

| | National Curriculum – Early Learning Goals | Granular Knowledge |
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| EYFS | <p>Creating with materials</p> <ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used | <p>An Early Years artist will:</p> <p>Making</p> <ul style="list-style-type: none"> • Design and make junk models using a selection of junk modelling materials and tape, glue or string to join it together • Design models and build them with construction equipment <p>Drawing</p> <ul style="list-style-type: none"> • Hold a pencil • Draw controlled lines and use the skill to make different shapes • Interpret an object through drawing • Express feelings through drawing <p>Painting</p> <ul style="list-style-type: none"> • Experiment with a range of painting equipment • Paint controlled lines and use the skill to make different shapes • Mix colours • Describe how the mixed colours have changed <p>Sculpture</p> <ul style="list-style-type: none"> • Use play dough • Use a rolling pin to roll play dough and cut out shapes using cutters • Make marks and textures in the play dough using special rolling pins and everyday objects <p>Printmaking</p> <ul style="list-style-type: none"> • I can use different tools through printing to create marks • I can repeat a print to make a simple pattern • I can create a simple pattern |
| Year1 | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use drawing, painting to develop and share their ideas, experiences and imagination (repeated in Spring and Summer) • Spring Block 3: to use a range of materials creatively to design and make products • to use sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>A Year 1 artist will:</p> <p>Generating Ideas</p> <ul style="list-style-type: none"> • Recognise that ideas can be expressed in art work • Experiment with an open mind and be creative <p>Making</p> <ul style="list-style-type: none"> • Try out a range of materials and processes and recognise that they have different qualities • Use materials purposefully to achieve particular characteristics <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • How to recognise and describe some simple characteristics of different kinds of art, craft & design • The names of tool, techniques and the formal elements (colour, shape & form, tone, line, pattern) <p>Evaluating</p> <ul style="list-style-type: none"> • Recognise and describe key features of their own and others’ work <p>Drawing</p> <ul style="list-style-type: none"> • Explore a range of drawing tools to make marks • Begin to control the types of marks made with a range of media • Draw on different surfaces • Explore different textures • Draw from imagination • Explore drawing from observation • Investigate textures by describing, naming, rubbing and copying • Produce a range of patterns and textures <p>Painting</p> <ul style="list-style-type: none"> • Begin to explore and experiment with the primary colours |

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| | | <ul style="list-style-type: none"> • Mix primary colours to create secondary colours • Discuss and use warm and cold colours • Describe favourite colours and why colours may be used for different purposes • Explore a range of paint, brush sizes and tools <p>Sculpture – 3D shape/form and architecture</p> <ul style="list-style-type: none"> • Enjoy handling feeling and manipulating a range of materials • Construct using a range of media • Cut shapes using scissors in a safe manner <p>Printmaking</p> <ul style="list-style-type: none"> • Take rubbings from textured surfaces eg coin, leaf, tree, bark • Print pictures with a range of materials eg sponge • Begin to explore impressed printing <p>Collage</p> <ul style="list-style-type: none"> • Begin to use scissors and tearing to create a range of shapes • Explore different methods of fixing materials together • Arrange and glue materials to different backgrounds <p>Digital</p> <ul style="list-style-type: none"> • Begin to explore digital media to create an image • Explore digital tools |
| Year 2 | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use drawing, painting to develop and share their ideas, experiences and imagination (repeated in Spring and Summer) • Spring Block 3: to use a range of materials creatively to design and make products • to use sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>A Year 2 artist will:</p> <p>Generating Ideas</p> <ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next • Use drawing to record ideas and experiences <p>Making</p> <ul style="list-style-type: none"> • Deliberately choose to use particular techniques for a given purpose • Develop and exercise some care and control over the range of materials they use <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Know that different forms of creative works are made by artists, crafts people and designers, from all cultures and times • Be able to talk about the materials, techniques and processes they have used using appropriate vocabulary (names of colours and tools) <p>Evaluating</p> <ul style="list-style-type: none"> • Express clear preferences and give some reasons for these when looking at creative work (I like that because ...) <p>Drawing</p> <ul style="list-style-type: none"> • Experiment with tools and surfaces • Draw experiences and feelings • Sketch to make records • Begin to control marks made with different media • Investigate tone by drawing light/dark lines using pencil • Investigate textures and produce an expanding range of patterns <p>Painting</p> <ul style="list-style-type: none"> • Begin to describe a range of colours • Mix a range of secondary and tertiary colours • Be able to discuss the colour wheel • Talk about they have selected colours for their artwork • Begin to use a range of paint and discuss why some are more suited to particular painting styles <p>Sculpture – 3D shape/form and architecture</p> <ul style="list-style-type: none"> • Discuss the different types of buildings in their locality • Discuss the work of other sculptors and relate these to their own ideas and designs • Use techniques such as folding to sculp using cardboard <p>Printmaking</p> <ul style="list-style-type: none"> • Explore relief printing using string and card • Identify print forms in everyday life |

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| | | <p>Collage</p> <ul style="list-style-type: none"> • Develop a range of cutting, tearing and fixing techniques • Use scissors in a controlled way to cut with accuracy <p>Digital</p> |
| <p>Year 3</p> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint] • about great artists, architects and designers in history • to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, clay] | <p>A Year 3 artist will:</p> <p>Generating Ideas</p> <ul style="list-style-type: none"> • Gather and review information, references and resources related to their ideas and intentions • Use a sketchbook for different purposes, including planning and shaping ideas <p>Making</p> <ul style="list-style-type: none"> • Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques • Select and use appropriately a variety of materials and techniques in order to create own work <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Know about and describe the work of some artists, craftspeople, architects and designers • Be able to explain how to use some of the tools and techniques they have chosen to work with (knowledge of processes, techniques etc) <p>Evaluating</p> <ul style="list-style-type: none"> • Take time to reflect upon what they like and dislike about their work and what they could do in order to improve it <p>Drawing</p> <ul style="list-style-type: none"> • Experiment with various pencils • Use a sketchbook to document and develop ideas • Draw from observation and imagination • Experiment with mark making using alternative tools • Create initial sketches for painting • Begin to draw with accuracy • Discuss shadows, light and dark • Have an awareness of how pattern can be used to create texture <p>Painting</p> <ul style="list-style-type: none"> • Make tints of one colour by adding white • Make shades of one colour by adding black • Be able to create a wash with paint • Explore a variety of colour making tools • Demonstrate increasing control of the types of marks made to create certain effects <p>Sculpture – 3D shape/form and architecture</p> <ul style="list-style-type: none"> • Plan shape, mould and make constructions from different materials • Consider and discuss aesthetics • Show an awareness of how texture, form and shape can be transferred from 2D to 3D • Develop an awareness of the role of an architect <p>Printmaking</p> <ul style="list-style-type: none"> • Design and create prints using mono-printing techniques considering background paper • Use sketchbooks to explore and develop prints, making changes where needed <p>Collage</p> <ul style="list-style-type: none"> • Use collage as a means of collecting ideas to build a visual mood board • Collect and select textured papers to form a collaged image <p>Digital</p> |
| <p>Year 4</p> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design | <p>A Year 4 artist will:</p> <p>Generating Ideas</p> <ul style="list-style-type: none"> • Select and use relevant resources and references to develop ideas • Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan outcomes <p>Making</p> <ul style="list-style-type: none"> • Investigate the nature and qualities of different materials and processes systematically • Apply the technical skills they are learning to improve the quality of their work |

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| | <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint] about great artists, architects and designers in history to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, clay] | <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers they have studied Know about and be able to demonstrate, how tools they have chosen to work with, should be used effectively and safely <p>Evaluating</p> <ul style="list-style-type: none"> Regularly reflect upon their own work and use comparisons with the work of others <p>Drawing</p> <ul style="list-style-type: none"> Consider scale and proportion Create accurate observational drawings Work on a variety of scales Identify and draw the effect of light Collect and record visual information Develop techniques to create intricate patterns <p>Painting</p> <ul style="list-style-type: none"> Make tints, tones and shades using white, grey and black Observe colour and suggest why it has been used Independently choose a suitable paint and/or equipment for a task Select colour to reflect mood Explore different brush strokes and why/when they might be used Begin to discuss how they are influenced by the work of other artists <p>Sculpture – 3D shape/form and architecture</p> <ul style="list-style-type: none"> Discuss the work of other sculptors and how these have influenced their own work and designs Work in a safe, organised way, caring for equipment and securing work to continue at a later date Make slips to join and secure piece of clay together Adapt work where necessary and explain why <p>Printmaking</p> <ul style="list-style-type: none"> Design and create a collograph print and compare with the previous experiences of the processes of mono printing and relief printing <p>Collage</p> <ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images <p>Digital Photography?</p> |
| <p>Year 5</p> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint] about great artists, architects and designers in history to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, clay] | <p>A Year 5 artist will:</p> <p>Generating Ideas</p> <ul style="list-style-type: none"> Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information <p>Making</p> <ul style="list-style-type: none"> Confidently investigate and explore the potential of new and unfamiliar materials Use their acquired technical expertise to make work which effectively reflects their ideas and intentions <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions Know how to describe the processes they are using and how they hope to achieve high quality outcomes <p>Evaluating</p> <ul style="list-style-type: none"> Regularly analyse and reflect on their progress taking account of what they hoped to achieve <p>Drawing</p> <ul style="list-style-type: none"> Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) Draw from different viewpoints considering horizon lines Begin to consider perspective Use different techniques for purpose eg different styles of shading Work from a variety of sources including observation and photographs to develop their own work <p>Painting</p> |

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| | | <ul style="list-style-type: none"> • Make and discuss hue, tint, tone, shade and mood • Mix colours, shades, tones, tints with confidence building on previous knowledge • Select colour for purpose explaining choice • Discuss how colour can be used to express ideas, feelings and mood • Confidently control the types of marks made and experiment with different effects and textures <p>Sculpture – 3D shape/form and architecture</p> <ul style="list-style-type: none"> • Develop an understanding of different ways of finishing work (glaze, paint, polish, varnish) • Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors <p>Printmaking</p> <ul style="list-style-type: none"> • Start to overlay prints with other media • Continue to experience printmaking to produce an end piece • Explore, experiment, plan and collect source material for future work <p>Collage</p> <ul style="list-style-type: none"> • To create a photomontage using given photographs from a range of sources • Add collage to a painted, printed or drawn background to enhance work <p>Digital ?</p> |
| <p>Year 6</p> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint] • about great artists, architects and designers in history • to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, clay] | <p>A Year 6 artist will:</p> <p>Generating Ideas</p> <ul style="list-style-type: none"> • Independently develop a range of ideas which show curiosity, imagination and originality • Systematically investigate, research and test ideas and plans using sketchbooks and other approaches <p>Making</p> <ul style="list-style-type: none"> • Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques • Independently select and effectively use relevant processes in order to create successful and finished work <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Know how to describe, interpret and explain the work, ideas and working practises of some significant artists, craftspeople, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they work/ed • Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes <p>Evaluating</p> <ul style="list-style-type: none"> • Provide a reasoned evaluation of both their own and professional work which takes account of the starting points, intentions and context behind the work <p>Drawing</p> <ul style="list-style-type: none"> • Select appropriate media and techniques to achieve a specific outcome • Develop their own style • Draw for a sustained period over a couple of sessions • Use tone in drawings to achieve depth • Develop drawing with perspective and focal points • Adapt drawings according to evaluations and discuss further developments <p>Painting</p> <ul style="list-style-type: none"> • Select colour to express feelings • Discuss harmonious and contrasting colours and their placement on the colour wheel • Work in a sustained and independent way, developing own style • Purposefully controlling the types of marks, brushstrokes used to create desired effects • Use colours and brushstrokes to create atmosphere and light effects <p>Sculpture – 3D shape/form and architecture</p> <ul style="list-style-type: none"> • Recognise sculptural forms in the environment and use these as inspiration for their own work • Demonstrate experience in relief and freestanding work using a range of media • Independently select sculpture as a method of producing work, if this fits the criteria of the task • Confidently carve a simple form <p>Printmaking</p> <ul style="list-style-type: none"> • Combine different printing techniques within the same piece of artwork <p>Collage</p> |

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| | <ul style="list-style-type: none"> • Explore decoupage as a technique • Use collage as a means of extending work from initial ideas <p>Digital ?</p> |
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| National Curriculum Objectives | Key Stage One By the end of each key stage pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study | | | Key Stage Two By the end of each key stage pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In key stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design. | | | | | |
| | Formal Elements | Expected Art Vocabulary KS1 | | | Expected Art Vocabulary KS2 | | | | |
| Line | straight curved long short wavy diagonal | thick thin solid simple faint | dark flowing scribble fine sketched | continuous bold parallel | delicate fluent strong | angular vertical horizontal | broken controlled | subtle | Additional vocabulary to describe artwork abstract figurative modern contemporary traditional realistic formal still life portrait landscape cityscape seascape diverse cultural foreground middle ground background off-centre perspective |
| Colour | primary secondary pale cool cold | warm bright gloomy deep mixed | shade dull wash blend | bold vibrant subtle earthy contrasting bleached | opaque harmonious neutral sombre pure hue | intense faded tint tone translucent | transparent dramatic complementary natural atmospheric | balanced tertiary clash luminous pastel | |
| Texture | rough smooth raised bumpy soft | prickly scratched shiny flat | furry hairy | uneven coarse glossy | jagged pitted gritty | brushstroke textured matt | uniform serrated | impasto | |
| Pattern | repeating repeat symmetrical simple spotted | striped spiral overlap patterned swirling | diamonds natural delicate names of shapes | broken chequered criss-cross even | ornate linear radial tessellated | geometric asymmetrical uniform well-balanced | spaced proportion irregular artificial | complex linear | |
| Shape & Form | flat twisted solid rounded curved mould rough | sculpt sharp jagged man-made natural overlapping | floating pointed 2D 3D sculpture figure | angular bulbous regular irregular tapering | sweeping proportioned curvaceous elongated flat | organic precise perspective enlarge rounded | coiled aerial view scale conical | mechanical negative space positive space | |
| Tone | strong shade soft light dark | deep heavy pale faded | bright smooth shadow hatching | subtle contrasting muted dramatic tint | graduated harsh highlight mid-tone varied | value negative positive dapple ethereal | intense blurred bleached contrast | crisp gradation stippling cross-hatching | |

