

Art Knowledge and skills	Phase 1/2	Year 3/4	Year 5/6
Exploring, evaluating and developing ideas.	<p><b>To explore about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (NC)</b></p> <ul style="list-style-type: none"> <li>• Answer questions about their work and start to develop their ideas.</li> <li>• To explain their work and understand how they could develop their ideas.</li> <li>• To record and explore ideas through observations and using their imagination</li> </ul>	<p><b>Explore the differences and similarities within the work of great artists, architects and designers in history. (NC)</b></p> <ul style="list-style-type: none"> <li>• To select and record ideas through observation, experience and imagination.</li> <li>• Make thoughtful observations about their own work and the work of others. Select ideas to improve their work further.</li> </ul>	<ul style="list-style-type: none"> <li>• To select and record ideas through observation, experience, imagination and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about their own work. Select ideas to use and improve their work further.</li> </ul>
Drawing	<p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (NC)</b></p> <ul style="list-style-type: none"> <li>• Use a variety of tools, to draw and layer different media including pencil, crayon, felt tips, ball point pens and chalk.</li> <li>• Begin to explore and experiment with the use of line, shape and colour and <b>pattern</b></li> <li>• Explore ways to draw a figure and begin to experiment with the shape of still life compositions.</li> </ul>	<p><b>To create sketch books to record their observations and use them to review and revisit ideas (NC)</b></p> <p><b>To improve their mastery of art and design techniques, including drawing (NC)</b></p> <ul style="list-style-type: none"> <li>• Explore and <b>make informed choices</b> of media for drawing e.g. different grades of pencil, crayon, felt tips, ball point pens, pastel and charcoal.</li> <li>• Begin to use different media to achieve variations in line, tone, and texture – <b>apply to drawing 3D</b></li> <li>• Begin to draw portraits in proportion, adding shading for detail.</li> <li>• <b>Use research to inspire drawings from memory and imaginative.</b></li> <li>• <b>Explore different views of an object using a view finder.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a wide variety of ways of making different marks both in wet and dry media.</li> <li>• Use different media to achieve variations in line, tone, texture when drawing 3D forms.</li> <li>• Begin to experiment with shadows and reflections using light and shade. Combining different pressures and shading techniques.</li> <li>• <b>Develop a personal style of drawing.</b></li> </ul>
Painting	<p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC)</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of tools and techniques such as different sizes of paint brushes to make different textures such as washes, splatter, stippling etc.</li> <li>• Experiment with mixing secondary colours. extend to tones and shades.</li> <li>• Explore using different types of paint and <b>understand that different paints are used to create different effects.</b></li> <li>• <b>Explore working in different scales.</b></li> </ul>	<p><b>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (NC)</b></p> <ul style="list-style-type: none"> <li>• Use different paint effects such as washes, thick textured paint and <b>explore layering paint with other media.</b></li> <li>• Mix a variety of colours and understand which colours are primary and which are secondary colours Begin to understand and identify complementary colours and warm and cool colours – <b>make and match colours with increasing accuracy.</b></li> <li>• Make independent decisions about colour choices - <b>use the language of tone, tint and shade.</b></li> </ul> <p>Begin to show increasing independence and creativity when painting</p>	<ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary colours, warm and cold colours</li> <li>• Begin to use a systematic approach when mixing colour <b>to include shades and tints using black and white paint.</b></li> <li>• Include texture gained through paint mix or brush technique.</li> <li>• Show an awareness of how paintings are created and begin to demonstrate this through their own work.</li> </ul>
Printing	<ul style="list-style-type: none"> <li>• Make marks using both natural and manmade objects such as shells, leaves, counters and Lego to create a print.</li> <li>• Use the technique of rubbing to create a print. Begin to experiment with a variety of techniques - relief prints and press printing.</li> <li>• Design patterns including repeating, rotating and symmetrical and recognise this pattern within the environment.</li> <li>• <b>Working with a range of processes, controlling materials and tools.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Print using a variety of materials and objects to create layers.</li> <li>• Understand how printing differs from other art processes and how it is used in different cultures.</li> <li>• Begin to use a number of colours to build up in a sequence.</li> <li>• <b>Explore repeating patterns by creating accurate press printing.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Choose the appropriate materials on which to print to suit the purpose.</li> <li>• Evaluate printing methods do certain objects print more effectively than others? If so why?</li> <li>• <b>Experiment with etching as a printing medium using foil containers.</b></li> </ul>
3D Form	<p><b>To use a range of materials creatively to design and make products (NC)</b></p> <ul style="list-style-type: none"> <li>• Manipulate and explore structure with salt dough and play dough to develop skills of rolling, kneading and shaping.</li> <li>• Manipulate clay to create simple thumb pots.</li> <li>• Explore constructions and joins using recycled, natural and manmade materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate clay to for variety of purposes, thumb pots, coil pots and investigate how clay can be joined.</li> <li>• Make a simple papier mache object.</li> <li>• Plan design, make and adapt models</li> <li>• Make informed choices about the 3D technique used for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different materials for sculpture and modelling.</li> <li>• Develop skills in clay, slabs, coils, slips, joins</li> <li>• Make a clay mould and use plaster safely.</li> <li>• Create a sculpture and construction with increasing independence.</li> <li>• Use recycled and manmade materials to create a sculpture</li> </ul>
Art History	<p><b>To explore the work of great artists, architects and designers in history (NC)</b></p> <p>Identify artists who have worked in a similar way to their own work. See programme of study for famous artists, architects and designers.</p>		

Artistic Vocabulary	<b>Drawing:</b> line, shape, thick, thin, light, dark, pattern.	<b>Drawing:</b> Sketch, shade, tone, texture, expression, figure, grades, proportion, form, marks, movement, reflection, imaginative.	<b>Drawing:</b> Figure, form, movement, shade, mood, feeling, tone, texture, shape, marks, line, reflection, pressure, media, observational, style.
	<b>Painting:</b> Primary, thick, thin, mix, wash, stipple, splatter, match, tint, tone, secondary.	<b>Painting:</b> Background, wash, range, effects, accuracy, mix, primary, secondary, colour wheel, mood, shading, layering, expressive.	<b>Painting:</b> Shading, mood, feeling, line, tone, figures, warm, cold, forms, layering, movement, , techniques, tints, light, space, systematic, informed choices, developed own style.
	<b>Printing:</b> Repeat, pattern, print, sponge, textile, design, press, relief, symmetrical, rubbing, designer.	<b>Printing:</b> Printing block, mark making, negative, colour print, materials, sequence, layers, build, line, score.	<b>Printing:</b> Design, line, etch, print, layer, negative space, accuracy, texture, tones, overprint, patterns, effectiveness, styles, free print, control.
	<b>3D Form:</b> Cut, roll, make, texture, tools, shapes, join, line, coil, knead, shape, natural.	<b>3D Form:</b> Texture, shape, mould, adapt, purpose, sculpt, combine, structure, form.	<b>3D Form:</b> Combine, experiment, form, adjust, sculpt, shape, tactile, qualities, scale, interpretation, model, audience.
	<b>Art History:</b> Question, artist, describe, opinion, ideas.	<b>Art History:</b> Express, feelings, describe, likes, dislikes, adapt, inspiration, technique, classical, modern.	<b>Art History:</b> qualities, style, replicate, observe, compare, develop, abstract, technical, architectural, refine, meaning, convey, purpose, culture, influence.

**Blue indicates skills to covered at the upper end of the phase**