

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop ideas	<ul style="list-style-type: none"> <li>respond positively to ideas and starting points;</li> <li>explore ideas and collect information;</li> <li>describe differences and similarities and make links to their own work;</li> <li>try different materials and methods to improve;</li> </ul> <p>key vocabulary: work, work of art, idea, starting point, observe, focus, design, improve.</p>		<ul style="list-style-type: none"> <li>use sketchbooks to record ideas;</li> <li>explore ideas from first-hand observations;</li> <li>question and make observations about starting points, and respond positively to suggestions;</li> <li>adapt and refine ideas;</li> </ul> <p>key vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.</p>		<ul style="list-style-type: none"> <li>review and revisit ideas in their sketchbooks;</li> <li>offer feedback using technical vocabulary;</li> <li>think critically about their art and design work;</li> <li>use digital technology as sources for developing ideas;</li> </ul> <p>key vocabulary: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>	
Paint	<p>Year 1: Superheroes (Paul Klee)</p> <ul style="list-style-type: none"> <li>name the primary and secondary colours;</li> <li>experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>mix primary colours to make secondary colours;</li> <li>add white and black to alter tints and shades;</li> </ul> <p>key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke,</p>		<p>Year 3: Summer (Banksy)</p> <ul style="list-style-type: none"> <li>use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>create different textures and effects with paint;</li> </ul> <p>key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone.</p>		<p>Year 5: Summer</p> <ul style="list-style-type: none"> <li>create a colour palette, demonstrating mixing techniques;</li> <li>use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> </ul> <p>key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, pointalism.</p>	

Drawing	<p>Year 2 Aut 2</p> <ul style="list-style-type: none"> <li>• draw lines of varying thickness;</li> <li>• use dots and lines to demonstrate pattern and texture;</li> <li>• use different materials to draw, for example pastels, chalk, felt tips;</li> </ul> <p>key vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Year 4: Habitats</p> <ul style="list-style-type: none"> <li>• experiment with showing line, tone and texture with different hardness of pencils;</li> <li>• use shading to show light and shadow effects;</li> <li>• use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>• show an awareness of space when drawing;</li> </ul> <p>Key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Year6: Aut 1</p> <ul style="list-style-type: none"> <li>• use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>• depict movement and perspective in drawings;</li> <li>• use a variety of tools and select the most appropriate;</li> </ul> <p>key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, portrait, graffiti.</p>
Sculpture	<p>Year 2: Aut 1 Mexican Masks</p> <ul style="list-style-type: none"> <li>• use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>• use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>• use a variety of shapes, including lines and texture;</li> </ul> <p>key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Year 3: Romans</p> <ul style="list-style-type: none"> <li>• select colours and materials to create effect, giving reasons for their choices;</li> <li>• refine work as they go to ensure precision;</li> <li>• learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul> <p>key vocabulary: texture, shape, form, pattern, mosaic.</p>	<p>Year 6</p> <ul style="list-style-type: none"> <li>• plan and design a sculpture;</li> <li>• use tools and materials to carve, add shape, add texture and pattern;</li> <li>• develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>• use materials other than clay to create a 3D sculpture;</li> </ul> <p>key vocabulary: form, structure, texture, shape, mark, soft, join, cast.</p>

Collage	<p>Year 1: Spring 2: Memories</p> <ul style="list-style-type: none"> <li>• use a combination of materials that have been cut, torn and glued;</li> <li>• sort and arrange materials;</li> <li>• add texture by mixing materials;</li> </ul> <p>key vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>Year 4: Aut 1</p> <ul style="list-style-type: none"> <li>• select colours and materials to create effect, giving reasons for their choices;</li> <li>• refine work as they go to ensure precision;</li> <li>• learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul> <p>key vocabulary: texture, shape, form, pattern, mosaic.</p>	<p>Year 5: Spring</p> <ul style="list-style-type: none"> <li>• add collage to a painted or printed background;</li> <li>• create and arrange accurate patterns;</li> <li>• use a range of mixed media;</li> <li>• plan and design a collage;</li> </ul> <p>key vocabulary: shape, form, arrange, fix.</p>
Print	<p>Year 1: Summer 2 (Fruit)</p> <ul style="list-style-type: none"> <li>• copy an original print;</li> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> </ul> <p>key: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Year 3: Stone Age</p> <ul style="list-style-type: none"> <li>• use more than one colour to layer in a print;</li> <li>• replicate patterns from observations;</li> <li>• make printing blocks;</li> <li>• make repeated patterns with precision;</li> </ul> <p>key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Year 5: Aut 2</p> <ul style="list-style-type: none"> <li>• design and create printing blocks/tiles;</li> <li>• develop techniques in mono, block and relief printing;</li> <li>• create and arrange accurate patterns;</li> </ul> <p>key vocabulary: hammering, pattern, shape, tile, colour, arrange,</p>
Textiles	<p>Year 2: Spring 1</p> <ul style="list-style-type: none"> <li>• show pattern by weaving;</li> <li>• use a dyeing technique to alter a textile's colour and pattern;</li> <li>• decorate textiles with glue or stitching, to add colour and detail;</li> </ul> <p>key vocabulary: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>Year 4: Egyptian</p> <ul style="list-style-type: none"> <li>• select appropriate materials, giving reasons;</li> <li>• use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li>• develop skills in stitching, cutting and joining;</li> </ul> <p>key vocabulary: pattern, line, texture, colour, shape, turn, thread, needle, textiles, decoration</p>	

	Paul Klee (paint) Michelle Reader (3D)	Frida Kahlo	Banksy Keith Harding (Painting)	Henri Matisse (Matisse)	Seurat (pointillism)	Muirhead Bone (Sketching) Antony Gormley (Sculpture)
Links to other Artists	<ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designers;</li> <li>express an opinion on the work of famous, notable artists;</li> <li>use inspiration from famous, notable artists to create their own work and compare;</li> </ul>		<ul style="list-style-type: none"> <li>use inspiration from famous artists to replicate a piece of work;</li> <li>reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> </ul>		<ul style="list-style-type: none"> <li>give detailed observations about notable artists', artisans' and designers' work;</li> <li>offer facts about notable artists', artisans' and designers' lives;</li> </ul>	