, stimulus</b>	- Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. - Apply knowledge of different techniques to express scale or a concept.