



EYFS Development Matters

Pupils should be taught:

- Experiment with mark making activities using a range of tools, e.g. pencils, paintbrushes, chalks, pastels, colouring pencils, felt-pens and crayons.
- Develop the correct grip for pencils and paintbrushes and use competently.
- Make simple drawings or representations of objects and be able to talk about what those objects represent.
- Explore colour and colour mixing.
- Explore printing skills using a variety of objects such as fruits/vegetables, leaves, sponges, toilet rolls etc. and use with appropriate control (e.g. applying paint, controlling the print).
- Experiment with collage materials and cut, stick and glue objects with an appropriate level of control.
- Use a range of recycled materials for construction or model making activities.
- Create models from their imagination or use pictures to help them create or design their own models.
- Explore and learn how to use of a variety of joining techniques, e.g. sellotape, masking tape, PVA glue, glue sticks etc
- Select media and materials appropriate to a task.
- Talk about pictures and paintings from a range of artists and express preferences.
- Talk about illustrations in books and discriminate between an illustration and a photograph.
- Be able to explain and discuss their creations and look for ways to develop their skills further.

Physical Development	Expressive Arts and Design	Knowledge of artists
• Use large-muscle movements to wave flags and streamers, paint, and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.	• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • 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 movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.	Study 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.

Nursery

When?	Advent	Lent	Pentecost
Topic	Drawing Colour	Texture Form	Printing Pattern
Core Knowledge and Skills	Drawing Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels and chalk). Investigate different lines (thick, thin, wavy, and straight). Explore different textures. Distinguishes between the marks they make. Beginning to ascribe meaning to the marks they make.	Texture Handling, manipulating and enjoying using materials Experiment with different textures, including exploring a range of sensory experiences. Create simple collages using fabric, pasta, beans, larger tactile things. Threading cards and large beads.	Printing Print with a variety of manmade and natural objects (vegetables and, fingers, leaves, and flowers). Ready-made stamps Explore with rollers in sand, dough and paint Imprint onto a range of textures – newspaper, coloured paper, plain paper and clay and play dough.

	<u>Colour</u> Experiment and explore mixing primary colours Name colours Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, chalk). Experiment and explore a range of tools to make coloured marks on paper (e.g. glue, sticks, sponges, brushes and fingers).	<u>Form</u> Handling, feelings and manipulating materials Construct and build from simple objects Building and destroying Handle, feel, manipulate, reconstruct malleable materials Simple language created through feel, size, look ,smell.	<u>Pattern</u> Continue a repeating pattern Irregular painting patterns Simple symmetry
Wider Knowledge/possible cross curricular links	Brown bear, Brown bear what can you see? Rainbow fish The Very Hungry Caterpillar The Colour Monster by Anna Llenas		
Key Vocabulary	<u>Drawing</u> Pencil Pen Crayon chalk colour paper <u>colour</u>	<u>Texture</u> Playdough Plasticine clay roll squash flat pat stretch rough smooth bumpy soft hard cut build stick together	<u>Printing</u> primary colours paint mix paintbrush bright light dark thick thin long short

Reception									
Advent			Lent			Pentecost			
Drawing Marvellous marks			Painting and mixed media: Paint my world			Sculpture and 3D: Creation Station			
To explore making marks with wax crayons. To investigate the marks and patterns made by different textures.			To explore paint through finger painting. To describe the texture and colours as they paint. To talk about their work and decide whether it is abstract or figurative.			To explore clay and its properties.			
1) I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			1) I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			1) I can develop overall body-strength, balance, coordination and agility.			
2) I can explore, use and refine a variety of artistic effects to express ideas and feelings.			2) I can explore, use and refine a variety of artistic effects to express ideas and feelings.			2) I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			
3) I can begin to show accuracy and care when drawing.			3) I can begin to show accuracy and care when drawing.						
Vocabulary:	squiggly long short thick thin straight wavy curved	rough smooth bumpy soft ridged hard	Vocabulary	glisten ing shiny sticky squelc hy glide wipe dot	dab red green yellow blue	Vocabulary	squelchy push pull poke twist bend	stretch roll squash pinch	
To explore making marks with felt tips. To use a felt tip to make patterns.			To create natural paintbrushes using found objects. To use natural paint brushes and mud paint to create artwork. To talk about their work and decide whether it is abstract or figurative.			To explore playdough and its properties. To use tools safely and with confidence.			
1) I can develop small motor skills so that I can use a range of tools competently, safely and confidently. Including scissors, paintbrushes and cutlery.			1) I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			1) I can use a range of small tools.			

2) I can use and refine a variety of artistic effects to express ideas and feelings.	2) I can explore, use and refine a variety of artistic effects to express ideas and feelings.	2) I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	3) I can begin to show accuracy and care when drawing.	
Vocabulary curved long squiggly short zig zag straight line wavy	Vocabulary: Slippery feathers slimy grass wet flower buds glossy leaves glistening twigs shiny pine cones sticky silky squelchy smooth glide sweep wipe dot dab swirl red blue green yellow	Vocabulary pull smooth poke squashy twist soft bend sticky stretch squelchy roll push
To explore making marks with chalk. To make controlled large and small movements. To compare different ways of making marks and drawing.	To respond to music through the medium of paint. To use paint to express ideas and feelings.	To create natural 3D landscape pictures using found objects.
1) I can begin to show accuracy and care when drawing.	1) I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	1) I can use a range of small tools.
2) I can develop small motor skills and use tools competently, safely and confidently.	2) I can explore, use and refine a variety of artistic effects to express ideas and feelings.	2) I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	3) I can listen attentively, move to and talk about music, expressing my feelings.	
Vocabulary wax crayons felt tips chalk	Vocabulary fast happy slow sad dynamic excited loud worried quiet sleepy tempo	Vocabulary bark leaves twigs landscape petals collage seed 3D art pods
To explore mark making using pencils. To create a simple observational drawing.	To make child-led collages using mixed media. To use loose parts to create a piece of transient art.	To generate inspiration and conversation about sculpture art and artists. To create a design for a 3D animal sculpture.
1) I can begin to show accuracy and care when drawing.	1) I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	1) I can begin to show accuracy and care when drawing.
2) I can develop small motor skills and use tools competently, safely and confidently.	2) I can explore, use and refine a variety of artistic effects to express ideas and feelings.	2) I can develop the foundations of handwriting style which is fast, accurate and efficient.
3)	3) I can begin to show accuracy and care when drawing.	3) I can build on my previous learning, refining and developing my ability to represent them.
Vocabulary pencils drawing	Vocabulary not fixed transient art permanent collage temporary fixed	Vocabulary design sculpture create clay 3D
To explore mark making using pencils. To create a simple observational drawing.	To create landscape collages inspired by the work of Megan Coyle.	To begin making a 3D clay sculpture using the designs created last lesson.
1) I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	1) I can share my creations, explaining the processes I have used.	1) I can begin to show accuracy and care when drawing.
2) I can explore, use and refine a variety of artistic effects to express ideas and feelings.	2) I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	2) I can develop the foundations of handwriting style which is fast, accurate and efficient.
3) I can begin to show accuracy and care when drawing.	3) I can explore, use and refine a variety of artistic effects to express ideas and feelings.	3) I can build on my previous learning, refining and developing my ability to represent them.
Vocabulary pencils drawing	Vocabulary self-portrait face eyes	Vocabulary Megan Coyle collage landscape tear cut
		Vocabulary squashing flattening

observe observational drawing mark making		ears nose hair		stick		smoothing joining	
To use a variety of colours and materials to create a self-portrait. To express their own self-image through art.		To create a large piece of group artwork based around fireworks. To experiment with colour, design and painting techniques.		To make a 3D clay sculpture using the designs created last lesson. To share their creation, explaining the processes they have used.			
1) I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		1) I can create collaboratively, sharing ideas, resources and skills.		1) I can begin to show accuracy and care when drawing.			
2) I can explore, use and refine a variety of artistic effects to express ideas and feelings.		2) I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		2) I can develop the foundations of handwriting style which is fast, accurate and efficient.			
3) I can begin to show accuracy and care when drawing.		3) I can explore, use and refine a variety of artistic effects to express ideas and feelings.		3) I can build on my previous learning, refining and developing my ability to represent them.			
Vocabulary artist self-portrait drawing observe observational drawing mark making colours wax crayon	oil pastel paint pencils face eyes ears nose hair	Vocabulary flick splat dot dab stroke	swish splatter glide wipe	Vocabulary model sculpture 3D design	plan reflect evaluate		

National Curriculum: Art: Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- 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
- 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.

Generating ideas	Using sketchbooks	Making skills (including formal elements)	Knowledge of artists	Evaluating and analysing
• to use a range of materials creatively to design and make products	Create sketch books to record their observations and use them to review and revisit ideas 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	Study 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.	

Year 1					
Advent 1		Lent 1		Pentecost 1	
Drawing Make your mark		Painting and mixed media: Colour Splash		Sculpture and 3D Paper play	
To know how to create different types of lines		To know how to investigate how to mix secondary colours.		To know how to roll paper to make 3D structures.	
1) I can describe the lines in the work of an artist and in my own work		1)I can name the primary colours: red, yellow and blue		1) I can roll paper to make a cylinder	
2) I can understand that there are different types of lines and can experiment with different resources to create them		2)I can mix primary colours to make secondary colours		1) I can combine paper cylinders to make a sculpture	
3) I can hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist		3)I can say which two primary colours are needed to mix each of the secondary colours		2) I can adapt my ideas as I work	
Vocabulary: Line Vertical Horizontal	Diagonal Wavy Straight Cross-hatch	Vocabulary: primary colours Secondary colours	Mixing Blend	Vocabulary Sculpture Three-dimensional	Cylinder
To know how to explore line and mark-making to draw water.		To apply knowledge of colour mixing when painting.		To shape paper to make a 3D drawing.	
1) I can use different materials and lines to make different types of marks, reflecting what I can hear in music.		1)I can use primary colours to paint.		1) I can fold and roll paper to create 3D shapes	
2) I know that there are many different ways of drawing lines, and that they feel different to make, and that they look different.		2)I can mix primary colours to make secondary colours		2) I can choose how to arrange the paper shapes to make a 3D drawing	
3)I can add plants and creatures to bring art to life.		3)I can choose a suitable brush for the marks I want to make		3) I can overlap paper strips on my 3D drawing	
4)I can evaluate my art and the work of others using the language I have learnt					
Vocabulary: mark-making Dots Circle Lightly	Firmly Texture Shadow	Vocabulary: Mix	Primary colours Secondary colours	Vocabulary: cylinder concertina overlap	spiral three-dimensional zig-zag
To know how to draw with different media.		To explore colour when printing.		To apply paper-shaping skills to make an imaginative sculpture.	
1) I can draw around a variety of shapes		1)I can use a variety of colours in my printing.		1) I can plan a sculpture by drawing my ideas first	
2) I know that my shapes can overlap		2)I can create new colours by overlapping prints.		2) I can use at least three different techniques for shaping paper	
3) I can experiment variety of different media in this piece		3)I can work carefully and accurately when making my patterns.		3) I can add detail to my tree	
4)I can say which medium I prefer and why					
Vocabulary: Optical art 2D shape	3D shape Abstract Printing	Vocabulary: Pattern Shape	Kaleidoscope Texture Space	Vocabulary: carving mosaic	sculpture three-dimensional
To develop an understanding of mark making.		To experiment with paint mixing to make a range of secondary colours.		To work collaboratively to plan and create a sculpture.	
1) I can experiment with different marks and use marks to show texture.		1)I can mix two primary colours to make shades of a secondary colour.		1) I can work cooperatively.	
2) I can understand the importance of looking carefully and closely when I am drawing.		2)I can mix at least five different shades of my chosen secondary colour.		2) I can create different parts of a sculpture	
3) I can use one type of drawing tool in lots of different ways		3)I can use my five mixed colours to create patterns.		3) I can secure parts of the sculpture together	
				4) I know that 3D sculpture can be created from a range of materials.	
Vocabulary: mark-making Lightly	Firmly Texture Shadow	Vocabulary: Shade Hue	Primary colour Secondary colour Pattern	Vocabulary: 3D	Sculpture

To apply an understanding of drawing materials and mark-making to draw from observation.	To apply their painting skills when working in the style of an artist.	To apply painting skills when working in 3D.
1) I can look carefully at an object to identify shapes, lines and textures	1)I can mix secondary colours	I can use different tools to paint with
2) I can control a pen/pencil to create different types of lines	2)I can choose to paint with colours that look good next to each other	1) I can work as part of a collaborative project
3) I can use a range of drawing tools to create different marks	3)I can describe my plate and compare it to others	2) I can paint onto 3D surfaces using appropriate methods
4) I can layer different materials to experiment creating effects		
Vocabulary: Charcoal Observe Shade Form Continuous Circle	Vocabulary: Design Paint Concentric circles Silhouette	Vocabulary: 3D Sculpture

Year 2										
Advent			Lent			Pentecost				
Drawing: Tell a story			Painting and mixed media: Life in Colour			Sculpture and 3D: Clay Houses				
To know a range of mark making techniques.			To develop knowledge of colour mixing.			To use my hands as a tool to shape clay.				
1) I can experiment with charcoal to draw different marks.			1) I can name the primary and secondary colours.			1) I can flatten clay to make a smooth surface.				
2) I can understand a word and explain how I can draw it.			2) I can describe what happens when I mix two secondary colours.			2) I can shape clay using my hands.				
3)I can express the meaning of words using charcoal mark making techniques.			3) I can make choices about how to make colours lighter or darker.			3) I can make different marks in clay by pressing into it.				
						4) I can shape clay to make a model.				
Vocabulary: charcoal lines marks		mark-making thick thin	Vocabulary mixing primary colour secondary colour			Vocabulary roll smooth		flatten shape cut		
To know how to explore and experiment with mark-making to create textures.			To know how texture can be created with paint.			To shape a pinch pot and join clay shapes as decoration				
1) I can describe how an object feels.			1) I can describe colours and textures.			1) I can use the pinching technique to shape a pot				
2) I can try out different drawing materials.			2) I can choose painting tools to recreate a texture.			2) I can use my fingers and thumbs to make the sides of the pot even				
3)I can experiment with making different marks to make texture.			3) I can mix a range of secondary colours.			3) I can join clay to help decorate my pot				
Vocabulary: blending feel hatching		mark scribbling stippling	texture tool touch	Vocabulary primary colours secondary colours texture			Vocabulary: pinch pot thumb pot ceramic		glaze score slip	
To develop observational drawing.			To use paint to explore texture and pattern.			To use impressing and joining techniques to decorate a clay tile				
1) I can recognise and describe shapes in an object to start a drawing.			1) I can explain the word ‘collage’.			1) I can describe my ideas about the work of artist Rachel Whiteread.				
2) I can look carefully to add details.			2) I can choose materials and tools to make textures with paint.			2) I can roll a smooth clay tile				
3) I can use mark-making techniques to add texture.			3) I can mix colours to match something I see.			3) I can create a pattern by pressing into and joining pieces onto my tile.				
Vocabulary: mark-making observation		Outline sketch texture tone	Vocabulary collage texture			Vocabulary: sculpture plaster casting		negative space 3D in relief		
To know how to apply expressions to illustrate a character.			To compose a collage, choosing and arranging materials for effect.			To use drawing to plan the features of a 3D model				
1) I can show expression by drawing eyes, eyebrows and mouths in different ways.			1) I can choose collage materials based on colour and texture.			1)I can draw a house that will be made into a clay tile				
2) I can make quick sketches of people.			2) I can describe how my choices match my ideas.			2)I can decide how to create features like a door, windows and the roof in clay				
3)I can sketch a new character, adding expressions, details and texture.			3) I can try out different arrangements of materials, including overlapping.			3)I can label my drawing clearly				
Vocabulary: emoji emotion expression feeling		illustrator illustration mark-making texture	Vocabulary collage overlap texture			Vocabulary sculpture casting negative space		surface detail in relief impressing		
To know how to develop illustrations to tell a story.			To evaluate and improve artwork.			To make a 3D clay tile from a drawn design				
1) I can recount a familiar story and select key events.			1) I can say what I like or don’t like about artwork.			1)I can use my design to guide my clay work				

2) I can create and draw imaginary scenes for a storybook.		2) I can talk about how I could improve my work.	2)I can use both pressing in and joining clay techniques on my tile	
3)I can use mark making to show different textures.		3) I can choose which materials and tools to use.	3)I can evaluate my finished tile and say how it reflects my design	
Vocabulary: character concertina frame	re-tell story storyboard	Vocabulary detail surface texture	Vocabulary: surface score slip	in relief impressing

National Curriculum: Art: Key Stage 2					
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history.					
Generating ideas	Using sketchbooks	Making skills (including formal elements)	Knowledge of artists	Evaluating and analysing	
	Create sketch books to record their observations and use them to review and revisit ideas	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Taught about great artists, architects and designers in history		

Year 3		
Advent	Lent	Pentecost
Drawing Growing artists	Painting and mixed media Prehistoric painting	End of December available
To know to recognise how artists use shape in drawing.	To apply understanding of prehistoric man made art	
1) I can recognise and draw simple shapes in objects.	1) I can identify features that prehistoric paintings have in common	
2) I can identify both organic and geometric shapes.	2) I can describe why prehistoric people often painted animals	
3) I can use shapes to form the basis of my own drawing.	3) I can look for basic shapes within an animal drawing to help get the proportions of my drawing accurate	
Vocabulary: Arrangement Geometric (A regular shape with straight lines and angles) Line Objects Organic (Irregular, natural shapes) Shape	Vocabulary Prehistoric Sketch Proportion	
To understand how to create tone in drawing by shading.	To understand scale to enlarge drawings in a different medium	
1) I know that tone refers to the light and dark areas of an object or artwork.	1) I can identify key 2D shapes in an image	

2) I can use the side of a pencil so that the lead is flat to the paper.		2) I can scale up a drawing by sketching the simple shapes first	
3) I can shade in one direction, with no gaps and straight edges.		3) I can successfully apply and blend charcoal to create form, tone and shape	
4) I can blend from light to dark to dark light creating smooth tones.		4)	
Vocabulary: Blend Dark Even tones Grip	Light Shading Smooth Tone	Vocabulary: Charcoal Prehistoric Proportion Scaled up	Smudging Texture Tone
To understand how texture can be created and used to make art.		To explore how natural products produce pigments to make different colours	
1) I can create different textures on paper by using a rubbing technique.		1) I can identify and collect coloured natural items to paint with.	
2) I can change the tool or colour that I use to change how my rubbing looks		2) I can describe which natural items made the most successful colours, giving reasons	
3) I can apply the technique of another artist.		3) I can create paints using all natural ingredients as prehistoric artists did	
4) I can tear and shape my rubbings to create a final piece.			
Vocabulary: Cut Frottage Pressure Rubbing	Surface Tear Texture Tool	Vocabulary Prehistoric Cave drawings Pigment	
To apply observational drawing skills to create detailed studies.		To select and apply a range of painting techniques	
1) I can use simple shapes to sketch the form of an organic object.		1) I can mix paint to create a range of natural colours	
2) I can add detail using careful observation.		2) I can experiment with techniques to create different textures	
3) I can add tone using shading skills.		3) I can add fine detail using smaller brushes	
Vocabulary: Botanical Botanist Flower Form Magnified Petal	Scientific Shape Stem Study Tone	Vocabulary Cave style painting Composition	
To explore composition and scale to create abstract drawings.		To apply painting skills when creating collaborative artwork,	
1) I can select an interesting composition.		1) I can work in a group to create a large piece of artwork.	
2) I can draw in a large scale.		2) I can create designs using both positive and negative impressions of my hand.	
3) I can experiment with drawing skills and tools.		3) I can create natural colours using paint.	
Vocabulary: Abstract Composition Expressive Frame Gestural	Mark-making Scale Viewfinder	Vocabulary Handprint Negative image Positive image	

Year 4					
Advent		Lent		Pentecost	
Drawing Power Prints		Painting and mixed media Light and Dark		Sculpture and 3D Mega Materials	
To know how to draw using tone to create a 3D effect.		To investigate different ways of applying paint		To develop ideas for 3D work through drawing and visualisation in 2D.	
		To mix tints and shades of a colour			
1) I can experiment with shading to create different tones		1) I can describe the differences between paintings using art vocabulary		1) I can use my whole arm to draw big shapes.	
2) I can use contrasting tones to make a drawing look three dimensional.		2) I can add different amounts of black paint to mix shades of a colour		2) I can use curved lines to suggest three dimensional shapes.	
3) I can explore more than one way of holding a pencil to create different effects.		3) I can add different amounts of white paint to mix tints of a colour		3) I can name key features of Magdalene Odundo’s artwork.	
Vocabulary: contrast gradient observational drawing shading	shadow three dimensional (3D) tone	Vocabulary portrait landscape shadow tint shade texture contrasting	vivid muted formal patterned detailed abstract figurative	Vocabulary: ceramics form organic shape sculpture sketching	three dimensional tone two dimensional visualisation
To explore proportion and tone when drawing.		To use tints and shades to give a three-dimensional effect when painting		To use more complex techniques to shape materials.	
1) I can explore charcoal as a drawing material.		1) I can describe the way colours change in different lights		1) I can draw a simple design for a three-dimensional piece.	
2) I can look for areas of light and dark, and recreate these using tone.		2) I can add black to make a colour darker and add white to make a colour lighter		2) I can use tools and my hands to carve, model and refine my sculpture.	
3) I can show how big one object is compared to another when I draw.		3) I can use just one original colour in my painting and only change it by adding black, white or water		3) I can work safely with the carving tools.	
Vocabulary: blend charcoal mark-making proportion	shading shadow tone	Vocabulary shadow tint shade		Vocabulary: abstract carving detail figurative hollow	organic shape quarry sculpture surface texture
To know how to plan a composition for a mixed-media drawing.		To explore how paint can create very different effects		To explore how shapes can be formed and joined in wire.	
1)I can use scissors with precision.		1) I can describe how I created a paint effect		1) I can bend the wire to make shapes.	
2) I can make decisions about how to place drawn elements in my composition.		2) I can use a painting tool in a new way		2) I can join wire by twisting and looping it.	
3) I can create contrast by combining different shapes, sizes and textures.		3) I can use tints and shades of colour to make my painted object appear 3D		3) I can add details using smaller pieces of wire.	
				4) I can work safely with the tools and equipment I am using.	
Vocabulary: collage composition contrast highlight	mixed media precision symmetrical wax-resist	Vocabulary dabbing paint paint wash pointillism shade	stippling paint three-dimensional tint	Vocabulary: bending joining mesh pliers sculpture	secure template twisting wire
To know how to use shading techniques to create pattern and contrast.		To consider proportion and composition when planning a still-life painting.		To consider the effect of how sculpture is displayed.	
1) I can draw tone by 'hatching' parallel pencil lines.		1) I can explain what composition means		1) I can make decisions about how to display my sculpture.	
2) I can choose an interesting part of my composition to recreate.		2) I can choose and arrange objects to create my own still-life composition		2) I can compose photographs that present my shadow sculpture as a finished piece.	

3) I can use a range of scratched marks to add contrast and patterns.		3) I can select important detail to include in my composition sketch		3)	
Vocabulary: contrast cross-hatching hatching parallel pattern	shading symmetry three-dimensional tone viewfinder	Vocabulary still life composition	proportion photo-realism	Vocabulary: found objects recycled reused	sculpture typography welding
To know how to work collaboratively to develop drawings into prints.		To apply knowledge of colour mixing and painting techniques to create a finished piece		To choose and join a variety of materials to make sculpture.	
1) I can work co-operatively with my group.		1) I can organise the equipment I will need to paint using my chosen technique		1)I can try different ways of joining materials to make something three dimensional.	
2) I can experiment with printing techniques.		2) I can show light and dark by using tints and shades of colour		2)I can explore combinations of colour and texture.	
3) I can include contrast and pattern in a print.		3) I can show what I have learned about techniques in the way I paint		3)I can decide how to display my sculpture.	
Vocabulary: abstract block print collaborate collaboratively composition contrast	engraving figurative hatching monoprint tone	Vocabulary Tint Shade Still life Composition Three-dimensional		Vocabulary: recycle sculpture three dimensional weaving	

Year 5					
Advent		Lent		Pentecost	
Drawing I need space		Painting and mixed media Portraits		Sculpture and 3D Interactive Installation	
To know how to explore the purpose and effect of imagery.		To explore how a drawing can be developed.		To identify and compare features of art installations.	
1) I can discuss the effect of an image.		1) I can draw a portrait using the continuous line method		1) I can give a definition for installation art.	
2) I can discuss how popular culture can influence art and design.		2) I can vary the size, shape and position of the words for interest		2) I can identify similarities and differences between art installations.	
3) I can explain what retrofuturism means.		3) I can explore the way a background can change the effect of a drawing		3) I can analyse artworks and justify my ideas.	
4) I can evaluate different images using the formal elements.					
Vocabulary: architecture Cold War culture evaluate future futuristic	influence propaganda retro-futuristic Space Race The Soviet Union	Vocabulary: Background Collage Continuous line drawing Paint wash	Portrait Self-portrait Texture	Vocabulary: analyse annotate display evaluate features installation art	location mixed media scale special effects three dimensional (3D)
To understand and explore decision making in creative processes.		To combine materials for effect		To investigate the effect of space and scale when creating 3D art.	
1) I can suggest how a piece of art is created.		1) I can explain what I want my photo composition to be		1) I can justify my opinions of installation artworks.	
2) I can discuss the choices an artist has made.		2) I can decide the best position for my line drawing when copying it onto the background		2) I can work safely when creating my model installation space.	
3) I can make decisions about tools and materials to try in my own work.				3) I can create the effect of a large-scale space when photographing my box.	
4) I can use a range of processes to create a drawing.				4) I can suggest the effect on the viewer of being in my model installation space.	
Vocabulary: continuous	stimuli stimulus	Vocabulary Background	Printmaking Portrait	Vocabulary: atmosphere	props scale

formal elements line medium process	technique texture tone	Carbon paper Composition Mixed media Monoprint	Self-portrait Transfer	installation location performance art	stencil
To develop drawn ideas through printmaking.		To identify the features of self-portraits		To problem-solve when constructing 3D artworks.	
1) I can describe how I think an artwork was made.		1) I can use Art vocabulary to describe similarities and differences between portraits		1) I can adapt everyday objects and make them interesting for the viewer.	
2)I can choose and combine materials based on their texture.		2) I can justify my opinion when discussing the message behind a self-portrait		2) I can make changes and try new ideas if something doesn't work first time.	
3)I can create an effective printing plate that considers how I expect it to print.				3) I can move my object around within a space and find the best way to display it.	
Vocabulary: collagraph composition materials placement print	printing plate printmaking texture	Vocabulary: Evaluate Justify Mixed-media Multi-media	Portrait Research Self-portrait	Vocabulary: concept cultural revolution experience	influence installation revolution
To test and develop ideas using sketchbooks.		To develop ideas towards an outcome by experimenting with materials and techniques.		To plan an installation that communicates an idea.	
1) I can generate ideas about the future.		1) I can justify my opinion when discussing the message behind a self-portrait		1) I can choose a clear message for my installation.	
2) I can record ideas through sketches and visual notes.		2) I can give a definition of 'mixed media'		2) I can identify how my installation idea might make the viewer feel.	
3) I can develop ideas to form a composition for a final piece. For printing:		3) I can try out at least three different ideas when adapting my photograph		3) I can describe how I have considered space, materials and arrangement in my installation.	
4) I can apply printing ink evenly to cover the plate.		4)		4)	
5) I can apply even pressure when printing.		5)		5)	
Vocabulary: collagraph collagraphy future futuristic printing	printing plate retrofuturism roller technique texture	Vocabulary Atmosphere Collage Composition	Mixed media Photomontage Self-portrait	Vocabulary: atmosphere concept elements installation	issue location scale
To apply an understanding of drawing processes to revisit and improve ideas.		To apply knowledge and skills to create a mixed-media self-portrait		To apply their knowledge of installation art and develop ideas into a finished piece.	
1) I can select appropriate tools and materials.		1) I can describe the intention of my self-portrait		1) I can describe how installations can be interactive.	
2) I can choose a drawing technique to produce my drawn idea.		2) I can explain why my choice of medium matches my idea		2) I can show what I have learned about installation art in my final idea.	
3)I can evaluate my work to make improvements.		3) I can use my chosen medium to create a self-portrait that represents an aspect of my identity		3) I can explain the choices I have made when displaying my installation art.	
Vocabulary: collagraph collagraphy print printmaking	replicate technique tracing	Vocabulary: Art medium Atmosphere Collage	Composition Mixed media Self-portrait	Vocabulary: concept evaluation installation art	interact interactive senses

Year 6					
Advent		Lent			
Drawing Make my voice heard		Painting and mixed media Artist study		Sculpture and 3D Making Memories	
To explore expressive drawing techniques.		To understand how to analyse a famous painting		Not available on Kapow yet	

1) I can collect information to identify the key features of Maya art.		1) I can understand that artists tell stories or show feelings in their artwork.		
2) I can explore mark-making using a range of handmade tools		2) I can interpret a picture and suggest its meaning.		
3) I can make comparisons between different artworks.		3) I can look closely at a picture and notice details, describing them using the formal elements.		
Vocabulary: ancient civilisation experimental expressive	imagery mark making mural Maya	Vocabulary interpret meaning narrative	pattern shape tone	
To consider how symbolism in art can convey meaning..		To understand how to find meaning in painting.		
1) I can draw my Maya Spirit companion and consider its meaning.		1) I can describe a picture using the formal elements.		1.
2) I can generate a range of symbols, patterns and colours that represent me.		2) I can respond to a painting by making inferences, justifying my ideas using my own experiences.		2.
3) I can take inspiration from an artist’s style.		3) I can develop a narrative from the elements in a painting.		3.
Vocabulary: aesthetic character traits interpretation Maya modern art	reflective represent spirit companion symbol symbolic	Vocabulary: inference justify	Paula Rego respond	
To apply understanding of the drawing technique chiaroscuro.		To apply drama techniques to explore the meaning of a painting		
1) I can discuss the effect of light and dark on an object and consider how to draw it.		1) I can express how a piece of artwork makes me feel.		1.
2) I can explain the term Chiaroscuro and understand how it can be used for effect.		2) I can compare events in a piece of artwork to current news and the ‘Fundamental British Values’.		2.
3) I can create form by applying chiaroscuro to a tonal drawing.		3) I can use drama to demonstrate my understanding of the meaning of a piece of artwork.		3.
Vocabulary: chiaroscuro dark effect form	light shading technique tone	Vocabulary: companionship John Singer Sargent	support tableau	
To evaluate the context and intention of street art.		To apply interpretation skills to analyse and respond to an abstract painting.		
1) I can discuss the similarities and differences between art styles.		1) I can discuss and describe the work of another artist.		1.
2) I can discuss ideas about what art is or should be and justify choices.		2) I can reflect on the feelings that a painting evokes.		2.
3) I can identify something I feel strongly about and consider how to represent it through a drawing.		3) I can create an abstract piece using personal experiences that reflect how I felt.		3.
Vocabulary: audience commissioned graffiti guerilla imagery	impact issue mural street art	Vocabulary abstract analyse interpret medium	mixed media narrative reflect shape	
To apply an understanding of impact and effect to create a powerful image.		To understand how art can tell stories or portray messages.		
1) I can analyse how an artist conveys a message.		1) I can analyse a painting to make suggestions about its meaning.		1)
2) I can use my creative work to develop an idea, applying drawing techniques for visual impact and effect.		2) I can consider how imagery can convey a message without words.		2)
3) I can work independently, revisiting and reviewing my work to develop it.		3) I can develop my ideas to compose a thought-provoking piece of art.		3)
Vocabulary: composition convey	impact symbols technique	Vocabulary analyse convey	compose message thought-provoking	

develop drawing decisions		composition		
	To develop starting points for creative outcomes.			
	1) I can select an artist who interests me because of their style, ideas or use of materials.			1.
	2) I can use my sketchbook to collect information.			2.
	3) I can develop my ideas to plan a final piece inspired by the chosen artist.			3.
	Vocabulary artist composition final piece intention	media medium style		
	To demonstrate an understanding of painting techniques to make personal choices.			
	1) I can use sketchbook ideas to translate into a larger piece.			1)
	2) I can select different materials and techniques based on my experiences.			2)
	3) I can continue to explore new ideas and try things out.			3)
	4) I can revisit and evaluate my piece to develop it further.			4)
	Vocabulary artist composition evaluation	medium mixed media technique translate		