

EYFS Provision						
Expressive Arts – Art development	Nursery			Reception		
		<ul style="list-style-type: none"> <li>Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes E.g. Day to day within continuous provision areas</li> <li>Knows same colour words – primary colours E.g. When painting, drawing or exploring within the creative area.</li> <li>Drawings have some resemblance to people, objects E.g. Children will learn to draw a recognisable picture of themselves – body and a head, arms and legs and some facial features</li> <li>Choose colour for a purpose E.g. When painting Autumn leaves</li> <li>Draw around the outline of a shape E.g. Making simple pictures with 2D shapes</li> <li>Talk about what they are drawing E.g. Discussion as children work</li> <li>Make simple marks based on own experiences E.g. Children have lots of opportunities to draw pictures of their families, create lists and create pictures of places they have been.</li> <li>Form prints with simple objects – leaf, hand</li> <li>Use paints and brushes to make simple marks – available within continuous provision</li> <li>Use fingers, hands, cardboard in paint to make marks - available within continuous provision</li> <li>Choose and stick different papers to layer E.g. making collage Easter eggs</li> </ul>			<ul style="list-style-type: none"> <li>Use variety of art tools with greater accuracy E.g. observational paintings of sunflowers using fine brushes</li> <li>Produce recognisable drawings of people and objects E.g. Painting self-portraits using mirrors</li> <li>Draw with precision around the outline of shapes E.g. Using 2D shapes to create shape patterns and pictures.</li> <li>Articulate what they are drawing to an adult E.g. discussion with adults as children work</li> <li>Develop language of colour (secondary colours) and mix colours to make new colours E.g. Colour mixing to make skin colour for their portraits.</li> <li>Make marks using shape and pattern on a range of surfaces E.g. making marks in the sand tray, on the pavement with chalks.</li> <li>Develop simple patterns by printing with objects using range of materials E.g. Fruit and vegetable printing during Harvest</li> <li>Use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy E.g. During continuous provision in creative area</li> <li>Create a simple collage E.g. Of the seaside using mixed media</li> <li>Use fabrics to weave E.g. On a large weaving frame outdoors</li> </ul>	
	<p><b>Artists</b> Jackson Pollock Antony Gormley – local artist</p>	<p><b>Artists</b> L.S. Lowry Frank Bowling – British artist</p>	<p><b>Artists</b> Andy Warhol Annie Kennerley – local artist</p>	<p><b>Artists</b> Georges Seurat Norman Cornish – local artist</p>	<p><b>Artists</b> Van Gogh Tom McGuinness - local artist</p>	<p><b>Artists</b> Banksy Lubaina Himid – British artist</p>
Skills	Y1	Y2	Y3	Y4	Y5	Y6
Vocabulary	Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk, Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick, Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine, Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom	Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina, Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface, Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing, Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate	Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder, Charcoal, Composition, Negative image, Pigment, Positive image, Proportion, Smudging, Scaled up, Sketch, Texture, Tone, Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space, Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform	Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print, Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Prehistoric, Pointillism, Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape,	Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop, Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium, Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution,	Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience, Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking, Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection, Photomontage, Image, Dada, Composition,

				Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving, Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry	Concept, Elements, Interact, Interactive, Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate	Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion
<b>Drawing</b>	Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings.	Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.	Using botanical drawings and scientific plant studies as inspiration, pupils draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.	Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.	On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.
<b>Painting and mixed media</b>	Exploring colour mixing through paint play, children use a range of tools and work on different surfaces.	Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools.	Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.	Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.
<b>Sculpture and 3D</b>	Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture.	Developing their ability to work with clay, children learn how to create simple thumb pots and use techniques such as cutting, shaping, joining and impressing into clay.	Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures.	Exploring the way different materials can be shaped and joined, creating their own sculptures.	Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.	Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
<b>Craft and design</b>	Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks.	Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.	Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.	Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.	Investigating the built environment through drawing and printmaking, creating their own building designs, exploring ideas behind the symbolism of monument design.	Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.
<b>Generating ideas</b>	<b>Make your mark</b> Explore their own ideas using a range of media. <b>Colour splash</b> Explore their own ideas using a range of media. <b>Paper play</b> Explore their own ideas using a range of media. <b>Woven wonders</b> Explore their own ideas using a range	<b>Tell a story</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <b>Life in colour</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <b>Clay houses</b> Begin to generate ideas from a wider range of stimuli, exploring different media	<b>Growing artists</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <b>Light and dark</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <b>Abstract shape and space</b> Generate ideas from a range of stimuli	<b>Powerprints</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <b>Prehistoric painting</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	<b>I need space</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome <b>Portraits</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas	<b>Make my voice heard</b> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <b>Artist study</b> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <b>Making memories</b>

	of media.	and techniques. <b>Map it out</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	and carry out simple research and evaluation as part of the making process. <b>Ancient Egyptian scrolls</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	<b>Mega materials</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <b>Fabric of nature</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	towards an outcome. <b>Interactive installation</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <b>Architecture</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <b>Photo opportunity</b> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Sketch-books</b>	<b>Make your mark</b> Use sketchbooks to explore ideas in an open-ended way. <b>Colour splash</b> Use sketchbooks to explore ideas in an open-ended way. <b>Paper play</b> Use sketchbooks to explore ideas in an open-ended way. <b>Woven wonders</b> Use sketchbooks to explore ideas in an open-ended way.	<b>Tell a story</b> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. <b>Life in colour</b> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. <b>Clay houses</b> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. <b>Map it out</b> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	<b>Growing artists</b> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <b>Abstract shape and space</b> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <b>Light and dark</b> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. <b>Ancient Egyptian scrolls</b> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	<b>Powerprints</b> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. <b>Prehistoric painting</b> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <b>Mega materials</b> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. <b>Fabric of nature</b> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	<b>I need space</b> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <b>Portraits</b> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <b>Interactive installation</b> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <b>Architecture</b> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	<b>Make my voice heard</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <b>Artist study</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <b>Making memories</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <b>Photo opportunity</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills</b>	<b>Make your mark</b> Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. <b>Colour splash</b> Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. <b>Paper play</b> Experiment with paint, using a wide	<b>Tell a story</b> Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. <b>Life in colour</b> Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.	<b>Growing artists</b> Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. <b>Light and dark</b> Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. <b>Abstract shape and space</b>	<b>Powerprints</b> Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. <b>Prehistoric painting</b> Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a	<b>I need space</b> To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. <b>Portraits</b> Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend	<b>Make my voice heard</b> Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. <b>Artist study</b> Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. Consider materials, scale and techniques

	<p>variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p> <p><b>Woven wonders</b> Able to select materials, colours and textures to suit ideas and purposes. Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration. Apply knowledge of a new craft technique to make fibre art.</p>	<p><b>Clay houses</b> Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.</p> <p><b>Map it out</b> Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p>	<p>Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D.</p> <p><b>Ancient Egyptian scrolls</b> Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.</p>	<p>range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p> <p><b>Mega materials</b> Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</p> <p><b>Fabric of nature</b> Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context.</p>	<p>original ideas. Combine a wider range of media, eg photography and digital art effects.</p> <p><b>Interactive installation</b> Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently.</p> <p><b>Architecture</b> Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>	<p>when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale.</p> <p><b>Making memories</b> Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.</p> <p><b>Photo opportunity</b> Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p>
<p><b>Knowledge of artists</b></p>	<p><b>Make your mark</b> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><b>Colour splash</b> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><b>Paper play</b> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><b>Woven wonders</b> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p>	<p><b>Tell a story</b> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p><b>Life in colour</b> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p><b>Clay houses</b> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p><b>Map it out</b> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p>	<p><b>Growing artists</b> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p><b>Light and dark</b> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p><b>Abstract shape and space</b> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p><b>Ancient Egyptian scrolls</b> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p>	<p><b>Powerprints</b> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p><b>Prehistoric painting</b> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</p> <p><b>Mega materials</b> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p><b>Fabric of nature</b> Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p><b>I need space</b> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Portraits</b> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Interactive installation</b> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Architecture</b> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p><b>Make my voice heard</b> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Artist study</b> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Making memories</b> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><b>Photo opportunity</b> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>

<p><b>Evaluating and analysing</b></p>	<p><b>Make your mark</b> Describe and compare features of their own and other's art work.</p> <p><b>Colour splash</b> Describe and compare features of their own and other's art work.</p> <p><b>Paper play</b> Describe and compare features of their own and other's art work.</p> <p><b>Woven wonders</b> Describe and compare features of their own and other's art work.</p>	<p><b>Tell a story</b> Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p> <p><b>Life in colour</b> Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p> <p><b>Clay houses</b> Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p> <p><b>Map it out</b> Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p><b>Growing artists</b> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> <p><b>Light and dark</b> Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p> <p><b>Abstract shape and space</b> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> <p><b>Ancient Egyptian scrolls</b> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p><b>Powerprints</b> Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p> <p><b>Prehistoric painting</b> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p> <p><b>Mega materials</b> Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p> <p><b>Fabric of nature</b> Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p><b>I need space</b> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p><b>Portraits</b> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p><b>Interactive installation</b> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p><b>Architecture</b> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p><b>Make my voice heard</b> Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p><b>Artist study</b> Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p><b>Making memories</b> Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p><b>Photo opportunity</b> Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
<p><b>Colour</b></p>	<p>Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple</p>	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination. Know that colour can be used to show how it feels to be in a particular place, eg the seaside.</p>	<p>To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.</p>	<p>Know that using light and dark colours next to each other creates contrast. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
<p><b>Form</b></p>	<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>	<p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece.</p>	<p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>

<b>Shape</b>	Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.	To know that negative shapes show the space around and between objects. To know that artists can focus on shapes when making abstract art.	To know how to use basic shapes to form more complex shapes and patterns.	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know how an understanding of shape and space can support creating effective composition.
<b>Line</b>	Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings.	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	To know that different drawing tools can create different types of lines.	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	To know how line is used beyond drawing and can be applied to other art forms.
<b>Pattern</b>	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	To know that patterns can be irregular, and change in ways you wouldn't expect. To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
<b>Texture</b>	Know that texture means 'what something feels like'. Know that different marks can be used to represent the textures of objects. Know that different drawing tools make different marks.	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Know that painting tools can create varied textures in paint.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials.	To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
<b>Tone</b>	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.