

			
<h2>Every Year</h2>			
<h3><u>Exploring and Developing Ideas</u></h3>			
<p>Record and explore ideas from first hand experiences.</p> <p>Develop their ideas- try things out and change their minds.</p> <p>Look at the work of a range of artists.</p>	<p>Record and explore ideas from observations.</p> <p>Develop ideas- try things out and change their minds</p> <p>Look at the work of an artist/ craftsperson, sculptor or designer.</p> <p>Experiment with using artists' techniques or styles in their own work.</p>	<p>Select and record from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting point for work and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Use techniques or styles of artists, craftspeople, sculptors or designers to influence their own work</p>	<p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Talk confidently about own artwork and start to make choices about different media</p> <p>Explore and research the roles and purposes of artists, craftspeople, sculptors or designers working in different times and cultures</p> <p>Incorporate ideas, techniques or styles of artists, craftspeople, sculptors or designers in their own work</p> <p>Adapt their work according to their views, as the work progresses.</p> <p>Annotate their feelings, reflections and approaches in their sketchbook.</p>
<h3><u>Evaluating and Developing Work</u></h3>			
<p>Talk about their artwork and say what they like about it.</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Consider how they might be able to make their own work better another time</p> <p>Talk about the work of an artist, craftsperson, sculptor or designer expressing their opinions about their work.</p>	<p>Ask and answer questions about own artwork and that of other people.</p> <p>Describe how they used techniques or styles of artists, craftspeople, sculptors or designers in their own work.</p> <p>Talk about how they might adapt their work and describe how they might develop it further in the future.</p>	<p>Compare ideas, methods and approaches in their own and others' work.</p> <p>Talk confidently about how the work of different artists, craftspeople, designers or sculptors has influenced their work</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Explain clearly how they would change their work in future pieces.</p>
<h3><u>Sketchbooks</u></h3>			
	Experiment with drawing skills	Experiment with drawing skills	Experiment with drawing skills

## Art Key Learning Progression

	<p>Begin to use sketchbooks in the development of their art work</p> <p>Use sketchbooks to collect and record ideas for their work.</p> <p>Express ideas or feelings about their work in the sketchbooks</p>	<p>Use sketchbooks in the development of their art work.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Annotate work in sketchbooks</p>	<p>Use sketchbooks in the development of their art work.</p> <p>Use a sketchbook to collect and develop ideas from a variety of sources including observation, photographs and digital images.</p> <p>Make detailed annotations within their sketchbook, reflecting on their own work and that of an artist/ designer or sculptor</p>		
<b>Vocabulary</b>					
colour, artist, like, don't like, pattern	designer, artist, try, change, record, look closely, sketchbook, sculptor, view finder	add notes, annotate, adapt, starting point, observation, craftsman, designer, similarities, differences, technique, style	media/medium, reflect, inspiration, annotate, influence, impact, research		
<b><u>Drawing Skills</u></b>					
<p>Draw from observation and imagination</p> <p>Experiment with a range of media e.g. pencils, crayons, felt tips, chalk.</p> <p>Control the types of marks made with the media.</p> <p>Hold a pencil correctly when drawing.</p> <p><b>Lines and Marks</b> Draw on different surfaces with a range of media.</p> <p><b>Shape</b> Make shapes by joining lines</p>	<p>Draw from observation and imagination</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, paint.</p> <p><b>Lines and Marks</b> Draw different types of lines/marks Draw on different surfaces with a range of media Name, match and draw lines/marks from observations. Invent new lines</p> <p><b>Shape</b> Observe and draw shapes Invent new shapes</p> <p><b>Tone</b> Investigate tone by exploring how to create light and dark tones with the pressure on the pencil when drawing lines, shapes and patterns</p> <p><b>Texture</b> Investigate textures by describing, naming, rubbing, copying</p>	<p><b>Focus: Portraits and Figures</b></p> <p><b>Lines and Marks</b> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks</p> <p><b>Tone</b> Experiment with different grades of pencil and other implements to achieve variations in tone</p> <p><b>Texture</b> Create textures with a wide range of drawing implements</p> <p><b>Shape</b> Experiment with different grades of pencil and other implements to draw different shapes</p>	<p><b>Focus: Still Life</b></p> <p><b>Lines and Marks</b> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil crayon, chalk pastels, pens etc.</p> <p>Use different grades of pencil and other implements to create lines and marks within their drawings</p> <p><b>Tone</b> Choose different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><b>Texture</b> Add textures to drawings</p> <p><b>Form</b> Begin to show an awareness of objects having a third dimension and how to use shading and tone to achieve different effects</p>	<p><b>Focus: Buildings</b></p> <p><b>Lines, Marks, Tone, Form &amp; Texture</b> Explore dry media to make different marks, lines, patterns and shapes within a drawing</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes</p> <p>Explore colour mixing and blending techniques with coloured pencils</p> <p>Explore different techniques for different purposes i.e. shading, hatching, within their own work</p> <p><b>Perspective &amp; Composition</b> Begin to use simple perspective in their work using a single focal point and horizon</p> <p>Help children understand the process for creating a detailed drawing using their ideas.</p>	<p><b>Focus: Landscapes</b></p> <p><b>Lines, Marks, Tone, Form &amp; Texture</b> Use dry media to make different marks, lines, patterns and shapes within a drawing</p> <p>Use wet media to make different marks, lines, patterns, textures and shapes</p> <p>Use colour mixing and blending techniques with coloured pencils</p> <p>Use different techniques for different purposes i.e. shading, hatching, within their own work</p> <p>Start to develop their own style using tonal contrast and mixed media</p> <p><b>Perspective &amp; Composition</b> Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle-ground and background</p> <p>Work in a sustained and independent way to create a detailed drawing.</p>
<b>Vocabulary</b>					
Pencil, crayon, felt tip, chalk, lines, shapes, marks	Pastels, charcoal, observation, imagination, light, dark, texture, tone, pressure- hard or light, thick, thin	Grades of pencil, experiment, smudge, blend	3D, form, variation in tone, surface detail, shading, light source	dry and wet media, names of shading techniques, (hatching, cross-hatching, stippling and blending)	Language of perspective and composition (foreground, middle ground, background), scale, proportion, tonal contrast

## Art Key Learning Progression

				perspective – vanishing point	
<b><u>EVEN YEARS</u></b>					
<b><u>Painting</u></b>					
Identify primary and secondary colours by name  Paint with primary and secondary colours	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Identify by name which colours are primary and secondary colours Mix secondary colours Create textures paint by adding sand etc.	Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task Use more specific colour language e.g. warm and cold colours Mix and use tints and shades	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawings, themes, poetry, music Mix and match colours to create atmosphere and light effects Be able to identify and work with complementary and contrasting colours		
<b><u>Vocabulary</u></b>					
Paint, brush, colour, wet, dry, red, blue, yellow, green, orange purple	Primary colours, secondary colours, thin and thick brushes, palette, mix	Effects, texture, colour blocking, colour wash, tints, shades, watercolour paint	Atmosphere, light effects, complementary and contrasting colours, watercolour techniques, brushstrokes		
<b><u>3-D/Sculpture</u></b>					
Experiment with malleable materials using a variety of tools  Experiment with constructing and joining recycled, natural and manmade materials	Manipulate malleable materials in a variety of ways including rolling and kneading Manipulate malleable materials for a purpose e.g. pot, tile Change the surface of a malleable material e.g. build a textured tile and/or Experiment with constructing and joining recycled, natural and manmade materials	Plan, design and make models from observation or imagination Use recycled, natural and man-made or malleable materials to create sculptures Join materials adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material	Shape, form, model and construct from observation and imagination Plan a sculpture through drawing and other preparatory work Use recycled, natural and man-made or malleable materials to create sculptures Develop skills in using clay e.g. slabs, coils, slip (if clay is used) Produce intricate patterns and textures in a malleable media		
<b><u>Vocabulary</u></b>					
Tools, play doh, model, squash, roll, plasticine	Clay, twist, pull, pinch, join, texture, recycled, natural, manmade	Sculpture, base, stable, surface patterns, attach, specific names of malleable materials used eg. clay, plasticine, fimo	Slabs, coils, slip, intricate patterns, construct		
<b><u>Collage</u></b>			<b><u>Drawing</u></b>		
Experiment with arranging and gluing materials to different backgrounds	Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazine etc. Arrange and glue materials to different backgrounds Fold, crumple, tear and overlap papers Work on different scales	Y3 Focus: People Portraits and Figures	Y4 Focus: Still Life	Y5 Focus: Buildings	Y6 Focus: Landscapes
<b><u>Vocabulary</u></b>					
glue, stick, paper, scissors, cut	tear, crumple, overlap, layering, names of papers used e.g. crepe, tissue, card	portrait, self-portrait, figure, proportion, features	Still life, composition, arrangement	cityscape, architect, design, perspective, vanishing point	landscape, seascape, foreground, middle ground, distance/background

<b><u>ODD YEARS</u></b>					
<b><u>Digital Media</u></b>					
Use a graphics package to experiment with colour and shape	Use a simple graphics package (2paint and 2paint a picture) to create images and effects with: - lines by changing the size of brushes in response to ideas - shapes using eraser, shape and fill tools - different painting techniques and effects	Record and collect visual information using digital cameras and video recorders Present recorded visual images using software Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision Change the type of brush to an appropriate style Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose	Record, collect and store visual information Present recorded visual images using appropriate software Use a graphics package to create and manipulate new images Be able to import and image (scanned, retrieved or taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas		
<b><u>Vocabulary</u></b>					
Laptop, ipad, printer, Purple Mash	Tools, effects, programmes,	image, capture, crop, duplicate, filters	frame, edit, manipulate, layer, retrieve, store, import		
<b><u>Printing</u></b>					
Experiment with printing using a variety of objects	Make rubbings to collect textures and patterns Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Create simple printing blocks with press print or relief print	Create prints using relief or impressed method with two colour overlays Create a print using collagraph method of printing	Create printing blocks by simplifying an initial journal idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints		
<b><u>Vocabulary</u></b>					
print, press	Roller, printing ink, ink-up, pressure, rubbings, printing block or tile	Relief printing, impressed printing, colour overlays, collagraph	Translate, rotate, work into		
<b><u>Textiles</u></b>			<b><u>Drawing</u></b>		
	Apply colour with printing, dyeing, fabric crayons Cut and shape the fabric using scissors Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc	<b>Y3</b> Focus: People Portraits and Figures	<b>Y4</b> Focus: Still Life	<b>Y5</b> Focus: Buildings	<b>Y6</b> Focus: Landscapes
<b><u>Vocabulary</u></b>			<b><u>Vocabulary</u></b>		
	Fabric, dye, fabric crayons and paints, stitching/sewing, needle, thread a needle, specific names of fabrics used, specific names of stitches used, printing, dyeing, weaving	portrait, self-portrait, figure, proportion, features	3D/third dimension	perspective, vanishing point	Language of perspective and composition (foreground, middle ground, background), scale, proportion, tonal contrast