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| Materials  |
| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Enjoy playing with a variety of textiles and fabrics.Create collages using a range of materials.Discuss colour, shape and texture. | Pattern: use a range of materials (with different textures) creatively to design and make products. Use a wide range of patterns. Discuss differences in patterns, building up vocabulary. | Pattern, texture, form: use a limited choice of materials to design and make products. Create and use a wide range of patterns and colours. Identify manmade and natural patterns. Choose for effect and purpose. | Introduce a wide range of artwork made from different materials. Choose one for in depth analysis. Evaluate and analyse pattern, texture and form. Replicate the work to gain understanding and improve technique. | Experiment with visual texture and pattern using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate, beginning to use more complex vocabulary. | Record, revisit and review their ideas in their sketchbooks. Choose from a range of materials (e.g. pencil, charcoal, paint, clay) thinking about their properties. | Refer to sketch books and use them for planning. Choose from a range of materials (e.g. pencil, charcoal, paint, clay) and justify their choices using complex vocabulary. |
| Key vocab: | Key vocab: | Key vocab: NaturalManmade  | Key vocab:NaturalManmade,Rangoli patterns | Key vocab: | Key vocab:Shading, Perspective, Light, Shadow, Distance, Vanishing Point. | Key vocab: |

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| Drawing |
| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Enjoy mark-making using a variety of media.Use and begin to control a range of media.Draw on different surfaces and discuss what happens. | Line, shape: use drawing as a medium to replicate artwork and create individual artwork including ideas from their imagination and real experiences. Focus on using lines of different thicknesses and known geometric shapes. | Line, shape: refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create self-portraits.Begin to sketch people and objects varying the pressure on the pencil. | Pencil, charcoal: develop sketching skills using charcoal and pencil. Incorporate previously learned techniques i.e. varying line, shape (geometric and irregular), colour and space. | Develop further sketching skills using charcoal and pencil. Choose the appropriate techniques i.e. line, shape, colour and space. Introduce the concept of negative space. Evaluate beginning to use more complex vocabulary. | Experiment with shading and perspective to create form and texture. Evaluate choice of line, shape, colour and space. | Use a variety of techniques to create form and texture i.e. shading, perspective, line, shape, colour and space.Evaluate choices using complex vocabulary. |
| Key vocab: | Key vocab: | Key vocab:Sketch(ing) | Key vocab: | Key vocab: | Key vocab:Line, shape, colour and space. | Key vocab: |

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| Painting  |
| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore using and mixing paint.Experience a range of colours, collecting and naming colours.Use various implements (e.g. feathers, matchsticks, sponges) and paint on different surfaces. | Investigate using and mixing primary colours. Start to make colours lighter or darker without black or white paint.Use painting as a medium to develop and share ideas. Involve experiences and imagination. Start to choose appropriate tools. | Begin to control painting techniques e.g. layering, mixing and adding texture.Paint from own experiences or imagination. Begin to lighten and darken paint using black or white.Choose appropriate tools more independently. | Review and revisit ideas: use paints to recap on the techniques previously learned. Review and evaluate work. Create different effects and textures according to the task. Develop use of layering and mixing techniques. | Develop watercolour technique by conducting an in depth analysis of a watercolour painting. Comment on the form, line, technique and other observations. Form and discuss opinions. Evaluate beginning to use more complex language.Mix watercolour paints to create their own artwork. | Plan, create and evaluate a painting using watercolours.Refer to the sketch book and use it for planning. Evaluate using more complex language.Mix and match watercolour paints to create atmosphere and light effects. | Review, revisit and critically evaluate their work. Edit by painting over their work. Recreate a well-known piece or an element of the piece. Use the colour wheel to use “harmonious colours” and “contrasting colours”.Mix and match a range of different paints (including acrylics) to create atmosphere and light effects. |
| Key vocab: | Key vocab:Primary coloursSecondary colours | Key vocab:ShadesTints TextureLayers  | Key vocab:Tint, shade, texture | Key vocab: | Key vocab:Water colour, Brush stroke, wash, mixing, colour, light, dark | Key vocab: |

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| Sculpting  |
| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Enjoy a range of malleable media e.g. clay, papier maché, salt dough.Build and construct sculptures using a variety of objects e.g. recycled, natural and man-made materials. | Experiment in a variety of malleable media and manipulate in a variety of ways e.g. pinching, rolling, kneading, impressing.Shape and model for a purpose e.g. pot, tile.Use tools and equipment safely. | Use equipment and media with increasing confidence.Shape, form, construct and model from observation and imagination.Use surface patterns and textures when appropriate. | Use equipment and media with confidence. Secure work to continue at a later date.Join two parts successfully. Construct a simple base for extending with other shapes.Produce more intricate surface patterns. | Make a slip to join pieces of clay.Produce a mock-up before making a final piece. Adapt work where necessary and explain why.Begin to model over a framework.Use recycled, natural and man-made materials to produce sculptures.Begin to carve sculptures. | Develop understanding of different ways of finishing work e.g. glazing, painting, polishing.Gain experience modelling over a framework.Plan sculpture including how to join parts.Continue to carve sculptures. | As independently as possible plan, create and evaluate a sculpture incorporating form, pattern and texture. Demonstrate experience in relief and free-standing work.Work around a framework.Use imagination and experience to influence work. Evaluate and edit using complex language.Carve confidently. |
| Key vocab: | Key vocab: | Key vocab: | Key vocab: | Key vocab: | Key vocab:Material, finishing, moulding, indentation, tools, smooth, rough, texture. | Key vocab: |

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| Artists  |
| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Discuss what an artist is.Show children some famous pieces of artwork (Archimboldo) and help them to produce their own versions. | Link their work to well-known artists (Picasso).Make links to the local artistic community.Andy Goldsworthy – link to outdoor learning. | Make links to the local artistic community (Sculpture Park). Examine work from well-known and local artists. Produce own artwork based on what they have learnt and evaluate their work. | Refer back to artists, architects and designers in history for inspiration or comparison.Nick Rowland – link to volcanos Jackson Pollock, | Link to history (Ancient Greece topic).How has art become a valuable part of our history? Andy WarholContinuously refer back to artists, architects and designers in history for inspiration or comparisonHokusai- the wave | Peter Thorpe – abstract space artCompare and contrast painters of different monarchs throughout history.  | L. S. Lowry – link to WWII charcoal drawing and painting style using only 5 colours.Evelyn DunbarRefer back to artists, architects and designers in history for inspiration or comparison. |
| Key vocab: | Key vocab: | Key vocab: | Key vocab: | Key vocab: | Key vocab:Portrait, facial features, silhouette, framing.  | Key vocab: |