

Nursery

	Paint/Crayon/Chalk	Collage	Drawing/Painting
<p>Skills</p>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul> <p>Explore colour and colour mixing.</p>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Show different emotions in their drawings and</li> </ul>

			paintings, like happiness, sadness, fear, etc.
Knowledge	-Knows that tools can be used for a purpose	-Beginning to recognise that art can be expressed in a variety of ways	-Knows tools can be used for a purpose  -Beginning to recognise that art can be expressed in a variety of ways
Vocabulary	Can explain what they have drawn	-Can describe the texture of things: e.g, rough, smooth, soft, hard, sticky	Brush, paint, colour

Reception

	Handprints and collage	Paint	Collage
Skills	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• They know that some artists may focus all or most of their artwork on one topic e.g. landscapes, still-life, household items.</li> </ul>	They know that some artists may focus all or most of their artwork on one topic e.g. landscapes, still-life, household items.	Children beginning to recognise that art may take different forms  Knows that different artists may work with different materials
Vocabulary	Knows a range of colours by name  Print, paint, press, mix	Knows a range of colours by name  Colour, paint, brush, mix	Knows a range of colours by name.  Cut, stick, rip, colour
Early Learning Goals			

- 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.
- Begin to show accuracy and care when drawing.
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

Year One

	Collage	Drawing	Painting
Analysis of other work	<p>Describe the work of famous, notable artists and designers</p> <p>Express an opinion on the work of famous, notable artists</p> <p>Use inspiration from famous, notable artists to create their own work and compare</p>	<p>Describe the work of famous, notable artists and designers</p> <p>Express an opinion on the work of famous, notable artists</p> <p>Use inspiration from famous, notable artists to create their own work and compare</p>	<p>Describe the work of famous, notable artists and designers</p> <p>Express an opinion on the work of famous, notable artists</p> <p>Use inspiration from famous, notable artists to create their own work and compare</p>
Skills	<p>Use a combination of materials that have been cut, torn and glued</p> <p>Sort and arrange materials</p> <p>Add texture by mixing materials</p> <p>Children beginning to gain increased control when ripping and sticking</p> <p>Try different materials and methods in order to create a desired effect</p> <p>Children imitating art work studied</p>	<p>Draw lines of varying thickness</p> <p>Use dots and lines to demonstrate pattern and texture</p> <p>Gaining greater control of line</p> <p>Is able to hold drawing apparatus accurately</p> <p>Children imitate art work studied</p>	<p>Experiment with different brushes</p> <p>Experiment with different brush strokes</p> <p>Mix primary colours to make secondary colours</p> <p>Can choose primary colours to replicate those seen in other work</p> <p>Children imitate art work studied</p>

<p>Knowledge</p>	<p>Knows that collage is a piece of art produced by sticking various materials onto a backing (or wording of similar meaning)</p> <p>Knows that Peter Blake is an artist</p> <p>Knows that Peter Blake's style is similar to collage</p>	<p>Understands how Henri Rosseau fits in to their topic</p> <p>Can describe how Henri Rosseau's work is different from previous artists work when shown images.</p>	<p>Children know the primary colours</p>
<p>Vocabulary</p>	<p>Collage, squares, gaps, cut, place.</p>	<p>Line, drawing, detail, landscape, pastels, drawings, line, bold, size, space.</p>	<p>Red, blue, yellow, white, black, dark, light</p>
<p>Year Two</p>			
	<p>Painting</p>	<p>3D Sculpture</p>	<p>Water Colour</p>
<p>Analysis of other work</p>	<p>Describe the work of famous, notable artists and designers</p> <p>Express an opinion on the work of famous, notable artists</p> <p>Use inspiration from famous, notable artists to create their own work and compare</p>	<p>Describe the work of famous, notable artists and designers</p> <p>Express an opinion on the work of famous, notable artists</p> <p>Use inspiration from famous, notable artists to create their own work and compare</p>	<p>Describe the work of famous, notable artists and designers</p> <p>Express an opinion on the work of famous, notable artists</p> <p>Use inspiration from famous, notable artists to create their own work and compare</p>
<p>Skills</p>	<p>Experiment with different brushes (including brushstrokes) and other painting tools</p> <p>Mix primary colours to make secondary colours</p> <p>Add white and black to alter tints and shades</p> <p>Children imitate art work studied</p>	<p>use a variety of natural and manufactured materials for sculpting, e.g. clay, straw and card</p> <p>use a variety of techniques, e.g. rolling, cutting, pinching</p> <p>use a variety of shapes, including lines and texture</p> <p>Children imitate art work studied</p>	<p>Chooses appropriate sized brushes to complete details</p> <p>Mix primary colours to make secondary colours</p> <p>Add white and black to alter tints and shades;</p> <p>Adds water to the brush in order to use watercolours</p> <p>Uses tissue to dry off excess water</p> <p>Children imitate art work studied</p>

<p><b>Knowledge</b></p>	<p>Knows that paint can come in different forms for different purposes (for example poster, acrylic, oil, watercolour etc.)</p> <p>Children know the primary colours and can name some secondary colours</p> <p>Know how Martin Bulinya's work relates to the topic of Africa</p> <p>Knows that red, orange and yellow are warm colours</p> <p>Knows that Bulinya's work used lots of warm colours.</p>	<p>Knows that sculpture is the creation of models particularly by carving or moulding materials;</p> <p>Understands what materials would be appropriate to carve with;</p> <p>Understands how Clarice Cliffe is relevant to the 'Local area' topic.</p> <p>Understands that Stoke-on-Trent had a significant pottery industry, which gave opportunity to artists such as Clarice Cliffe;</p>	<p>Knows that paint can come in different forms for different purposes (for example poster, acrylic, oil, watercolour etc.)</p> <p>Children know the primary colours and can name the secondary colours too.</p> <p>Children know how Joeseph Turner's work is relative to the topic of Christopher Columbus</p> <p>Understands some of the colours that are cold</p> <p>Can describe work as being warm or cold</p>
<p><b>Vocabulary</b></p>	<p>primary colours, secondary colours, shades, warm colours, cool colours, brushstroke, acrylic paint, bold</p>	<p>sculpture, model, work of art, 3D, carving, shapes</p>	<p>Watercolour, wash, primary colours, secondary colours, shades, warm colours, cool colours, brushstroke</p>

Year Three

	Oil Pastel	Drawing	Printing (Monoprint)
<p><b>Analysis of other work</b></p>	<p>Use inspiration from famous artists to replicate a piece of work;</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>	<p>Use inspiration from famous artists to replicate a piece of work;</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>	<p>Use inspiration from famous artists to replicate a piece of work</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect</p>

<p><b>Skills</b></p>	<p>Children choose appropriately bright colours for the inspired effect</p> <p>Children create initial sketches as preparation for using oil pastel on</p> <p>Children hold oil pastel at different angles to get thicker blends or sharper edges</p> <p>Children can alternate intensity of their press in order to give a softer or bolder effect</p> <p>Children imitate art work studied</p>	<p>experiment with showing line, tone and texture with different hardness of pencils</p> <p>use shading to show light and shadow effects</p> <p>experiments with different materials to draw, e.g. pastels, chalk, felt tips</p> <p>show an awareness of space when drawing</p> <p>Children imitate art work studied</p>	<p>Experiments with the same print in different colours</p> <p>replicate patterns from observations</p> <p>Draw over outlines of images with accuracy</p> <p>Only presses on desired areas</p> <p>Keeps images still on the surface using paper clips or other appropriate methods</p> <p>Children imitate art work studied</p>
<p><b>Knowledge</b></p>	<p>Children know how Nick Gustafson links with their topic</p> <p>Is increasingly understanding the temperature of colours</p> <p>Knows how to hold oil pastels and can identify them as being different to crayons</p> <p>Children can recognise similar colours which may be used in blending.</p>	<p>Children know how Ruth Heller links with their topic</p> <p>Knows that Ruth Heller often represents creatures, puzzles, animals and plants in her work</p> <p>Knows that Ruth Heller is well known for the use of bright colours in her work</p> <p>Can name a number of different instruments that can be used to draw with e.g. pencil, felt tip, crayon, oil pastel</p>	<p>Children can draw on similarities between stone-age paintings and monoprints (often very basic, have bold outlines, neither use a range of colour etc.)</p> <p>Understands how prints are produced</p> <p>Knows that marks will only be made where pressure is applied</p> <p>Knows that excess paint will hinder the print</p> <p>Understands how to keep an image still on a surface as pressure is applied</p>
<p><b>Vocabulary</b></p>	<p>Light, dark, tone, shade, blend, press, outline, tone</p>	<p>Colour, foreground, background, abstract, blend, mix, line, shade, pencil, felt-tip, pen, crayon</p>	<p>line, pattern, colour, shape, monoprint, printing, tiles, inking rollers</p>
<p>Year Four</p>			
	<p>Mosaic</p>	<p>Collage</p>	<p>Press Print</p>
<p><b>Analysis of other art work</b></p>	<p>use inspiration from famous artists to replicate a piece of work</p> <p>reflect upon their work inspired by a famous notable</p>	<p>use inspiration from famous artists to replicate a piece of work</p> <p>reflect upon their work inspired by a famous notable</p>	<p>use inspiration from famous artists to replicate a piece of work</p> <p>reflect upon their work inspired by a famous notable</p>

	<p>artist and the development of their art skills</p> <p>express an opinion on the work of famous artists</p>	<p>artist and the development of their art skills</p> <p>express an opinion on the work of famous artists</p>	<p>artist and the development of their art skills</p> <p>express an opinion on the work of famous artists</p>
Skills	<p>select colours and materials to create effect, giving reasons for their choices</p> <p>to choose appropriate sized pieces to fit in specific areas of a piece</p> <p>to arrange material of choice in appropriate way to produce a final image or pattern</p> <p>organise materials in a considered way e.g. curved, linear, spiraled</p> <p>refine work as they go to ensure precision</p> <p>learn and practise a variety of techniques, e.g. tessellation, mosaic, placing, rotating</p> <p>Childrens work is inspired by artist but does not replicate the work</p>	<p>select colours and materials to create effect, giving reasons for their choices</p> <p>pieces are placed on work precisely with size and colour both considered</p> <p>paper is stuck down with accuracy within a desired boarder</p> <p>flaps are stuck down on work so that final piece has a smooth finish</p> <p>refine work as they go to ensure precision</p> <p>learn and practise a variety of techniques, e.g. overlapping, tessellation, montage</p> <p>Plan and design a collage</p> <p>Childrens work is inspired by artist but does not replicate the work</p>	<p>design and create printing blocks/tiles</p> <p>develop techniques in press printing</p> <p>create and arrange accurate patterns</p> <p>Use a sharp implement to carve out a desired pattern</p> <p>Applies paint evenly, without excess, to a printing block</p> <p>Uses Styrofoam or polystyrene to create a print</p> <p>Refines a print using other materials e.g. pencil crayon, felt-tip pen, fine-liner etc.</p> <p>Childrens work is inspired by artist but does not replicate the work</p>
Knowledge	<p>To describe similarities and differences between Roman mosaics and those produced by Gaudi</p> <p>Children know that mosaic means a picture formed by piecing together small pieces of stone, tile or glass</p> <p>Understands the significance of mosaics in Roman art</p> <p>To know what some mosaics have depicted</p> <p>To know that mosaic is an art form brought to Britain by the Romans</p>	<p>Understands how the work of Oenone Hemmersley links with their topic</p> <p>Has been introduced to the colour wheel, and is beginning to gain an understanding of the relationship between some colours</p> <p>Can make comparisons between mosaic and collage, talking about similarities and differences of both</p>	<p>Understands how the work of Andy Warhol links with their topic</p> <p>Knows that Andy Warhol was a leading figure in the visual art movement known as Pop Art</p> <p>Understands that the carved area of a printing block will remain without paint on the print</p> <p>Understands that paint applied to the raised area on a block will appear on the print</p>



Vocabulary	texture, shape, pattern, mosaic, tile	Collage, place, pattern, shape, arrange, fix,	Pattern, shape, tile, colour, arrange, Styrofoam/ polystyrene, raised, etch/ engrave
Year Five			
	Acrylic Painting	Oil Pastel	3D Sculpture
Analysis of other art work	<p>give detailed observations about notable artists', artisans' and designers' work</p> <p>offer facts about notable artists', artisans' and designers' lives</p>	<p>give detailed observations about notable artists', artisans' and designers' work</p> <p>offer facts about notable artists', artisans' and designers' lives</p>	<p>give detailed observations about notable artists', artisans' and designers' work</p> <p>offer facts about notable artists', artisans' and designers' lives</p>
Skills	<p>create a colour palette, demonstrating mixing techniques</p> <p>children work from background to foreground and not vice versa on a rough sketch.</p> <p>children's knowledge of the colour wheel is increasing, so too is their understanding of similar colours</p> <p>children consider where a light source within an art-piece is positioned, so as to get the highlights and shadows accurate</p> <p>strokes are consistent with the shape of the object being coloured e.g. swirled, spiral, straight, horizontal, vertical</p> <p>Children are increasingly using more precise implements for the task (e.g. smaller brushes, more refined tips)</p>	<p>children have a good enough understanding of the colour wheel to know which colours are similar</p> <p>children use their knowledge of the above in order to blend two colours</p> <p>children use white pastel as an overlay to aid blending and shading</p> <p>colouring is accurate and does not go over the desired border that is being coloured</p> <p>direction of colouring is consistent with the shape of the object being coloured e.g. swirled, spiral, straight, horizontal, vertical</p> <p>background is completed first and built upon into the foreground</p>	<p>cut, make and combine shapes to create recognisable forms</p> <p>use clay and other malleable materials and practise joining techniques</p> <p>add materials to the sculpture to create detail</p> <p>plan and design a sculpture</p> <p>use tools and materials to carve, add shape, add texture and pattern</p> <p>develop cutting and joining skills</p> <p>refines work as they go to ensure precision</p>
Knowledge	<p>understands how Chesley Bonestell links with their topic</p> <p>can identify similarities and themes within the work of Chesley Bonestell</p> <p>understands that Bonestell's work captured the imaginations of the public as no one had been to space at the time.</p>	<p>understands how Edward Munch links with their topic</p> <p>can identify and name 'The Scream' piece of artwork for which Munch is most known</p> <p>can identify similarities and themes within Munch's work</p>	<p>understands how Gutzon Borglum links with their topic</p> <p>understands Borglum is known mostly for his work on Mount Rushmore in America</p> <p>can describe the work of Gutzon Borglum</p>

	Childrens work is inspired by artist but does not replicate the work	<p>can describe Munch's work with focus on the emotions portrayed in it</p> <p>recognises some life experiences which caused Munch's original art style, e.g. the passing of his mother, the poor mental state of his father</p> <p>Childrens work is inspired by artist but does not replicate the work</p>	<p>understands that sculptures can be made from a range of materials</p> <p>is able to name some materials from which a sculpture may be made</p> <p>understands that a sculptor creates sculptures</p> <p>Childrens work is inspired by artist but does not replicate the work</p>
Vocabulary	Background, foreground, highlights, shadows, similar (or analogous) colours, acrylic	Background, foreground, blend, block, stroke, shade, pastel, similar (or analogous) colour, The Scream	form, structure, texture, shape, mark, soft, join, sculptor, form, material, Mount Rushmore

Year Six

	Printing (Choice of print up to pupil)	Drawing	Acrylic Painting
Analysis of other art work	<p>give detailed observations about notable artists', artisans' and designers' work</p> <p>offer facts about notable artists', artisans' and designers' lives</p>	<p>give detailed observations about notable artists', artisans' and designers' work</p> <p>offer facts about notable artists', artisans' and designers' lives</p>	<p>give detailed observations about notable artists', artisans' and designers' work</p> <p>offer facts about notable artists', artisans' and designers' lives</p>
Skills	<p>design and create printing blocks/tiles;</p> <p>develop techniques in mono, and pressprint</p> <p>create and arrange accurate patterns</p> <p>Use a sharp implement to carve out a desired pattern with improved accuracy</p> <p>Applies paint evenly, without excess, to a printing block</p> <p>Builds on top of a print to add depth, colour, tone and detail</p> <p>Children use appropriate printing style to create their own</p>	<p>use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching</p> <p>depict movement and perspective in drawings</p> <p>use a variety of tools and select the most appropriate</p> <p>within backgrounds, objects are faded so as to appear far away</p> <p>When using pencil, children decide what tone is most appropriate for the effect intended</p> <p>Children use a piece of paper to avoid getting finger prints or smudges over their work</p>	<p>create a colour palette, using colours other than white and black to adjust shades.</p> <p>children work from background to foreground and not vice versa over a rough sketch.</p> <p>children are aware of analogous (similar) colours on the colour wheel and use this to mix and blend.</p> <p>strokes are consistent with the shape of the object being coloured e.g. swirled, spiral, straight, horizontal, vertical</p> <p>children are using more precise implements for the task (e.g. smaller brushes, more refined tips)</p>

	piece		
Knowledge	<p>Children understand how Morris links in with their topic</p> <p>Knows that Morris was a textile designer</p> <p>Recognises that Morris' work was so significant in the Victorian era that he was commissioned by the rich to produce designs for them</p> <p>Understands that a motif is a decorative image or design, especially a repeated one forming a pattern</p>	<p>children know why Lowry links with their topic</p> <p>children know the era of Lowry</p> <p>children understand the colour wheel and can name analogous (similar) and opposite colours</p> <p>Children recognise geometric shapes within Lowry's work</p>	<p>children understand how Henry Moore links to their topic</p> <p>children recognise that Henry Moore was also a sculptor and is most notably known for his work in sculpting</p> <p>understands what gave Henry Moore inspiration for his work</p> <p>can identify Moore's paintings amongst other artist's paintings</p> <p>Knows how to create a dull, depressive emotion within work and what colours work best for this</p>
Vocabulary	Motif, textiles, print, press, intaglio, monoprint, pressprint, design, floral, pattern, etch/ engrave/ raised	Motion, industrial, opposite colours, similar (or analogous) colours, matchstick men, space, whitespace, line, form, shape, tone, smudge, hard, soft, light, portrait	Sculptor, designer, architect, depressive, dark, dull, modernism