

Drawing								
Year	N	R	1	2	3	4	5	6
Knowledge	<p>Different media can be used to create marks</p> <p>Distinguish between marks made</p>	Know how to draw lines to create simple shapes to represent objects	<p>Know the difference between pencils and crayons</p> <p>Know that pencils have different grades and what each grade means</p>	<p>Know which grade of pencil is most appropriate for a given task</p> <p>Know how and when to use charcoal, pencil and pastel to create different tones, patterns and textures</p> <p>Know how to use a viewfinder</p>	<p>Know a range of facial expressions and how to show these in their drawings</p> <p>Know which pencil grades will produce their desired tones and textures</p>	<p>Know a range of body language and how to represent these in their drawings</p> <p>Know how to show reflections in their drawings</p> <p>Know a range of drawing materials and which are most purposeful for a given task</p>	<p>Know how to create shading</p> <p>Know how to draw figures in movement using line, shape, colour and tone</p>	<p>Know the meaning of the term ‘abstract’</p> <p>Know how to use imagination within drawing</p> <p>Know the effects of combining different drawing tools,</p>
Skills	<p>Hold a mark making tool correctly</p> <p>I can say what my mark is</p>	Use and select simple tools competently and appropriately	<p>Communicate something about myself in drawing.</p> <p>Creating moods</p> <p>Use pencils and crayons</p> <p>Draw lines of different shapes and thickness.</p>	<p>Use three different grades of pencil</p> <p>Use charcoal, pencil and pastels</p> <p>Create different tones</p> <p>Shoe patterns and textures.</p>	<p>Show facial expressions in my drawing.</p> <p>Use sketches to produce final piece of work.</p> <p>Write an explanation of my sketch in notes.</p> <p>Use different grades of pencil shade, to show different tones and texture.</p>	<p>Show facial expressions and body language in their sketches</p> <p>Draw simple objects and using marks and tones to produce texture.</p> <p>Use line, tone, shape and colour to represent figures and form in movement.</p> <p>Show reflections.</p> <p>Show why I have chosen specific materials to draw with.</p>	Use shading to create mood and feeling.	<p>Use sketching to communicating emotions.</p> <p>Explain why I have combined different tools to create drawing</p> <p>Explain why I have chosen specific drawing techniques.</p>
Vocabulary	<p>Draw</p> <p>Pencil</p> <p>Mark</p> <p>face</p>	<p>Crayon</p> <p>Chalk</p> <p>Pens</p> <p>Pencils</p> <p>Person</p>	<p>thick</p> <p>thin</p> <p>Sketch</p> <p>Line</p> <p>Shape</p> <p>Colour</p>	<p>Layer</p> <p>Observation</p> <p>Differences</p> <p>Similarities</p>	<p>Tone</p> <p>Shade</p> <p>Grades of pencil</p>	<p>Smudge</p> <p>blend</p>	<p>Scale</p> <p>Symmetry</p>	Refine and alter

Painting								
Year	N	R	1	2	3	4	5	6
Knowledge	<p>Know the names of colours</p> <p>Know that there are different colours</p>	Know that different colours can be mixed together to make new colours	<p>Know when it is appropriate to use thick and thin brushes</p> <p>Know that red, yellow and blue are the primary colours</p> <p>Know that green, orange and purple are the secondary colours</p>	<p>Know which primary colours need to be mixed to create each of the secondary colours</p> <p>Know which colours need to be mixed to make brown</p> <p>Know that colours can be tinted (made lighter) by adding white</p> <p>Know that colours can be toned (made darker by adding black</p>	<p>Know where red yellow, blue, green, orange and purple are located on the colour wheel</p> <p>Know what colour will be produced from the colours they mix</p> <p>Know what a wash is and how to create a background wash</p>	<p>Know how to create any colour that they need</p> <p>Know how to create shading with paint</p>	Know some methods for creating mood in paintings (e.g. colour, contrasts, placement)	Know about a range of styles of painting (e.g. abstract, conceptual, impressionism, futurism)
Skills	<p>Experiment with colour and marks</p> <p>Explores how colours can be changed</p>	<p>Create simple representations of familiar objects</p> <p>Choose appropriate colours to use for a purpose</p> <p>Use and select simple tools competently and appropriately</p>	<p>Communicate something about myself in painting</p> <p>Create moods in artwork</p> <p>Create a background using a wash</p> <p>Choose thickness of brush as appropriate</p> <p>Paint a picture of something I can see</p> <p>Name primary and secondary colours</p> <p>Mix paint to create some secondary colours</p>	<p>Mix paint to create all secondary colours.</p> <p>Make tints by adding white</p> <p>Make tones by adding black</p>	<p>Know where each colour sits in the colour wheel</p> <p>Create a background using a wash</p> <p>Use a range of brushes to create different effects.</p>	<p>Create all the colours I need</p> <p>Create mood in their paintings</p> <p>Use shading to create mood</p>	<p>Create a range of moods in my painting</p> <p>Express my emotions accurately through painting.</p>	<p>Explain my own style of painting</p> <p>Use a wide range of techniques.</p> <p>Explain why I have chosen specific painting techniques.</p>
Vocabulary	<p>Paint</p> <p>Mix</p> <p>Dab</p> <p>Dip</p> <p>Drip</p> <p>Runny</p> <p>Splash</p> <p>Water</p> <p>Lighter</p> <p>darker</p>	<p>Print</p> <p>Thin</p> <p>Lighter</p> <p>Powder</p> <p>Thick</p> <p>Stroke</p> <p>Dribble</p> <p>Dab</p>	<p>Tools</p> <p>Brush size</p> <p>Colour match</p> <p>Colour mix</p> <p>Primary colours</p> <p>Secondary colours</p>	<p>Technique</p> <p>Warm colours</p> <p>Cold colours</p> <p>Shade</p> <p>Types of paint: Acrylic, water colour etc.</p> <p>Brush mark</p>	<p>Artefact</p> <p>Colour-scheme</p> <p>Colour spectrum</p> <p>vocabulary</p> <p>Colour washing</p> <p>Properties of paint</p>	<p>Tertiary Colours</p> <p>Developed colour</p> <p>Tone</p> <p>Hue</p> <p>Tint</p>	<p>Harmony</p> <p>Composition</p>	<p>Mood</p> <p>Abstract</p>

Printing								
	N	R	1	2	3	4	5	6
Knowledge	Know that hands, feet and fingers can be used to make marks	Know that objects can be used to make marks, not just brushes	Know the technique for printing with sponges, vegetables and fruit Know what a repeating pattern is	Know what the outcomes will be for the different methods of printing: pressing, rolling, rubbing and stamping	Know how to make printing block Know what a two colour print is	Know how to print using a least four colours Know how to design and make a printing block Know how the properties of different materials will affect the outcome of the print	Know how to print using an increasing range of colours Know which materials will be best to print onto for a given purpose	Know what overprint means Know how to use different printing methods
Skills	Print with body parts	Print with a variety of everyday objects Use and select simple tools competently and appropriately	Print with sponges, vegetables and fruit Print on to paper and textiles Create a repeating pattern	Create a print using pressing, rubbing and stamping Create a print like a designer	Make a printing block Make a 2 colour print	Print using 4 colours Create an accurate print design Print on to different materials	Print using a number of colours Create an accurate print design that meets a given criteria Print onto different materials	Overprint using different colours Evaluate methods I have chosen
Vocabulary	Press Roll	Print	Print Sponge Pattern textiles	Outcome designer	Printing block	design	Increasing range purpose	Overprint evaluate

3D/Textiles								
	N	R	1	2	3	4	5	6
Knowledge	<p>Know that blocks can represent different things e.g. a building</p> <p>Know some words to describe textures (e.g. smooth, rough)</p>	<p>Know that blocks can be used to make enclosures</p> <p>Know more words to describe (e.g. gritty)</p>	<p>Know the properties of some fabrics and threads</p> <p>Know what weaving is</p> <p>Know the technique for weaving with fabric and thread</p>	<p>Know some properties of air drying clay</p> <p>Know that air drying clay does not need a kiln to set</p> <p>Know that clay can only be scored before it dries and sets</p> <p>Know how to thread a needle</p>	<p>Know how to create a pop-up</p> <p>Know what running stitch is</p> <p>Know what back stitch is</p>	<p>Know how to use running stitch and back stitch</p> <p>Know how to sculpt clay using their hands</p>	<p>Know how to use a range of sewing skills (e.g. cross stitch, appliqué, embroidery)</p> <p>Know how to sculpt clay and plasticine using: pinching, coiling and on a slab</p>	<p>Know how to plan and measure size and scale</p>
Skills	<p>Experiment with blocks</p> <p>Explore clay</p>	<p>Experiment and combine blocks for effect</p> <p>Explore properties of clay</p> <p>Use and select simple tools competently and appropriately</p>	<p>Add texture by using tools</p> <p>Make different kinds of shapes</p> <p>Cut, roll and coil materials such as clay and dough or plastercine</p>	<p>Make a clay pot</p> <p>Join two pots together</p> <p>Join fabric using glue4Sew fabrics together</p> <p>Create simple representations</p>	<p>Add to my work to create texture and shape</p> <p>Work with life size materials</p> <p>Create pop ups</p> <p>Use sewing to add detail to a piece of work</p> <p>Add texture to a piece of work</p>	<p>Experiment with and combine materials to make a 3D form</p> <p>Sculpt clay and other mouldable materials</p> <p>Use sewing skills as part of a project</p>	<p>Experiment with combining materials to design and make a 3D form</p> <p>Sculpt clay and other mouldable materials</p> <p>Use textile and sewing skills as part of a project (cross stitch, running stitch etc)</p>	<p>Create models using scales</p> <p>Create work which is open to interpretation by the audience</p> <p>Include both visual and tactile elements in my work.</p>
Vocabulary	<p>Smooth</p> <p>Rough</p> <p>Stony</p> <p>Roll</p>	<p>Texture</p> <p>Gritty</p> <p>Coarse</p> <p>Fine</p> <p>Squash</p> <p>Squeeze</p>	<p>Rolling</p> <p>Kneading</p> <p>Shaping</p> <p>Sculpture</p> <p>Texture</p> <p>Join</p>	<p>Care</p> <p>Sculpture</p> <p>Natural</p> <p>Man made</p> <p>Recycled</p> <p>Construct</p>	<p>Manipulate</p> <p>Malleable</p> <p>Construct</p> <p>Transparent</p> <p>slip</p> <p>form</p>	<p>Carving</p> <p>Surface</p> <p>Construct</p>		

Collage								
	N	R	1	2	3	4	5	6
Knowledge	Know scissors are for cutting	Know there are different types of glue Know that there are different joining techniques e.g. split pins,	Know how to cut and tear paper and card to the appropriate size for their task Know how the thickness of a material (e.g. paper/ card) will affects its ability to be cut or torn	Know the effects that different materials will have when collaged (e.g. reflect the light, add texture)	Know how to overlap materials Know what mosaic is Know what montage is	Know what ceramic mosaic is Know what the visual qualities of art are (e.g. line, shape, tone, colour) Know what the tactile qualities of art are (e.g. texture)	Know how the visual qualities of art can show mood and emotion Know how the tactile qualities of art can show mood and emotion	Know the properties of a range of materials that can be used to collage Know how to include pattern, tone and shape in one collage
Skills	To describe different textures	To add something to paint to create a different texture Use and select simple tools competently and appropriately	Cut and tear paper and card for their collages. Gather and sort materials they will need	Use different kinds of materials on my collage and explain why I have chosen them Use repeated patterns in their collage	Cut very accurately Overlap materials Experiment using different colours Use mosaic	Use ceramic mosaic Combine visual and tactile qualities	Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities to express mood and emotion	Justify the materials I have chosen Combine pattern, tone and shape.
Vocabulary	Snip Stick Cut glue	Attach Join Smooth Rough texture	Tear Collage Gather thickness	Effects Collaged Reflect Repeated pattern	Overlap Mosaic montage	Ceramic Visual tactile	Mood emotion	Pattern in collage Tone in collage Shape in collage

Knowledge of artists								
	N	R	1	2	3	4	5	6
Knowledge	Kandinsky circles	Matisse snail	Andy Goldsworthy Paul Klee Georgia O’Keeffe	Gakonga Peter Thorpe Henry Moore	Giuseppe Arcimboldo Frida Kalho	Barbara Hepworth Banksy Harry Malkin	Van Gogh	Lowry Vas Paris Picasso
Skills	Talk about the colours and shapes I can see	Talk about what I can see and how this represents the animal	Describe what I can see and like in the work of another artist. Make sensible questions about a piece of art.	Say how other artists have used colour/pattern and shape. Create a piece of work in response to another artist’s work.	Compare the work of different artists Explore work from other cultures Explore work from other periods of time	Experiment with different styles which artists have used Explain art from other periods of history	Experiment with different styles which artists have used. Learn about the work of artists by looking at their work in books, galleries etc	Explain what their work is influenced by.
Vocabulary	Circles Artist Colour names	Artist Represent style	Develop Differences Similarities	Observation Differences Similarities Foreground Background Annotate	Busy Plain Thick Thin Rough Smooth Swirling Uneven Big Small Colourful Bright Dark Realistic Unrealistic Simple Boring	Simple Fine Dull patterned crowded Flat Natural Colourful Bright Dark Realistic Unrealistic Simple Boring Opaque Translucent Focus	patterned crowded Natural Annotate Develop Reflecting	Distance Symbolic Subtle Complex Complementary Contrasting Adaptation Sources Variation

Use of IT								
	N	R	1	2	3	4	5	6
Knowledge			Know what the ‘fill’ and ‘brushes’ tools do in a painting package Know which tools are available to edit a picture in a painting package	Know how to take a photograph Know how to edit photographs that have been uploaded to a computer	Know how to print a photographs they have taken Know how to conduct a web search	Know how to produce a slide show	Know how to add graphics, text, animation and sound Know how to import digital images they have taken into other software	Know a range of software packages that can be used for digital art
Skills			Make a simple painting program Use tools like fill and brushes in a painting package Go back and change a picture	Create a picture independently Use simple IT mark making tools Edit their own work Take photographs to display different moods Change photographic images on a computer	Use printed images to combine with other media to produce art work Use the web to research an artist or artistic style	Combine graphics and texts based on my research Present a collection of work on a slide show Create a piece of art which includes the integration of a digital image	Create art work which includes the integration of a digital image Combine graphics and texts Use software to alter them and create work with meaning Create digital images with animation and sound	Use software packages to create digital pieces of art. Create a piece of art for a presentation
Vocabulary			Fill Brushes Painting package Tools program	Upload IT mark making tools Edit Photographic images	Print Web search Combine Research Artistic style	Slide show Import Combine Graphics Research integration	Animation Digital	Software package Digital pieces Presentation Digital art