

Art and Design	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<p>Handles a paintbrush with increasing control.</p> <p>Gives meaning to marks as they paint.</p> <p>Explores what happens when they mix colours.</p>	<p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p>	<p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p>	<p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p>	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p>	<p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>
Collage	<p>Experiments to create different textures.</p> <p>Combines different media to create new effects.</p>	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Include lines and texture.</p>	<p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>	<p>Select and arrange materials for a striking effect.</p>	<p>Ensure work is precise.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p>	<p>Mix textures (rough and smooth, plain and patterned).</p>	<p>Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques.</p>
Sculpture	<p>Constructs with a purpose in mind, using a variety of resources.</p>	<p>Use a combination of shapes to create a sculpture.</p> <p>Begin to use rolled up paper, straws, paper, card and clay as materials.</p> <p>Begin to use techniques such as rolling, cutting, moulding and</p>	<p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p>	<p>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting detail.</p>	<p>Create and combine shapes to create recognisable forms (e.g. Shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p>	<p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>

		carving.					
Drawing	<p>Handles a pen/ pencil with increasing control.</p> <p>Gives meaning to marks as they paint.</p> <p>Create simple representations of events, people and objects.</p>	<p>Colour (own work) neatly following the lines.</p> <p>Draw lines of different sizes and thickness</p>	<p>Show different tones by using coloured pencils.</p> <p>Show pattern and texture by adding dots and lines.</p>	<p>Use different hardness of pencils to show line, tone and texture.</p> <p>Sketch lightly without using a rubber to correct mistakes.</p>	<p>Annotate sketches to explain and elaborate ideas.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Use shading to show light and shadow.</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p>	<p>Choose a style of drawing suitable for the work (e.g. Realistic or impressionistic).</p> <p>Use lines to represent movement.</p>
Print	<p>Uses simple techniques competently (e.g. printing)</p>	<p>Use objects to create prints (e.g. Fruit, vegetables or sponges).</p>	<p>Use repeating or overlapping shapes.</p> <p>Mimic print from the environment (e.g. Wallpapers).</p> <p>Press, roll, rub and stamp to make prints.</p>	<p>Use layers of two or more colours.</p> <p>Make printing blocks (e.g. From coiled string glued to a block).</p>	<p>Replicate patterns observed in natural or built environments.</p> <p>Make precise repeating patterns.</p>	<p>Build up layers of colours.</p>	<p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>
Textiles	<p>Manipulates materials to create a planned effect</p>	<p>Join materials using glue and/or a stitch.</p> <p>Use weaving to create a pattern.</p>	<p>Use plaiting.</p> <p>Use weaving to create an effect.</p>	<p>Use basic cross stitch and back stitch.</p> <p>Shape and stitch materials.</p>	<p>Quilt, pad and gather fabric.</p> <p>Create weavings.</p> <p>Colour fabric.</p>	<p>Show precision in techniques.</p>	<p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p>
The Greats		<p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>		<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>		<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists</p>	

						Create original pieces that show a range of influences and styles.	
General knowledge	Mondrian (primary colours / roads / straight lines) Matisse – The Snail (minibeasts/colour naming)	Van Gogh – Sunflowers (plants) Starry Night (times of day)	Monet – Waterlillies (exploring landscape)	Picasso – Self Portrait / Weeping woman	Moore Hepworth Hockney – Garrowby Hill Angel of the North Venus de Milo Christ the Redeemer	Hockney – Mother (Altering images) Degas – Ballerinas (movement) Rembrandt	Modern – Warhol – Marylin Damien Hirst – Shark Banksy Women – Kahlo / Maya Lin / Georgia O’Keefe Religious paintings: Michelangelo Gaudi and Da Vinci
Concepts	Line	Creation	Style	Form	Message	Mood	Intent
Vocabulary	Paint Brush Mix Colours	Mix Primary colours Lines Texture Sculpture Rolling Cutting Moulding Carving Thickness Joining	Arrange Pattern Repeating Overlapping Printing Press Stamp Rub Plaiting Weaving	Textures Striking Detail Hardness Tones Sketching Stitching	Mood Precise Coiling Overlapping Tessellation Mosaic Montage Expression Annotate Hatching Cross Hatching Shadow Repeating Quilting Pad Gathering	Combine Rough Smooth Plain Patterned Proportion Interpretation Carve Texture Pattern Reflection Shadow Direction of sunlight Movement Perspective Layers Precision	All prior vocab plus: Tint Mood Visual Tactile Ceramic Framework Stability Form Style Realistic Impressionistic Fine detail