

Early Years: Expressive Arts & Design	ELG: Creating with materials		ELG: Fine motor skills		ELG: The natural world		Key vocabulary	
	Children at the expected level of development will: <ul style="list-style-type: none">They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functionCreate simple representations of events, people and objectsChooses particular colours to use for a purposeChildren use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art		Children at the expected level of development will: <ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all casesUse a range of small tools, including scissors, paint brushes and cutleryBegin to show accuracy and care when drawing		Children at the expected level of development will: <ul style="list-style-type: none">Explore the natural world around them, making observations and drawing pictures of animals and plants		ideas draw paint pencil tools scissors nature	
Key Stage One								
Pupils should be taught: <ul style="list-style-type: none">To use a range of materials creatively to design and make productsTo use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceAbout 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								
	Drawing	Painting	Printing	Textiles/3D	Collage	Sketch books	Use of ICT	Key vocabulary
Year 1	I can communicate something about myself in my drawing I know that how I grip a pencil changes the marks that are made I can draw 2D shapes I can create moods/activities in my drawings I can draw using pencils and crayons I can draw lines of different shapes and thickness, using different grades of pencils I know that I can erase marks and perfect the lines that I draw	I can follow basic lines and outlines when I paint I can describe different paints based on their qualities (e.g. watercolours are ‘watery, thin’; acrylic /poster paint is ‘thick’ I know that red, blue and yellow are primary colours I know that how I grip a paintbrush can affect the marks made	I can print with a variety of items (leaves, stampers, pre-made blocks) I can design my own printing block	I can weave with paper I can make a variety of shapes and structures I can cut, roll and coil mouldable materials I can experiment with constructing and joining recycled, natural and man-made materials I can explore materials by tearing, scrunching and rolling to make a collage	I can cut and tear paper and card for collages I can gather and sort materials I will need for my collage I can sort materials according to texture and colour	I am beginning to set out some of my ideas in my sketch book	I can use a simple painting program to create a picture I can use tools in a painting package I can re-open and edit my picture	grip mood thickness primary colours printing block weave shape structure coil construct materials collage

Year 2	I can use different grades of pencils in my drawings	I know that there are different shaped paintbrushes for different purposes	I can create a print inspired by an artist / craft maker / designer	I can join fabric using a stitch	I can create individual and group collages	I am beginning to demonstrate my own ideas through my recordings in my sketch book	I can create a picture independently	blend
	I can use charcoal, pencils and pastels		I can create a repeating pattern	I can create cords and plaits for decoration	I can use different kinds of materials on my collage and explain why they have chosen them		I can use simple ICT mark-making tools e.g. brush and pen tools	pattern
	I can create tones that blend together from light to dark	I know that holding the paintbrush close to the point gives me more control	I can design and make a simple printing block	I can mould clay to achieve a specific criterion		I am beginning to demonstrate a variety of ideas and media in my sketch books		texture
	I can show patterns and texture in their drawings	I know that red, blue and yellow are primary colours and orange, green and purple are secondary colours	I can use objects to create prints	I can add line and shape to my work	I can use repeating patterns in my collage		I can edit my own work	control
	I can use a viewfinder to focus on a specific part of an object before drawing it					I can share my opinion of an artist's piece of work		detail
	I can use drawing as a starting point for work in other materials	I can add black to make darker shades of colour and white to make lighter shades		I can use simple 2D shapes to create a 3D form				refine
	I can draw confidently, using imagination	I know that tones can be blended from light to dark		I can manipulate malleable materials in a variety of ways including rolling and kneading				secondary colours
	I know that holding the pencil close to the point will help with control and detail	I can refine lines to make them sharper and neater						shade
	I know that refining lines increases the accuracy of the drawing							tone
	I can use directional shading (moving the pencil back and forth, using the shape's outer line as a guide)							print
Key Stage Two								
Pupils should be taught:								
<ul style="list-style-type: none"> 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 								
	Drawing	Painting	Printing	Textiles/3D	Collage	Sketch books	Use of ICT	Key vocabulary
Year 3	I know that tone can create contrast in a drawing	I know that paintbrushes can differ in appearance and purpose (flat and rounded brushes)	I can identify pattern in the environment I can carve a design using a scraper tool	I can sew fabric together using running stitch	I can cut accurately I can overlap and layer materials	I can use my sketch book to express feelings about a subject and to describe my likes and dislikes	I can use ICT programs to create a piece of work that includes my own work and that of	tone contrast texture cross hatching hatching

	<p>I can show facial expressions in my drawings</p> <p>I can develop my sketches to produce a more accurate and realistic final piece of work</p> <p>I can use different grades of pencil shades, to show tones and textures</p> <p>I can use cross hatching and hatching to show tone and texture</p> <p>I can represent objects with the correct proportions and perspective</p> <p>I am beginning to use the vanishing point when exploring perspective</p> <p>I can use directional shading to enhance a shape's 3D appearance</p>	<p>I can use directional brush strokes to paint neatly and smoothly</p> <p>I know that paint can be layered to add texture</p> <p>I am beginning to suggest which paints are suitable for certain pieces</p> <p>I know the primary and secondary colours and can mix colours confidently</p> <p>I know that colours can be blended using a gradient</p> <p>I can create light and dark in a painting by using contrasting tones of one colour</p>		<p>I can thread needles and tie a knot</p> <p>I can create 3D pop ups</p> <p>I can add texture to a piece of work</p> <p>I can use Mud Roc to create a simple 3D object</p>	<p>I can experiment using different colours</p> <p>I can use tessellation, mosaic and montage</p>	<p>I can make notes in my sketchbook about techniques used by an artist</p> <p>I can suggest improvements to my work by keeping notes in my sketch book</p>	<p>others (using the internet)</p>	<p>proportion</p> <p>perspective</p> <p>purpose</p> <p>blend</p> <p>gradient</p> <p>pattern</p> <p>tool</p> <p>running stitch</p> <p>mosaic</p> <p>tessellate</p> <p>montage</p> <p>overlap</p> <p>layer</p>
Year 4	<p>I know that scale and proportion are relative to the size of the object</p> <p>I can identify and draw objects that are correctly sized in comparison to others, and use marks and lines to produce texture</p> <p>I know that texture can be created through layering and stippling</p>	<p>I know that paintbrushes can differ in appearance and purpose and can reflect a certain style of painting:</p> <ul style="list-style-type: none"> - round brushes have short hairs. They are a good choice for working on details and making short strokes to help create realism - flat square end brushes are good for bold strokes, washes and filling wide spaces; 	<p>I can create a print using at least four colours</p> <p>I can create an accurate print design using polystyrene</p> <p>I can replicate patterns observed in nature or built up environments</p>	<p>I can use simple textile and sewing skills as part of a project</p> <p>I can use more than one type of stitch – running stitch taught in Y3, introduce cross stitch</p> <p>I can use sewing to add detail to a piece of work</p> <p>I can create tie dye pieces</p>	<p>I can combine materials with different visual and tactile qualities</p>	<p>I can use my sketch book to express my feelings about art and to describe my likes and dislikes</p> <p>I can use my sketch book to adapt and improve my original ideas</p> <p>I can keep notes about the purpose of my work in the sketch books</p>	<p>I can create a piece of art work which includes the integration of digital images I have taken</p> <p>I can combine graphics and text, based on my own research</p>	<p>scale</p> <p>proportion</p> <p>layering</p> <p>stippling</p> <p>figures</p> <p>form</p> <p>movement</p> <p>foreground</p> <p>gradient</p> <p>purpose</p> <p>tertiary</p> <p>complementary</p> <p>contrasting</p> <p>accurate</p> <p>replicate</p> <p>textile</p>

	<p>I can organise lines, tones, shapes and colours to represent figures and forms in movement</p> <p>I can explain why I have chosen specific pencils to draw with</p> <p>I can create objects in the foreground that appear larger than those in the back and midground</p> <p>I can identify areas of shadow and light and blend tones accurately to create soft gradients</p>	<p>they can also be used for fine lines, straight edges and stripes - Filbert flat and oval - shaped end brushes work well for blending and creating soft - rounded edges like flower petals</p> <p>I can choose the correct paintbrush and grip for the intended purpose and outcome</p> <p>I can paint objects that are correctly sized in comparison to others and are accurately proportioned</p> <p>I can make objects in the foreground appear larger than those in the back and midground</p> <p>I know that when painting from observation, I must consistently look at the subject to gauge accurate shape, form, tone and proportion</p> <p>I can choose certain paints for purpose</p> <p>I know that red, blue and yellow are primary colours and orange, green and purple are secondary colours.</p> <p>I can mix primary colours confidently to create secondary colours</p>		<p>I can experiment with and combine materials and processes to design and make a 3D form</p> <p>I can use papier mache to create a simple 3D object</p>		<p>I can make notes in my sketch book about techniques used by an artist</p>		<p>tie dye papier mache visual tactile digital images graphics</p>

		<p>I can create tertiary colours from primary and secondary colours.</p> <p>I know that complementary and contrasting colours are shown on the colour wheel</p> <p>I can identify areas of light and blend tones to create soft gradients</p>						
Year 5	<p>I know that lightly-sketched lines are used to plan concepts</p> <p>I know that objects can be affected by a light source</p> <p>I can clearly mark areas of light and shadow in an observational drawing</p> <p>I can identify and draw objects, and use marks and lines to produce texture</p> <p>I can successfully use shading to create mood and feeling</p> <p>I can blend colours softly with no apparent definition between gradients</p> <p>I can organise line, tone, shape and colour to represent figures and forms in movement</p> <p>I can show reflections</p>	<p>I know that paintbrushes can differ in appearance and purpose to reflect a certain style or movement:</p> <p>using brushes from Y4 and</p> <ul style="list-style-type: none"> - pointed tip brushes are good for sketching, outlining, detailed work and filling in small areas - fan flat brushes have hairs that spread. They are good for smoothing, blending and feathering. They are effective for textural effects, such as for clouds and leaves on trees - detail round brushes have short hairs. They are a good choice for working on details and making short strokes <p>I can select from a range of apparatus when painting</p> <p>I can clearly mark areas of light and shadow</p>	<p>I can print using a number of well-chosen colours and explain my thoughts behind my choices</p> <p>I can create an accurate print design that meets a given criteria, using Lino blocks</p>	<p>I can experiment with and combine materials and processes to design and make 3D form</p> <p>I can plan a sculpture through drawing and other preparatory work</p>	<p>I can combine materials with different visual and tactile qualities to express mood and emotion</p>	<p>I can make notes about how I can develop my work</p> <p>I can use my sketch book to compare and discuss ideas</p> <p>I can make notes in my sketch book about techniques used by an artist</p>	<p>I can create pieces of artwork which include the integration of digital images that I have taken</p> <p>I can combine graphics and text that I have researched myself</p> <p>I can take digital photos and use software to later upload, adapt them and create work with meaning</p> <p>I can create digital images with animation, video and sound to communicate my ideas</p>	<p>concept</p> <p>observational</p> <p>drawing</p> <p>mood</p> <p>definition</p> <p>reflection</p> <p>perspective</p> <p>purpose</p> <p>apparatus</p> <p>texture</p> <p>muted</p> <p>criteria</p> <p>processes</p> <p>design</p> <p>sculpture</p> <p>emotion</p> <p>photography</p> <p>digital images</p>

	<p>I can explain why I have chosen specific materials to draw with</p> <p>I can draw pictures with perspective</p>	<p>I can refine the shapes and lines painted/drawn</p> <p>I can sustain my artwork to produce a balanced finished piece</p> <p>I know that texture can be applied to a surface prior to painting (sand, etc) to enhance the mood of the artwork</p> <p>I know that perspective is used to portray form</p> <p>I can use a colour wheel to identify complementary and contrasting colours</p> <p>I know that when complementary colours are mixed, they will become muted</p> <p>I can blend colours softly with no apparent definition between values</p>						
Year 6	<p>I can successfully communicate emotions in my sketches</p> <p>I explain why I have combined different tools to create my drawings</p> <p>I explain why I have chosen specific drawing techniques</p> <p>I can draw an object from different viewpoints, using my</p>	<p>I know that paintbrushes can differ in appearance and purpose to reflect a certain style or movement: using brushes from Y4 & 5 and -angular flat brushes have angled hairs. They are good for curved strokes and filling corners. Conveys rhythm and flow in an artwork</p>	<p>I can overprint using different colours</p> <p>I can look carefully at the materials I use and make decisions about the effectiveness of my printing methods</p>	<p>I use textile and sewing skills as part of a project Stitches to include: running stitch (Y3), cross stitch (Y4) and teach backstitch.</p> <p>I can sculpt clay and other mouldable materials, adding texture, detail and embellishments</p> <p>I can create models out of wood on a range of scales</p>	<p>I can justify the materials I have chosen</p> <p>I can combine pattern, tone and shape</p>	<p>I can make notes in my sketch book about how I might develop my work</p> <p>I can compare my techniques used to those used by my peers and other artists</p> <p>I can adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my sketch book</p>	<p>I can use software packages to create pieces of digital art</p> <p>I can create a piece of art which can be used as part of a wider presentation</p>	<p>combined techniques perspective mood observational drawing refine viewpoints control consideration overprint evaluate effectiveness backstitch detail sculpt audience</p>

	knowledge of perspective	I know that an artist's technique of applying paint will create a sense of movement or style		I can create work which is open to interpretation by the audience		I can make notes in my sketch book about techniques used by an artist		justify digital art
	I know that tone can affect the mood of the artwork	I know that different viewpoints and perspectives affect a shape's appearance (e.g. some features may be unobservable due to the angle)						
	I can show areas of light and shadow in an observational drawing, based on one or more light sources	I can use my knowledge of primary, secondary and tertiary colours to mix colours of different variations and tone						
	I can independently refine lines, using control and precision	I can paint an object from different viewpoints, using my knowledge of perspective						
	I can use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)	I can refine shapes and lines independently, using controlled strokes						
		I can show consideration when composing a piece						

Progression of knowledge – artists studied

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2: Wassily Kandinsky Spring 1: Buck Brothers & James Paterson Spring 2: Piet Mondrian Summer 2: Matisse, Kahlo, Rembrandt, Van Gogh, Opie	Autumn 2: Yayoi Kusama Spring 1: Rita Greer Summer 2: Henri Rousseau	Autumn 2: William Morris Summer 2: Seurat and pointillism	Autumn 2: Sonia Delaunay	Spring 1: Frida Kahlo	Summer 2: William Morris
<p>I can describe what I can see and like in the work of another artist/craft maker/designer</p> <p>I can ask questions about a piece of art</p> <p>I can say what I like and dislike about a piece of work</p>	<p>I can link colours to natural and man-made objects</p> <p>I can say how other artists/craft makers/designers have used colour, pattern and shape</p> <p>I can create a piece of work in response to another artist's work</p> <p>I can talk about my likes and dislikes in relation to their own work and others</p>	<p>I can compare the work of different artists</p> <p>I can explore work from other cultures</p> <p>I can explore artwork linked to my history/geography Learning Journey focus</p> <p>I am beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work</p>	<p>I can experiment with different styles that artists have used</p> <p>I can explain art linked to my history/geography Learning Journey focus</p>	<p>I can experiment with different styles that artists have used</p> <p>I have learnt about the work of other artists by looking at their work in books, the internet, visiting galleries and other sources of information</p>	<p>I can make notes about the styles and qualities, of a particular artist, that has influenced my work</p> <p>I can say what/who my work is influenced by</p> <p>I can include technical aspects in their work</p>

Progression of artists studied/cross-curricular links

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Reception						
Year 1	History: Toys past and present DT: design, make, evaluate, technical knowledge	Geography: Let's explore the UK Art: Mark Making – The Dot text, Wassily Kandinsky	History: Castles and medieval buildings Art: Buck Brothers & James Paterson	Geography: My world and me Art: Colour Creations – Piet Mondrian & revisit Wassily Kandinsky	History: Travel and transport DT: cooking & nutrition	Geography: Where do I live? Art: mixed media collage Art: Self Portraits - Matisse, Kahlo, Rembrandt, Van Gogh, Opie
Year 2	History: Remembrance	Geography: Map makers Art: Yayoi Kusama	History: The Great Fire of London DT: design, make, evaluate, technical knowledge Art: Rita Greer	Geography: around the world Art: Earth Art	History: Significant explorers in history	Geography: Around the world (continents and oceans) DT: cooking & nutrition Art: Henri Rousseau
Year 3	History: Stone Age to Iron Age Art: Sculpture, sketching & painting	Geography: Our European neighbours Art: William Morris	History: The Ancient Egyptians DT: cooking & nutrition Art: Making a Shaduf (textiles)	Geography: The River Nile Art: Famous Buildings	History: The Roman Empire Art: sketching and shading DT: design, make, evaluate, technical knowledge	Geography: Investigating coasts Art: Seurat and Pointillism
Year 4	History: The Tudors DT: design, make, evaluate, technical knowledge Art: sketching and painting Tudor portraits	Geography: In the desert Art: Sonia Delaunay	History: The changing power of the monarchy	Geography: The United Kingdom DT: cooking & nutrition Art: Recycled Art	History: Crime and punishment	Geography: Plants of the world Art: Plant Art
Year 5	History: Anglo-Saxons and Vikings Art: sketching Viking patterns Art: Street Art		Geography: Village settlers Art: Frida Kahlo	History: The changing role of women DT: design, make, evaluate, technical knowledge	History: The Ancient Maya Art: Chinese Art	Geography: South America DT: cooking & nutrition
Year 6	History: Ancient Greece DT: design, make, evaluate, technical knowledge OR T6	Geography: North America Art: Sculpting Vases	History: World War II DT: cooking & nutrition	Geography: The Caribbean Art: Landscape Art	History: The Victorians DT: design, make, evaluate, technical knowledge OR T1 Art: Decoupage plate & William Morris wallpaper design Art: Express Yourself	