
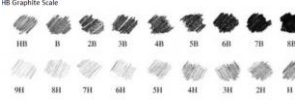
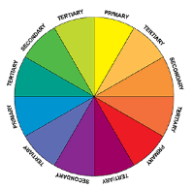


	Day Care	By the end of F1	By the end of F2	By the end of Year 1	By the end of Year 2
Drawing	Begin to hold a range of tools.	With adult support begin to use pinchy parrot grip when drawing	Uses pinchy parrot grip effectively when drawing.	Can hold and use drawing tools with some dexterity and control to represent their observations or memories.	Can make sketches from observation adding light/dark tone, colour and texture. Can explore tone using different grades of pencil, pastel and chalk
Skills	Makes marks.	Draws circles and lines.	Draw and name shapes and lines.	Make a variety of marks with different materials (pencils, chalk, pastels, felt tips, charcoal) on a variety of surfaces (paper and card of different sizes) Draw lines of varying thickness	Select portrait or landscape for their paper orientation suitable to the piece of art. Use lines and dots to create pattern and texture
		Draws faces with features and draws enclosed spaces, giving meaning	Draws bodies of an appropriate size for what they're drawing Draws with detail (bodies with sausage limbs and additional features)	Draw faces using lines to show different expressions. Draw bodies from different directions.	
		Children are able to draw things that they observe	Draw simple things they observe and from memory.	Draw from observation recording shapes and positioning all marks and features.	Can use a view finder to select a view and record what is seen within the frame.
End Points				End point Pete McKee Family portrait drawing	End point Minibeast drawing in the style of Rosalind Monks
Knowledge		Know that marks are created by pushing down. Know that larger tools create thicker lines	Know how to follow the pinchy parrot grip routine to hold drawing tools correctly. Use two hands for drawing, six legs on the floor, BBC, TNT. Know shapes names – rectangle, square, circle and triangle. Know how to describe lines – curved, straight.	Know how to make the mouth eat the pencil and put it in its bed. Use two hands for drawing, six legs on the floor, BBC, TNT. Know that pushing down harder makes lines darker. Know that tracing over lines makes them darker. Know how to describe the thickness of lines – thin, thinner, thinnest, thick, thicker, thickest.	Know how to describe how they have created different textures Know that a viewfinder helps us to focus in on one area of a picture. Know how to add light tones by pressing on lightly and darker tones by pressing on harder.
Key Vocabulary	pencil	colour in, line	straight, curved, circle, square, rectangle, triangle, thick, thin, portrait	line drawing, detail, sketch, self-portrait, thin, thinner, thinnest, thick, thicker, thickest,	light, dark, lighter, darker, landscape, portrait, pastels, chaks, size, space, pattern and texture. 

	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
	Can experiment with the potential of different pencils, exploring their hardness/ softness in creating line, tone and texture.		Interpret texture with a wide range of techniques - hatching, cross- hatching, shading, graduated shading and stippling.	Select the appropriate media and techniques to achieve a particular outcome
	Use different media to achieve a range of light and dark tones- black to white	Can draw with chalk pastels to represent ideas and objects with fluency and accuracy.		
	Make close observational studies exploring how to show light and shadow.	Can identify and draw the effect of light.	Use watercolour pencils with confidence to show light and dark shadows and well lit areas	Change the position of the light source to create different shadow effects
		Show an awareness of space when drawing Use scale and proportion more carefully. Draw things from different viewpoints. Combine images to create a new image.	Begin to develop an awareness of composition, scale and proportion in drawings – foreground, middle ground and background.	Can depict perspective in drawings using a single focal point and horizon. Use a view finder to record what is in the frame. Develop several such studies as visual evidence for a set purpose
End Point	Artist – End point Spear head observational drawing	Artist – Paul Cezanne, Roman sculptures End point Observational drawing of a group of objects – fruit Pencil drawing of figures	Artist – Henry Rosseau End point Watercolour pencil drawing of a rainforest scene.	Artist - Kenojuak Ashevak End point Drawing of an animal based on the work of Kenojuak Ashevak with watercolour and ink. Artist – Ernest Uden End point Painting of wartime street scene
Knowledge	Know that pencils have different grades –  Understand H to B pencil scale. Know that texture is the way something feels or looks like it feels. Know that tone is the lightness or darkness of something. Know that shade is created by light being blocked.	Know how to blend chalk pastels to merge colours. Know how to use pastels to create light and dark effects. Know how the scale relates to the size of an object to another. Know how proportion is the relative size of parts of a whole.	Describe drawing techniques – hatching, cross-hatching, shading, graduated shading and stippling. The foreground, middle ground, and background divide the landscape into different planes that the artist uses to create a sense of depth. Know that the foreground is closer to the viewer so the objects appear larger. Know that the background is further away so objects appear smaller in size and duller in colour and contain less detail.	Perspective drawings make 2D objects appear three dimensional. A one-point perspective drawing means that the lines of perspective will eventually meet at one point called the vanishing point. The horizon line represents where the sky meets the land or sea in a picture. Shapes that travel into the distance follow the perspective lines in the direction of the vanishing point.
Vocabulary	Smudge, blend, shadow, form.	scale, proportion, outline	hatching, cross-hatching, shading, graduated shading, stippling, foreground, middle ground	perspective, vanishing point, horizon

	Day Care	By the end of F1	By the end of F2	By the end of Year 1	By the end of Year 2
Painting Skills	Use pre-made paints.	Use pre-made paints and are able to name colours With adult support use the powder paint routine. Change water for clean water when needed. Mix primary colours to appropriate consistency	Mix primary colours to make secondary colours Independently use the powder paint routine.	Experiment with the consistency of paint when colour mixing. Add black or white to alter shades and tints.	Secure knowledge of mixing primary colours to make secondary colours. Make a secondary colour wheel. Use colour and painting skills to create/suggest a place, time or season.
	Can hold a paintbrush in the palm of their hand	Hold and use thick paintbrushes.	Hold a paintbrush effectively according to the size of the brush. Use thin brushes to add detail. Stay within drawn lines when using a thin brush on small paper.	Select different brushes to explore and make marks of different thickness Apply paint with a range of tools	
	Enjoys using hands, feet and fingers to paint		Select additional tools (stamps, rollers) to improve their painting		Use a range of different tools to investigate mark-making eg different sized brushes, sponges, ends of dowel to create particular effects
			Explore adding other materials to paint to create different textures eg glue, sand, sawdust.	Apply paint to make a background using wide brushes or other tools such as sponges	
End Points			Artist – Van Gogh End point Painting of Kimberworth at night in the style of Van Gogh's Starry Night	Artist – Henri Edmond-Cross End point Seaside painting using pointillism	
Knowledge		Know and name the primary colours – blue, red and yellow Know to change the water when needed.	Know how to mix the primary colours to create secondary colours Red + yellow= orange, blue + yellow = green, red + blue = purple Know the powder paint routine – left to right, water, sponge, paint, palette.	Know that the thicker the brush the wider the mark, the thinner the brush the more detail can be added. Know to add more powder to make the paint thicker and more water to make the paint thinner. Know that adding black makes the paint darker and adding white makes it lighter.	Know how to mix the primary colours to create secondary colours Red + yellow= orange, blue + yellow = green, red + blue = purple
Vocabulary	brush, paint	mix, palette, sponge, dip, colour names – red, blue, yellow.	colour names – red, blue, yellow, green, purple, orange, black, white, stamp, roller, texture, thick, thin.	Wash, dab, brushstroke, consistency, wide, darker, lighter.	Primary colours, secondary colours, shade, texture,
	By the end of Year 3		By the end of Year 4	By the end of Year 5	By the end of Year 6

Painting	Mix colours effectively using the correct language - shade, tint, primary and secondary.	Create a colour wheel to show relationships between primary colours , secondary colours and tertiary colours . Create different colour hues by adding colours other than black or white to lighten or darken.	Use watercolours effectively – swirling the paintbrush in water and palette first. Brush the watercolour straight onto the paper	Create a wide colour palette, demonstrating their mixing techniques Use acrylic and watercolours effectively to create pieces. Use acrylic paint by building up layers of paint. Add water to lighten.
	Apply paint in different ways to create a particular effect/ texture - dotting, scratching, splashing. Choose different types of brushes for specific purposes.	Use warm and cold colours and apply to their own work	Explore the use of colour in texture.	Mix and match colours to create atmosphere. Identify and use complementary and contrasting colours.
	Plan how paint will be applied to a painting- what area/ colour to begin with	Create paintings from their own sketches	Plan to create particular effects by using their gathered knowledge of various tools and techniques.	Use sketches from observation to help plan a painting, using studies from different view points.
End Point	Artist – Carl Warner End point Imaginative sweet inspired scene	Artist – Vincent Scarpace End point Sea creature painting	Artist – Edvard Munch End point Watercolour painting of medicine bottles	Artist – Lucy Arnold End point Butterfly painting on canvas.
Knowledge	Primary colours are used to make other colours. They are red, yellow and blue. These three colours are unable to be created by mixing any other colours. Secondary colours are made by mixing two primary colours. Know how to use a small section of the palette to mix colours effectively. Know that paint can be used in different ways to create effects.	Know that shade is a colour darkened with black and tint is a colour lightened with white. Know that you start with the background and let it dry before adding the foreground and detail. Know that a hue is a colour in its purest form. Adding more of a hue makes the colour stronger. Know that thin brushes are effective for adding detail and larger brushes are effective for adding backgrounds and covering larger surfaces. Know that warm colours evoke feelings of warmth and cold colours evoke feelings of coolness.	Know that a tertiary colour is made from equal parts of a primary and secondary colour.  Know that texture can be added to paintings spattering or stippling. Know how to apply watercolours by wetting the paintbrush and palette and adding paint directly to the paper.	Know how to pour acrylic paint Know how to paint with acrylic by building up layers of paint and adding water to lighten. Know complementary and contrasting colours.
Vocabulary	Foreground, background, tint, shade, hue, pure	Warm colours, cold colours,	Spattering, stippling, absorb, and tertiary colours	Impression, oil paints, acrylic paint

	Day Care	By the end of F1	By the end of F2	By the end of Year 1	By the end of Year 2
Sculpture/ 3D	Builds towers by stackings objects	Builds walls to create enclosed spaces	Builds simple models using walls, roofs and towers. Builds models which replicate those in real life. Uses a variety of resources – loose part play. Use a wide range of natural, man-made and recycled materials to sculpt/ construct with		
	Explores clay Explores dough.	Makes marks in clay	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Handle and manipulate plasticine and found objects to represent something known and add surface texture Replicate pattern and texture in the style of a particular artist.	Use a variety of techniques - rolling, carving, pinching and cutting Create a variety of different textures using different tools
End Point				Artist William Morris End Point Plasticine imprint for printing	Artist – Andy Goldworthy End point Clay tile inspired by nature.
Knowledge		Know how the shape of clay can be changed.	Know how clay can be flattened with a rolling pin. Know that tools imprint marks in clay.	Know how to make an imprint in clay.	Know how to add natural materials to clay. Know how to create different textures and patterns in clay. Know how to use a clay tile cutter.
Vocab		Cut, stick, tape,	Shapes, join, pull, push, on, below, next to, above, pinch, squash, twist, roll.	Materials, texture, natural and man-made,	Statue, sculpture, model, work of art, 3D, sculptor, carving, tile cutter.

	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Sculpture/ 3D	Sculpt clay, showing an understanding of shape, space and form, ensuring work has a purpose Begin to use slip and scoring technique.	Respond to sculptures and craft artists to help them adapt and make their own work Develop slip and score technique	Explore how a stimulus can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture. Fully plan, design a sculpture considering all the techniques and knowledge they have acquired Explore the properties of different media to inform their design	
	Create a coil pot.	Create a sculpture of a figure	Develop cutting and joining skills - using wire, slip	
		Create textured surfaces using variety of tools	Recreate 2D images into 3D form looking at one area in particular - recreate Egyptian patterns and images in Egyptian mask.	
	Artist – Greek artefacts End point Clay coil pot	Artist – Roman Sculptures End point Clay body sculpture	Artist – Egyptian artefacts End point Egyptian inspired death mask	
Knowledge	Know how to create a coil with clay. Know how to join clay with the slip and scoring technique	Know how to model clay to create different shapes.	Know the key terms slab, coil and slip Know the different tools used in clay modelling Know different materials are moulded in different ways Know incising is where lines are drawn into the clay.	
Sculpture/ 3D work Vocabulary	Assemble, edging, combine, rigid, slab, coil, mould,	Trimming, slip, score and form	Installation, geometric, malleable, incising.	

	Day Care	By the end of F1	By the end of F2	By the end of Year 1	By the end of Year 2
Collage	Explores different materials. Use glue sticks with support	<p>Use glue spatulas with support</p> <p>Use glue sticks and glue spatulas independently</p> <p>Add other materials to develop models and pictures - tissue paper, glitter, shavings</p> <p>Beginning to weave (gross motor)</p>	<p>Join items in a variety of ways – Sellotape, masking tape, string, ribbon</p> <p>Join items with glue or tape</p> <p>Weave independently.</p>	<p>Experiment with sorting and combining a variety of different materials that have been cut or torn to create their own arrangement</p> <p>Create colours to make a background</p> <p>Begin to cut shapes with some accuracy</p>	<p>Select different materials from set resources considering content, shape, surface and texture</p> <p>Select, sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea</p> <p>Add texture by mixing materials</p> <p>Use glue/adhesives to place cut and torn shapes onto a surface to convey an idea</p>
End Point				<p>Artist – Eric Carle</p> <p>End point</p> <p>Pet collage using the technique of Eric Carle</p>	<p>Artist – Obinna Makata</p> <p>End point</p> <p>Gradient collage using different fabrics and pen and ink design.</p>
Knowledge		<p>Know how much glue to add to the spreader.</p>	<p>Know how to join two pieces together with tape.</p> <p>Know some materials can be torn and some cannot</p> <p>Know how to tear masking tape.</p>	<p>Know that a collage is using different materials to build up and create a picture</p>	<p>Know that inspiration for art can be taken from all around us including illustrations.</p>
Collage Vocabulary		<p>Glue spatula, fabric, collage, stick,</p>	<p>Layer, positional language, Sellotape, making tape, ribbon, string.</p>	<p>Cut, place, arrange, background.</p>	<p>Surface, texture, tear, features,</p>

	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Collage	<p>Cut multiple shapes with scissors and arrange/ stick these on a surface for a specific purpose</p> <p>Select colours and materials to create effect, giving reasons for their choices</p> <p>Use environments as a stimulus for a mixed media work to convey an atmosphere</p> <p>Experiment with creating mood, feeling, movement and areas of interest using different media</p> <p>Refine work as they go to ensure greater precision</p> <p>Learn and practise technique of overlapping</p> <p>Interpret stories, poems and other stimuli and represent these using mixed media elements</p>		<p>Arrange and create accurate patterns</p> <p>Select and use materials and adhesives to assemble and represent a surface or thing eg flower</p> <p>Embellish a surface using a variety of techniques – drawing or painting</p> <p>Add collage to a painted background to create texture, mood or detail</p> <p>Plan and design a multi-media collage considering each of the material's properties</p> <p>Select and use cutting tools and adhesives with care to achieve a specific outcome</p> <p>Embellish decoratively using more layers of materials to build complexity and represent the qualities of the flower.</p>	
End point	<p>Artist – Robin Brooks</p> <p>End point</p> <p>Mixed media collage inspired by Pompeii</p>		<p>Artist – Beatriz Milhazes</p> <p>End point</p> <p>Concentric collage using mixed media</p>	
Knowledge	<p>Know how to use materials to create a textured effect.</p> <p>Know how to describe their choices for specific materials and designs. Know how to overlap materials on top of each other.</p>		<p>Know how to add small amounts of glue to attach fabrics.</p> <p>Know to add fabric to paper to make it easier to cut.</p> <p>Know to create the background before adding a collage.</p>	
Collage Vocabulary	<p>Texture, shape, form, overlapping/ overlaying, tessellation, pattern and effect</p>		<p>Arrange, fixative, adhesive, montage, media, multi-media, decorative.</p>	

	Day Care	By the end of F1	By the end of F2	By the end of Year 1	By the end of Year 2
Printing	Print with large blocks and larger sponges	Print with small blocks, small sponges, fruit, shapes and other resources	Create patterns or meaningful pictures when printing	<p>Explore and create patterns and textures with a range of found materials - leaves, fruit, seeds</p> <p>Take rubbings from a textured surface</p> <p>Repeat a pattern, randomly placed or tiled in a grid with a range of blocks</p> <p>Monoprint by marking onto an ink block or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure block</p> <p>Can demonstrate a range of techniques eg rolling, pressing, stamping and rubbing</p> <p>Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image</p> <p>Can take rubbings from differing textures to understand and inform their own prints</p> <p>Experiment by repeating, overlapping and irregular patterning</p>	
End Point				<p>Artist – William Morris</p> <p>End point</p> <p>Wallpaper inspired by nature</p>	
Knowledge			Know that printing is created by pressing an item in paint or ink and pressing onto a surface.	<p>Know that printing can create a repeated pattern</p> <p>Know that when printing, colour fades</p> <p>Know that printing can use an indent to create a pattern</p> <p>Know that a print gives a reverse image</p> <p>Know that repetition is created by using the same print multiple times</p>	
Printing Vocabulary			Print, pattern, sponge, press, surface.	Shape, printing, printmaking, printing block, rubbing, tile, surface, press, grid, pattern, texture, monoprint, repeat.	

	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Printing	<p>Use sketchbooks to record textures and patterns</p> <p>Replicate patterns from observations</p> <p>Explore colour mixing by overlapping coloured prints</p> <p>Explore man-made and natural patterns when creating print designs</p> <p>Make printing blocks pressing into a polystyrene tile surface.</p> <p>Explore colour mixing through printing, using 2 coloured inks on a roller.</p>			<p>Make connections between own work and patterns in local environment.</p> <p>Use sketchbooks to collate ideas for a print design and make a printing block or tile for a specific purpose.</p> <p>Create and arrange own abstract repeating patterns accurately.</p> <p>Develop techniques in mono, block and simple relief printing.</p> <p>Explore printing techniques used by artists.</p> <p>Design prints for eg fabrics, book covers, wallpaper or wrapping paper</p> <p>Combine 2 or more prints designs.</p> <p>Recreate a scene and detail remembered, observed or imagined through collage relief 'collagraph' printing using card and mark making tools to control line, shape, texture and tone</p>
End Point	<p>Artist – Elizabeth Catlett</p> <p>End point</p> <p>Ammonite print from drawn design</p>			<p>Artist –</p> <p>End point</p>
Knowledge	<p>Know that printing tools can be created in a variety of ways</p> <p>Know the choice of printing material can impact pattern and texture</p>			<p>Recognise the importance of pattern in reflecting the environment in which it is created</p> <p>Know printing can take the form of a repeated patterns or sequence of prints. Know abstract does not represent real-life or reality</p>
Printin	<p>Line, pattern, texture, polystyrene tile, inking roller, relief tile, Monoprint, pressure and overlapping</p>			<p>Collagraph, tone, abstract</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Work of other Artists -	<p>Describe a picture created by an artist.</p> <p>Experiment with a technique that an artist uses.</p>	<p>Name artist.</p> <p>Compare artwork and discuss similarities and differences. Discuss likes and dislikes.</p> <p>Explore techniques used e.g. painting and creating texture on paper.</p>	<p>Name the artist.</p> <p>Know the time period in which they live/d, where they live/d.</p> <p>Discuss what they like/ dislike about the art.</p> <p>Know the subject of their work and how it is created – techniques used.</p>	<p>Name the artist.</p> <p>Know the time period in which they live/d, where they live/d/, the subject of their work</p> <p>Express an opinion on the work/image. Look and describe what they see, think and feel when looking at the work of art/ artists.</p> <p>Use their inspiration from artists and designers to create their own work and compare.</p>	<p>Name the artist.</p> <p>Know the time period in which they live/d. Identify different art forms and suggest reasons for the artist's intention or the meaning of the art work.</p> <p>Express an opinion on the artist's work and refer to techniques used and effect created.</p> <p>Use inspiration from artists to create their own work and compare, evaluate.</p>	<p>Knowledge</p> <p>Research into artists' lives - identify different art forms and suggest reasons for the artist's intention or the meaning of the art work.</p> <p>Give detailed observations about artists' work. Compare and contrast artists. Explore how the art makes you feel.</p> <p>Use inspiration from artists to create their own work and compare, evaluate against techniques.</p>	<p>Their name</p> <p>Research the subject of their work, important elements of their biographies which influenced their works</p> <p>Express an opinion on an artist's work giving detailed reasons for their views/thoughts and referring to specific effects and techniques</p> <p>Use inspiration from artists to create their own work. Reflect upon and refine their work inspired by a famous artist and the development of their own art skills</p>
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