Art

EYFS

	Skills	Vocabulary
Drawing	• Mark making using a variety of tools e.g., fingers, pens, pencils and chalk • Produce lines of different thickness and tone using a pencil • Name and use different types of line – straight, curved, zig-zag, dotted... • Draw from memory and imagination • Look at, discuss and draw natural and manmade objects from different angles	observation different similar artist draw pattern repeating thick thin line shape colour materials tools rolling kneading shaping rubbing
Painting	• Explore different ways of applying paint – fingers, brushes, combs, spatulas, sponges, rollers • Mix paint with other things to change the consistency – sand, glue, sawdust... • Paint upright and flat • Name primary colours (R,Y,B) and mix to make secondary colours (O,P,G)	
Textiles	• Experiment with cutting and tearing different materials e.g bubble wrap, felt, wool and tissue paper • Experiment with weaving, knotting and gluing to join fabrics • Find and talk about patterns and textures in the environment • Print repeating patterns. • Use netting, sacking etc to weave into • Create tactile pictures	
Collage	• Experiment with cutting and tearing different materials e.g bubble wrap, felt, wool and tissue paper	
3D	• Use a wide range of construction toys and modelling materials • Experiment with basic ways of joining • Handle shapes and forms and arrange real objects in different spaces • Understand the difference between 2D and 3D objects by drawing around objects to see an outline and drawing objects from different angles	
Ceramics	• Explore the qualities of clay by squeezing, pressing, rolling, pinching, pulling etc with hands and found objects • Use tools to draw into, press into and cut shapes from a clay tile • Learn how to join two pieces of clay together	
Artist Study	• Name the artist being studied and identify the subject of the artwork •	• Talk about shapes, colours and materials used in the artwork
Exploring and evaluating	• Understand that different media can be combined to create new effects • Manipulate materials to achieve a planned effect. Construct with a purpose in mind, using a variety of resources • Use simple tools and techniques competently and appropriately • Select appropriate resources and adapt work where necessary	

KS1

	Skills		Vocabulary
Drawing	• Develop a range of tone using scribbling and blending • Create shapes using lines of different length and direction • Draw from observation using a range of drawing tools – pens, pencils, oil pastels, chalk pastels, charcoal and chalk • Identify light and dark colours and order by tone		technique primary/secondary colours texture mix manipulate blending smudge tone collage model construct shaping scraping repeating pattern
Painting	• Use brushes of different sizes • Use tools to create desired effects • Use the terms primary and secondary colours accurately • Describe colours as hues of a colour, and introduce tertiary colours • Mix brighter and duller colours by experimenting with hues, e.g. more red and less blue will make a brighter purple • Mix shades of a colour by adding white and black • Layer colours • Add texture using scraping and dabbing • Print repeating patterns		
Textiles	• Use a variety of materials and techniques to wrap, finger knit and weave etc • Find and discuss textures. Experiment with rubbing. • Learn running stitch • Cut, glue and trim materials • Use a variety of techniques, (e.g. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist and applique)		
Collage	• Experiment with a range of media e.g. overlapping, layering • Group and layout materials based on colour		
3D	• Use a range of tools and materials to create 3D forms, including papier Mache, Modroc and junk materials • Develop an understanding of how best to join things together, including different types of tape and glue		
Ceramics	• Manipulate clay in a variety of ways, e.g., rolling, kneading, shaping, pinching, and scoring • Create surface pattern and texture by adding coils and other shapes onto the clay and drawing/pressing into the clay		
Artist study	• The artists name • The period in which they lived • The reason their art is being studied • The subjects of their work	• Describe a work of art • Comment on the media and colours being used • Identify different lines and shapes • Identify different shades of the same colour	
Exploring and evaluating	• Work purposefully responding to colours, shapes, materials • Create simple representations of people and other things • Recognise that ideas can be expressed in artwork • Experiment with an open mind • Recognise and describe key features of their own and other's work • Show interest in and describe what they think about the work of others • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Try out different activities and make sensible choices about what to do next • Use drawing to record ideas and experiences • Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times • Talk about the materials, techniques and processes they have used, using appropriate vocabulary		

Lower KS2

	Skills		Vocabulary
Drawing	• Produce varying tone through use of different grades of pencil e.g. a harder pencil for a feinter line or charcoal for a thicker, darker line • Use shading to show light and shadow • Experiment drawing in a range of tools e.g., pencil, pastel • Use different types of line in pen and ink to represent objects, texture and shade • Draw using pencil and charcoal • Use drawing tools to represent tonal qualities (HB-6B, chalk and charcoal) • Use viewfinders to focus in on details		textiles sculpture compare blend shade grade resist join slip malleable scale ratio depth intricate glazing layering contrast
Painting	• Create warm and cool colours • Explore links between colour and emotion • Explore the use of monochrome – tones of one colour • Explore use of a variety of paints (e.g., watercolours, acrylics and cromar paint) to achieve different effects • Mixing and creating colours of various shades • Paint with contrasting colours		
Textiles	• Select materials based on colour and design. • Overlap materials to change colour, tone and depth • Learn batik techniques • Learn two or more decorative stitches – diagonal basting, cross-stitch and back stitch • Consider regular pattern – repeating, symmetry, reflection, rotational, translational. Add texture to textiles work.		
Collage	• Cut and tear materials to desired shape		
3D	• Consider the use of movement in 3D work, e.g. mobiles • Alter lighting/draw the same object from a variety of angles using tone to create 3D form		
Ceramics	• Add coils to extend a thumb pot • Decorate by adding coils or pressing into the clay • Carve intricate patterns • Consider regular pattern – repeating, symmetry, reflection, rotational, translational. Add texture to ceramics work. • Use finishing techniques such as painting and glazing		
Artist study	• Their name • The period in which they lived. • The reasons their art is being studied. • Their styles, their techniques and the subjects of their work.	• Identify similarities and differences between artwork by the same artist. • Identify the media used. • Describe colour, pattern, line and shading. • Compare different artists. • Compare art from different periods. • Begin to identify styles of art. • Describe some of the work, key ideas, techniques and working practices of a variety of artists.	
Exploring and evaluating	• Gather and review information, references and resources related to their ideas and intentions. • Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. • Know how to explain the ways of using some of the tools and techniques they have chosen to work with. • Select and use relevant resources to develop their ideas. • Use sketchbooks and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. For example, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome. • Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used		

Upper KS2

	Skills		Vocabulary
Drawing	• Introduce hatching and cross hatching • Use tools to show tone and texture • Draw to show scale and depth • Compose using back, middle and foreground (make use of photography to develop an understanding of fore, middle and background) • Develop drawing shapes with a third dimension and refine perspective skills • Create texture in 2D work (texture that can be seen and not felt)		hatching cross-hatch tint complimentary tertiary hue tone warm cool mosaic technique overlay perspective composition shadow unique
Painting	• Create shades and tints using black and white • Explore complementary colours • Mix skin tones. Explore the use of colour to create mood and atmosphere • Use painting to express an emotion or a viewpoint through choice of colour, paint, application and composition • Compose using back, middle and foreground • Create texture in 2D work (texture that can be seen and not felt)		
Textiles	• Create and decorate own fabrics using knotting, weaving, appliqué etc • Learn blanket stitch and chain stitch • Select materials and techniques based on desired effect and outcome		
Collage	• Use a range of media to vary colour, tone and texture • Apply collage to painted background • Use different techniques, colours and textures etc when designing and making pieces of work		
3D	• Consider the use of space in model making • Use mixed media to construct from imagination • Create shape using wire • Consider the shape and structure of the face and use tone and colour to show faces as 3D when face-on and in portrait. Distort proportion, scale and composition to create an emotional response		
Ceramics	• Combine slab and coil building techniques to create sculptures		
Artist study	• Their name • The period in which they lived and how it has influenced their work. • The reasons their art is being studied. • Their styles, their techniques and the subjects of their work. • Important elements of their biographies which influenced their works.	• Identify similarities and differences between artwork by different artists. • Identify the media used. • Describe colour, pattern, line and shading. • Identify the similarities in artwork from the same movement. • Describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked	
Exploring and evaluating	• 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, develop ideas; testing materials; planning and recording information. • Understand how to describe the processes they are using and how they hope to achieve high quality outcomes.		