

	KS1	Year 3			Year 4			Year 5			Year 6	
Knowledge of artists/ craftspeople/ designers	Study significant works of art, craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a competent level.	To know about and describe (developing their use of language about the formal elements of art) the work of some artists/ craftspeople/ designers and give personal opinion about it, talking about what they like.			To know about and describe (developing their use of language about the formal elements of art) the work of some artists/ craftspeople/ designers and give personal opinion about it, talking about what they like in more complex ways. Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.			Study significant works of art using the following method, using their own research to inform their understanding: Content – Describe the art, comment on how social, historical factors affect the work. Process – When & how made? What materials & techniques are used? Formal elements – line, tone, colour, shape, form, comp, pattern, texture. Mood – what emotions does the work convey?			Study significant works of art using the following method, using their own research to inform their understanding: Content – Describe the art, comment on how <u>social</u> , historical factors affect the work. Process – When & how made? What materials & techniques are used? Formal elements – line, tone, colour, shape, form, comp, pattern, texture. Mood – what emotions does the work convey?	
Artist study focus	Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. They recognise when they are using these qualities and describe their intentions.	Stone age artists	Portraits Picasso	Patterns Bridget Riley	Land art Andy Goldsworthy	Illustration Axel Scheffler	Typography Banksy	Still Life Andy Warhol Roy Lichtenstein Kathy Burman	Landscapes Seurat J Turner David Hockney	Islamic Art	People in Action Leonardo Da Vinci Keith Haring Marcel Duchamp	Jurors Chairs Hew Locke
		Vocabulary										
	Early years:	surface, medium, material, background, surface, rag-rolling, rubbing, texture, mark making, tools, printing, stone age, cave painting	primary, secondary colour shape abstract, portrait, shading, tone, realistic, geometric, sketching collage, face on, side on, perspective, proportion	pattern, repeating, symmetry, rotation, warm colours, cold colours, op-art, optical illusions, monochrome, design, collagraph	bold, texture, environment, landscape, foreground, line, form mood, camouflage, exaggerated, nature, layers. outline, layering, pressure repeating overlapping, compare, natural, unnatural, discrete, foreground, Colour theory	Content Process Mood, Illustrator, style, image, technique, cartoon, expression, exaggeration animation, subject, continuous, observe, watercolour wash.	Lettering Font Design Graffiti Stencil Freehand Trace Calligram Intersect Orientation	Objects Medium Light source 2D, 3D Pop art Colour theory	Landscape, rural, urban, natural, man-made, Pointillism Composition Reproduce Vanishing point Horizon line Grid Accuracy Digital	Vegetal Geometric	Motion/movement. Mixed media vibrant, monochrome, tints, shades, , contrast Line- blurred, parallel, crisp mural, Shutter speed harmonious colours.	Bronze Carve Relief Score Sculpt Acrylic Form Poster paint acrylic
	Year 1:											
	Year 2:											
Generating Ideas	Children should understand how to develop ideas over time. They express ideas about	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.			Children continue to use sketchbooks in similar ways to year 3 and they become a very personal space for recording learning. They are used to plan initial			Pupils confidently use sketchbooks for a range of purposes, in similar ways to year 4. They record observations; develop			Children build on their sketchbook use from year 5. They record observations and research of artists and themes. Use a sketchbook for	

	things they want to make. They use their imagination to invent and create and can select aspects of significant art to incorporate in their own work.	They might make art from things they can see from observation; their natural and man-made environment, photographs etc. then translate them into new materials. Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.	ideas in more detail and show evidence of children adapting work as they review their progress.	ideas; test materials; plan and record information. They take risks when trying out materials, investigate and explore the properties of materials. Through experimentation they reflect on what works and doesn't. They produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	a range of purposes, pleasure, thoughts, ideas & expression. They use materials with increasing experimenting and taking risks over choices of media. They make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.
Making	To use a range of materials creatively to design and make products. Children develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.	Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Select and use appropriately a variety of materials and techniques in order to create their own work.	Investigate the qualities of different materials and processes. Apply the technical skills they are learning to improve the quality of their work.	Confidently investigate and use new and unfamiliar materials in original ways. Use their technical expertise to make work that effectively shows their ideas and intentions.	Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Independently select and effectively use relevant processes in order to create successful work.
Paint including colour theory	Pupils have increased ability to control brushes and paint to render ideas & observations. They should have used different paints and surfaces, be able to mix primary & secondary colours confidently and use different painting techniques such as stippling, dripping, spattering etc.	Can mix primary colours to create secondary colours and use these terms. Can understand why artists use warm/ cool colours. Can explore how to create texture with paint, using different tools to convey an idea. Can paint neatly and with control for edges, line and detail.	Can mix primary and secondary colours to create tertiary colours. Can use colour to show mood and feeling. Can apply appropriate amounts of paint to a surface. Can choose the correct size of brush for a specific purpose. Can show an awareness of the natural environment through careful colour mixing. Can create a painting from design and research that conveys an idea/ emotion.	Can mix tertiary colours and understand the term 'harmonious colours' i.e. Those that are next to each other in the colour wheel. Can apply paint and colour in the style of different artists. Can consider symbols, form, shapes and composition when planning work that is based on other artists/ cultures. Can control the amount of paint and water they use well for different purposes. Can control the density of paint they use with darker, more intense shades in the foreground for landscapes.	Can understand the term contrasting colours on opposite sides of colour wheel and how artists use them for particular purposes. Can add black to create shades and adding white to create tints, layering these to create a sense of perspective. Can select from different methods to apply tools and techniques in different ways to express feeling or for a particular purpose. Can paint neatly and carefully when required but can use a looser style where the purpose suits it. Can suggest why certain types of paint are better for certain purposes e.g. poster/watercolour/acrylic.
Drawing	Pupils should be able to draw basic lines and shapes with increasing confidence to create more complex forms. They should have drawn and made marks using a range of media and surfaces, drawn from observation and imagination and developed their ability to shade and colour neatly & evenly.	Can use line to represent objects that are seen, remembered or imagined. Can make line and shape drawings from observation, adding light and dark tones by using shading and knowing how to apply different pressures to achieve this. Can draw things from different viewpoints and combine these. Can use tools such as viewfinders/ mirrors to select part of an image. Understand how simple rules of proportion apply to drawing of facial features. Can use a greater range of mark making techniques to represent surfaces using pencil and other tools.	Uses line, shape, tone to represents objects that are seen, remembered or imagined. Can design fonts in different styles for specific purposes. Uses drawing tools with increasing control and dexterity. Can use and combine colour carefully to convey ideas.	To draw shapes, using techniques to represent 3D form, showing the effect of a light source. Can explore tone with different grades of pencil and other media. Can show good understanding of light and dark areas on form. Can shade areas neatly and smoothly. Can blend chalk and charcoal. Can select a view and use a viewfinder. Can begin to draw environments to give the impression of depth, becoming aware of how to make objects appear further away by applying rules of perspective.	Can select media/ technique themselves for a particular outcome. Can select, use and manipulate a range of drawing tools with control and dexterity to make accurate observations. Can produce a set of drawings to plan for a creative piece. Can observe action and movement to create quick studies, going back to earlier drawings to make improvements. Can understand the term 'proportion' and how rules of proportion apply to figure drawing.

Texture/ collage	Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Embellishments may be added to create texture by etching, appliqueing etc.	Can overlap objects in front/ behind for a purpose. Represent a stimulus using mixed media elements.	Can cut multiple shapes with scissors and arrange these on a surface for a purpose. Can experiment with different media to create mood/ interest/ movement.	Can use natural/urban environment to create mixed-media work. To use layering and overlapping to create a collage piece, considering how colour and texture are represented.	Can cut and use adhesives with precision when creating collage work. Can use drawing, fabric, printing etc. to embellish a surface and combine text and photographs to create a study of a piece of artwork.
3D work/ form	Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create forms & make things they have designed, invented or seen.	Can create textured surfaces using a variety of tools.	Can create a sculptural piece with form. Can comment on the work of sculptors and compare with their own work.		Can explore how 3D work is produced from a stimulus as a starting point with a focus on shape/ form/ colour/ pattern/ texture. Can develop their own response to a stimulus when designing a 3D form. Can create 2D images in 3D. Can use tools, techniques and materials imaginatively to express ideas and feelings.
Printing and pattern	Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork to explore patterns, for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.	Can cut a simple template to make printed shapes. Can compare own designs and pattern-making with designers. Can design a pattern made up of two or more motifs. Can understand the term 'symmetry'. Can explore lines, marks and tones by monoprinting onto a range of papers. Can design prints for a purpose. Can discuss patterns in natural and man-made environments. Create copy patterns accurately and invent their own for a particular purpose.	Can make a stencil as a method for creating an image that can be repeated.	Can create two different styles of block print with shapes and images and rotate this to create a circular motif. Can interpret and explain the meaning behind patterns in different cultures. Can describe tessellations and create geometric patterns.	
Photography/ digital	Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images.	Can plan the use of a camera to take a specific photo(s) including use of flash in low light. Can use zoom to frame an image and choose dynamic viewpoints. Can show awareness of mood/ feelings/ emotions when interpreting photography of others. Can create a repeating pattern using digital media.	As year before but with a more developed skill.	Can use a drawing package/ app to create a visual image.	Can plan, take and process digital photographs, working as part of a group, experimenting with shutter speed to create a sense of movement. To use editing software to manipulate an image.
Evaluating	Pupils can identify similarities and differences in their own and others' work. They can make choices and decisions. They give and receive constructive praise and criticism.	Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. Describe their thoughts, ideas and intentions. Use evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.	As year before but with a more developed response.	Pupils should fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt. Make careful and considerate judgments about own & others work. Use evaluation to understand what they need to do to improve & that all artists do this.	They should develop greater knowledge about the role of art in society. Provide a reasoned evaluation of both their own and professionals' work which talks about its stating points, intentions and impact. They should understand how to improve it, accepting criticism of other pupils.

