

EYFS Art	Drawing	Painting	Textiles/Collage	3D Sculpture	Printing
Vocabulary	Tripod Grip, drawing tools, investigate, lines, marks, texture	Explore, experiment, strokes, mix,	Touch, hear, feel, rough, bumpy, smooth, etc, collage, weave	Sculpt, carve, mouldable, rigid, join, construct, balance,	Texture, print, pattern
Tier 2 Below	Tell	Mix	Range	Build destroy	Range object
Knowledge of suggested artists	Poonac — lines, colour, simple facial expressions	Jason Pollock – marks, colours and experimentation Emilio Nanni – marks, line, brush strokes	Matisse - collage, colour, pattern, brightness, vibrancy	Robert Bradford —recycled art, animals, sculpture, primary colours.	Owen Jones —repeating patterns, 2D shapes, colour theory, interior and decoration, printing.
Knowledge of how	Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines and marks that drawing tools can make Explore different textures that drawing tools can make Using three fingers to hold pencils and brushes (thumb and two fingers) Imitates simple shapes such as circles and lines Begins to use anticlockwise movement and retrace vertical lines Use lines to enclose a space Use shapes to represent objects Holding a pencil correctly	Experiment and explore primary colours Mixing paint together to make new colours Use a range of tools to make coloured marks on paper Notices detailed features in their environment Use simple ICT packages to create artwork Chooses particular colours to use for a purpose Knowing the name of primary colours Know how to use tools safely	Handling, manipulating and enjoying using materials Describe how materials feel—sensory experience Create simple collages using a range of different materials Create simple weavings Makes snips in paper with scissors Uses simple tools to effect changes to materials Realises tools can be used for a purpose Creates and constructs with a purpose in mind Know how to use tools safely	Handling, manipulating and enjoying using materials Constructing using mouldable and rigid materials Build and destroy models made Shape and model Stack blocks vertically and make enclosures Join construction pieces together to build and balance Shows and understands the need for safety when tackling new challenges and considers and manages some risks Know how to use tools safely	Make rubbings of textured objects Print with a variety of objects Print with block colours Print a simple pattern Practices appropriate safety measures without direct supervision Selects appropriate resources and adapts work where necessary Know how to use tools safely
Equipment	Pencil, charcoal, chalk, pastels, ICT software	Paint, ink, dye,	Range of different materials and fabrics	Clay, play dough, plastacine, cardboard, boxes, paper, mod roc, wire	Textured objects, paper, crayons, wax crayons, paint, printable objects
Skills (End Points)	(Drawing) Tell a story using drawings (Painting) Mix paint to make new colours (Textiles/Collage) Use a range of material to make a collage (3D sculpture) Build and destroy models (Printing) Print with a range of objects				

Year 1 Art	Drawing	Painting	Textiles/Collage	3D Sculpture	Printing
Vocabulary	Draw, sketch, line, shape, pattern, observation	Primary and Secondary colours, artefacts, observation, texture, scale, printing	Finger knitting, weaving, binca, pattern, yarn bombing, fabric	Rolling, kneading, shaping, malleable, media, recycled, manmade, construct, join, shape, form, natural form	Monoprint, block print, relief printing, resist printing, rubbings, pattern, re-peating
Tier 2 Vocabulary	Observations range	Different apply	Create range techniques	Construct range	Natural repeated pattern range
Knowledge of suggested artists	Julia Rothman—illustration, patterns, observational drawing, size, choosing a colour scheme. Mr Doodle—doodle art, illustration, simple drawings, space, shape, line.	Wassily Kandinsky – repeating pattern, links to shape, brush thickness, colour Rashna Hackett – colours, patterns, thickness of shape	Magda Sayeg—yarn bombing, finger knitting, fabric, describe what you are making, shape and space, environment. Jim Drain—weaving, repeating pattern, simple colours, experimenting with lines of different thickness, mixing materials.	Henry Moore – ceramics, sculptures, pressing, rolling and stomping, using shape to good effect, simple colours (black, white and brown focus).	Jessica Nielsen—repeating patterns, marks with objects, natural objects, simplistic designs, block printing, primary colours.
Knowledge of how	Use variety of tools, inc pencils, rubbers, crayons, pastels, felt tips, charcoal, ball-points, chalk and other dry media (FS) Use a sketchbook to gather and collect artwork Begin to explore the use of line, shape and colour (FS) Explore different textures (FS) Observe and draw landscapes Observe patterns and draw Observe and draw anatomy (faces and limbs) with increasing accuracy (FS) Record and explore ideas from first hand observation, experience and imagination. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Use ICT	Use a variety of tools and techniques including the use of different brush sizes and types. (FS) Mix and match colours to artefacts and objects. (FS) Work on different scales. Mix secondary colours and shades Using different types of paint. (FS) Create different textures e.g. use of sawdust. Ask and answer questions about the starting points for their work, and develop their ideas. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Name all the colours Use ICT Know primary colours and how to make secondary colours inc names	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. (FS) How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. (FS) Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales Use ICT	Manipulate clay variety of ways, e.g. rolling, kneading and shaping, carving (FS) Explore sculpture with a range of malleable media, especially clay. (FS) Experiment with, construct and join recycled, natural and man-made materials. (FS) Explore shape and form Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Investigate art, craft and design Use ICT Recycled and man made objects, natural objects	Make marks in print with a variety of objects, including natural and made objects. (FS) Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings of a range of natural and man made objects. (FS) Build a repeating pattern and recognise pattern in the environment. (FS) Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Use ICT
Equipment	Felt tips, crayons, pastels, charcoal, ball-point pens. charcoal. inks. ICT software.	A range of brush sizes, canvas, poster paint, acrylic paint, shapes for printing	Wool, fabric crayons, needle, thread, glue, scissors, fabric, tissue, crepe paper	Clay, variety man made and recyclable materials, natural materials, plastacine,	Paint, block printing, paper, wax crayons, crayons, rollers, foamboard, natural ob-

Year 2 Art	Drawing	Painting	Textiles/Collage	3D Sculpture	Printing
Vocabulary	Layer, visual elements, realism, mixed media, composition, observation, still life	Shades, tones, mixed media, layering, acrylic, water colour, scale	French Knitting, tie dye, shibori, embroidery, applique, sewing, binca, thread	Thumb pot, coil pot, slip, hatch, relief tile	Carbon printing, relief, press, screen printing, layering, overlapping
Tier 2 vocabulary	Record experiement	Different create	Make overlapping overlaying create	Manipulate create peice	Range newly
Knowledge of suggested artists	Giorgio Morandi—still life, observational drawing, tones and tints, shadows, composition. Alberto Giacometti—observational drawing, figures, lines, markings, charcoal, creating tints and tones using black and white paint.	Georges Seurat (Fingerprint Pointillism) – repeat pattern, describe what you are making, brush thickness, printing Gustav Klimt – patterns, printing, colour, shape	Janice Gunner—shibori, tie dye, tones and tints (adding black and white), rolling, rubbing, stamping, focusing on a specific part of an artefact, texture. Walker Boyes—embroidery, applique, using colour, shape and pattern to good effect.	Linda Styles – clay pots, how artists use colour and shape, mixing paint, colour, experimentation. Jonathon Keep—ceramics, digital media, mixing ceramics with digital designs, clay, using colour, shape and pattern to good effect.	Andy Warhol—screen printing, making art through pressing, rubbing, rolling and stamping, mixing paint, the use of colour, shape and pattern to good effect. Clare Burchell—printing onto fabric, layers, creating tones and tints, using ICT for designs (Paint).
Knowledge of how	Layer different media e.g. crayon, pastel, felt tips, charcoal, ballpoint Understand the basic use of a sketchbook and work out ideas for drawings (Y1) Draw for a sustained period of time from the figure and real objects including single and grouped objects (Y1) Experiment with visual elements, line, shape, pattern and colour (Y1) Draw a way of recording feelings and experiences Discuss the use of shadows, use of light and dark Record and explore ideas from first hand observation, experience and imagination. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook Use ICT	Mix a range of secondary colours, shades and tones. (Y1) Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. (FS, Y1) Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. (Y1) Mix and match colours using artefacts and objects. (Y1) Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook Use ICT Layering, know the properties of different paints, e.g. watercolour, acrylic poster paint, powder paint	Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. (Y1) Create textured collages from a variety of media overlapping and overlaying to create effects (Y1) Make a simple mosaic. Stitch, knot and use other manipulative skills. (Y1) Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales Use ICT	Manipulate clay for a variety of purposes, inc thumb pots, coil pots and models (Y1) Shape and form from direct observation Build a textured relief tile Understand the safety and basic care of materials and tools. Experiment with and construct and join natural and man-made materials more confidently (FS, Y1) Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook Use ICT	Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. (Y1) Design patterns of increasing complexity and repetition. (FS, Y1) Print using a variety of materials, objects and techniques. (Y1) Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook Use ICT
Equipment	Felt tips. crayons. pastels. charcoal. ballpoint	Range brush sizes. different sized paper.	Wool. dve. wax. oil. fabric. sewing needle.	Clay tools ink rollers. carving tools. pointers.	Fabric. paint. paper. crayons. wax crayons.

Year 3 Art	Drawing	Painting	Textiles/Collage	3D Sculpture	Printing
Vocabulary	Pencil grades, media, texture, shape, pattern, perspective, scale, tension, form	Primary, secondary, texture, tone, mediums	Dying, quilting, weaving, appliqué, layering, lap-ping, stitching, felting (wet felting and dry felting), mediums.	Slip, vessel, papier mache, form, structure, sculpture, figure, aesthetics	Layering, lino printing, screen printing onto fabric, overlapping, monoprinting, textiles
Tier 2 vocabulary	Create experiementing	Textures range create	Together range create	Plan design range	Range pattern layering shape
Knowledge of suggested artists	Kathe Kollwitz – sketching, pencil grades, pencil marks, pencil thickness, moods, comparing tones and textures Maggi Hambling (drawings) - portraiture, pencil grades, to use different tones. Art from historical periods (Stone Age, Egyptian, Greek)	Marlene Dumas – range of brush sizes to create different effects, tones and textures, comparing artists and mediums. Melinda Matyas—block painting, a variety of colours, effects and textures with paint, thickened paint, a range of brush sizes.	Moy Mackay—felting, landscapes, creating different tones and textures with different mediums, mixing digital with different mediums (create designs). Faith Ringgold—quilting, story quilting, recognise art from different cultures. Bisa Butler—quilting, art from different cultures.	Saulo Moreno Hernández—papier mache, art from different cultures, sculpture, models, wire, form. Antony Gormley—sculptures, form, figures, to use a range of textures, join clay, create a simple clay base for extending other shapes, wood.	Angie Lewin—lino printing, layering, landscapes, natural forms, printing onto fabric, using digital images to adhere a brief, creating digital designs and ideas, creating digital responses to work, pattern, shape. Linda Germain—monoprints, layering, collage, natural forms, exploring pattern and shape, using digital media to create designs and ideas.
Knowledge of how	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. (Y1, 2) Draw for a sustained period of time at their own level. (Y2) Make close observations Use different media to achieve variations in line, texture, tone, colour, shape and pattern. (Y2) Accurate drawings of people—particularly faces (Y1,2) Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Annotate work in sketchbook. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Use ICT	Mix a variety of colours and (Y1,2) Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. (Y1) Work confidently on a range of scales e.g. thin brush on small picture etc. (Y2) Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions know which primary colours make secondary colours. Art from historical periods (Stone Age, Egyptian, Greek)	Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trap-pings and appliqué. (Y2) Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. (Y1) Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Annotate work in sketchbook. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales Use ICT	Join clay adequately and work reasonably independently. (Y2) Construct a simple clay base for extending and modelling other shapes. (Y2) Cut and join wood safely and effectively. (Y2) Make a simple papier mache object. Plan, design and make models. Make informed choices about aesthetics Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Annotate work in sketchbook. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. Explore pattern and shape, creating designs for printing. (FS - Y2) Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Annotate work in sketchbook. Question and make thoughtful observations about starting points and select ideas to use in their work. Use ICT
Equipment	Pencil grades H to 6H B to 6B, crayons, pastels, charcoal. ink and pens. felt. biro.	Poster Paint, brushes different sizes, watercolour, watercolour paper, acrylic paint, cardboard	Felt, felting needles, netting, sewing needles, yarn, thread, binca, a range of fabrics, scissors	Newspaper, wire, clay, clay crafting tools, PVA glue, wood, strong craft glue, sander, wood carving	Fabrics, a range of paper, ink, rollers, ICT programs, cameras, carbon paper, biro pens, wax,

Year 4 Art	Drawing	Painting	Textiles/Collage	3D Sculpture	Printing
Vocabulary	Urban sketching, accuracy, observational, proportion, perspective, scale, research, placement	Tint, hue, texture, expression, emotion, body language, composition, form, figure, perspective, tone, shade.	Tactile, paste resist, collage, textiles, texture	Space, sculpture, emotion, body language, figure, form, position, representation	Marbling, coldwater paste, silkscreen, expression, silk screen printing,
Tier 2 Vocabulary	Alter refine combining	Reflect texture mood	Refine alter enhance creations	Understanding form	Generating required effect
Knowledge of suggested artists	Clare Caulfield (Urban sketching) - observational drawings, sketchbook drawings, line, shape, the effect of light, scale, proportion, accurate drawings, computer generated. Matt Rota (Urban sketcher)- collect images and research, computer generated, sketchbook drawing	Henri Matisse (Fauvism) - use of colour, tint, tone, hue, shade, shapes, experimenting with techniques to create textures. Lucian Freud—using grit in paint to create texture, tone, shade, a range of facial expressions, emotion, body language, photographs (work from).	Luann Kessi—flour paste resist, print onto fabric, to use line, tone, shape and colour. Ruth Singer—experimenting with textures combine skills, choosing tools for materials. Cas Holmes—collage and textiles, texture, collect visual information	Johnson Tsang— 3Dsculpture, a range of facial expressions, emotions, body language, shape, space, form. Willy Verginer—figurative sculpture, body language, facial expressions, representation, emotion, positioning, placement, form, shape, space, colour	Emma Lindstrom—marble printing, colour scheme, to show emotion and expression, line, shape, colour.
Knowledge of how	Make informed choices in drawing inc. paper and media Alter and refine drawings and describe changes using art and vocabulary (Y3) Collect images and information independently in a sketchbook (Y3) Use research to inspire drawings from memory and imagination Explore relationships between line, tone, pattern, shape, line and texture(Y2,3) Identify and draw the effect of light (Y2) Draw with correct scale and proportion Computer generated drawings (FS) Accurate drawings of people including proportion and placement (Y2,3) Select and record from first hand experience, observation and imagination and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Make and match colours with increasing accuracy(FS - Y3) Use more specific colour language e.g. tint, tone, shade, hue Choose paints and implements appropriately (Y2) Plan and create different effects and textures with paint according to what they need for the task (Y2) Show increasing independence and creativity in the painting process Use colour to reflect mood Know what tints, tones and shades are Art from historical periods (Romans, Saxons) Select and record from first hand experience, observation and imagination and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Match the tool to the material Combine skills more readily Choose collage or textiles as a means of extending work already complete (Y1 - 3) Refine and alter ideas and explain choices using an art vocabulary Collect visual information from a variety of sources and describe based on visual and tactile quality Experiment with paste resist Use a wider variety of stitches when sewing (Y2) Select and record from first hand experience, observation and imagination and explore ideas for different purposes Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Make informed choices about the 3D technique chosen. (Y1 - 3) Show an understanding of shape, space and form (Y3) Plan, design, make and adapt models (Y3) Talk about their work understanding that it has been sculpted, modelled or constructed Use a variety of materials (FS, Y1) Select and record from first hand experience, observation and imagination and explore ideas for different purposes Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Research, create and refine a print using a variety of techniques. (Y1 - Y3) Select broadly the kinds of material to print with in order to get the effect they want. Resist printing including marbling, silkscreen and cold water paste (Y1) Use a sketchbook for recording textures and patterns (FS, Y1,2) Select and record from first hand experience, observation and imagination and explore ideas for different purposes Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions
Equipment	Graded pencils, crayons, variety of sorts, ball-point, pastels, oils, chalks	Range brush sizes, variety of paints, grit, sand, colour wheels, canvas, mirror, cameras.	Glue, material, sources, thread, needles, paper, craft elements, flour paste	Tools for carving, rolling, sculpting, clay or mouldable material, range materials to construct	Marbles, inks, paste, paper, thick paints (acrylic), canvas, large rolls of paper, cameras, ICT programs

Year 5 Art	Drawing	Painting	Textiles/Collage	3D Sculpture	Printing
Vocabulary	Visual elements, perspective, properties, interpretation, angle, foreground, background, sources	Complementary, contrasting, preliminary, media	Batik, wax resist, embellishing, applique,	Preparatory work, planning, analysing, qualities, construction, observation,	Poly-block, overlay, reduction print process
Tier 2 Vocabulary	Increasing accuracy capturing angles	Create imaginative desired	Improve embellish	Create observation imagination	Layers range
Knowledge of suggested artists	Daniel O’Toole – sketches, line, emotion, perspective, body language. Egon Schiele—perspective, figure, form, body language, observation, imagination, visual elements, line, tone, colour and shape. L S Lowry—perspective, sketchbooks, accurate drawings, visual elements.	Massimo Lagrotteria – media to create emotion, shading, mood within painting, feeling, cold, contrasting colours. Francoise Nielly—contrasting colours, imagination, hues, tints, tones, shades, texture, media, emotion	Jose Romussi—scanning and altering images, stitch, different grades of needle and thread, extend work. Mana Morimoto—scanning and altering images, stitch, embellish work, a range of media to create collage.	Christy Keeney – plan a sculpture (photography), observation, clay, tools, textures, facial expressions, sculpture, photography, tone, shape, colour Alberto Giacometti—plan a sculpture (observation drawings), clay, lines and marks to create texture	Lisa Cabellut – techniques, overprints, tools, e-resources, message
Knowledge of how	Explore perspective bringing in a clear foreground and background (Y4) Use a variety of source material for their work (Y4) Work in a sustained and independent way from observation, experience and imagination (Y3) Use a sketchbook to develop ideas (FS - Y4) Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (Y4) Effects of light on objects and people from different directions (Y2,4) Interpret the texture of a surface (FS, Y1,2,3,4) Increasingly accurate drawings of people (FS - Y4) Select and record from first hand experience, observation and imagination and explore ideas for different purposes Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Adapt their work according to their views and describe how they might develop it further Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Demonstrate a secure knowledge about primary, secondary, warm, cold, complementary and contrasting colours (Y1 - 4) Work on preliminary studies to test media and materials Create imaginative work from a variety of sources Use hues, tints, tones, shades and mood within paintings to create desired effects (Y4) Select and record from first hand experience, observation and imagination and explore ideas for different purposes Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Join fabrics in different ways including stitching (Y4) Use different grades and uses of threads and needles (Y3,4) Extend their work within a specified technique Use a range of media to create collage (Y1 - 4) Experiment with using batik safely Embellish work Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Describe the different qualities involved in modelling, sculpture and construction (Y4) Create work through observation and imagination (Y2) Use recycled, natural and man made materials to create a sculpture (FS, Y1) Plan a sculpture through drawing and other preparatory work (Y3,4) Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Explain a few techniques inc the use of poly-blocks, relief, mono and resist printing (Y4) Choose the printing method appropriate to the task (Y4) Build up layers and colours/textures (Y3,4) Organise their work in terms of pattern, repetition, symmetry or random printing styles (FS - Y4) Choose inks and overlay colours (Y3) Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Adapt their work according to their views and describe how they might develop it further Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions
Equipment	Graded pencils, crayons, variety of sorts, ballpoint, pastels, oils, chalks, rulers, charcoal, sketchbooks	Poster, acrylic, water colour, oil paint, oil colours, palette knife, canvas, grit	Needle (varied thickness), thread (varied thickness) sewing circles, wax, cameras, fabrics, dyes, paint brushes, iron, baking paper,	Cameras, clay, wooden block, wire, paint brushes (varied sizes), paint, recycled materials. sketchbooks, pencils,	Marbles, inks, paste, paper, thick paints (acrylic), canvas, large rolls of paper, cameras, ICT programs printing blocks, Perspex,

Year 6 Art	Drawing	Painting	Textiles/Collage	3D Sculpture	Printing
Vocabulary	Mixed media	Shades, tints, composition	Expressive, analytical, justify	Slabs, slips, Plaster, mod rock	Screen Printing
Vocabulary Tier 2	Range style landscapes	Create composition pivotal	Expressive justify	Independently design range	Independently modify alter techniques
Knowledge of suggested artists	Joan Kathleen – charcoals, pastels, tools, messages • Massimo Lagrotteria – lines and marks to create texture, shading to create mood and feeling, media to create emotion, print	Andy Maitland - ipad art, wildlife, colour, contrast of colour, augmented reality, photography, observational drawing, David Hockney - pop art, painting drawing, print-making, watercolour, photography, landscapes, photocollages, portraits, repeated family members painted in different paintings	Yuko Nakata and Marcia Baldwin —batik prints, natural form, warm colours.	Andy Goldsworthy — site specific sculptures, land art, natural, height, manmade structures with natural materials Rosa Verloop —recycled materials	Jenny Saville – a range of tools and techniques, overprint, pencils, paints, pastels, tools, messages Shepard Fairey —screen printing, digital images integrated into art, emotion through body language, facial expressions, the use of photography.
Knowledge of how	Explore perspective with vanishing points (Y5) Demonstrate a wide variety of ways to make different marks with dry and wet media (Y4,5) Identify artists who have worked in a similar way to their own work Develop ideas using different or mixed media using a sketchbook (FS - Y5) Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape (FS - Y5) Interpret the texture of a surface (Y5) Effects of light on objects and people from different directions (Y2,4,5) Select and record from first hand experience, observation and imagination and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Create shades and tints using black and white (Y2 - 5) Choose appropriate paint, paper and implements to adapt and extend work (Y5) Carry out preliminary studies, test media and materials and mix appropriate colours (Y5) Explore colour greys (Y4) Work from a variety of sources inc those researched independently (Y5) Show an awareness of how paintings are created (composition) Explore the use of texture in colour (Y1 - 5) Select and record from first hand experience, observation and imagination and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Awareness of the potential of the uses of material (Y4,5) Use different techniques, colours and textures etc when designing and making pieces of work (Y3 - 5) To be expressive and analytical to adapt, extend and justify their work Develop experience of embellishing (Y5) Question and make thoughtful observations about starting points and select ideas to use in their work Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Develop skills in using clay inc. slabs, coils, slips (Y1 - 5) Make a mould and use plaster safely (Y5) Create sculpture and constructions with increasing independence (FS - Y5) Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions	Describe varied techniques Be familiar with layering prints (Y3,5) Be confident with printing on paper and fabric Alter and modify work Work relatively independently Build up drawings and images of whole or parts of items using various techniques (Y3,5) Screen printing Question and make thoughtful observations about starting points and select ideas to use in their work Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions
Equipment	Graded pencils, crayons, variety of sorts, ball-point, pastels, oils, chalks, inks and pens	Poster, acrylic, water colour, oil paint, variety paper sizes, brushes and range painting tools e.g. palette knives, ipads, cameras,	Needle (varied thickness), thread (varied thickness) sewing circles, wax, cameras, fabrics, dyes, paint brushes, iron, baking paper, soap	Clay and tools, plaster, construction materials, mod rock	Marbles, inks, paste, paper, thick paints (acrylic), canvas, large rolls of paper, cameras, ICT programs printing blocks, Perspex, compass, rollers, slabs, wire mesh, blocking stencil