



Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour/ Paint	<p>Experimenting and using primary colours.</p> <p>Use different tools that bring colour.</p> <p>Name and recognise colours.</p> <p>Choose colours for a purpose.</p> <p>Begin to use primary colours to mix secondary colours.</p> <p>Use thick paint brushes.</p>	<p>Learn the names of different tools that bring colour.</p> <p>Add white or black to alter a shade</p> <p>Begin to use thin paintbrushes</p> <p>Observational painting</p>	<p>Skills:</p> <ul style="list-style-type: none"> -Use thick and thin paintbrushes appropriately. -Mix Primary colours to make Secondary colours. <p>Knowledge:</p> <ul style="list-style-type: none"> -To know to use thicker paintbrushes when painting larger surfaces and thin brushes to add detail. -To mix red and yellow to make orange. -To mix yellow and blue to make green. -To mix blue and red to make purple. 	<p>Skills:</p> <ul style="list-style-type: none"> -Select primary colours to mix secondary colours. -Add white to colours to make tints and blacks Create colour wheels -To paint using a range of tools. <p>Knowledge:</p> <ul style="list-style-type: none"> -To mix red and yellow to make orange. - To know that colours can be tinted (made lighter) by adding white. - To know that colours can be toned (made darker by adding black - To use thick and thin brushes. - To use sponges and tinfoil to create effect. 	<p>Skills:</p> <ul style="list-style-type: none"> - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Mix colours effectively - Use tint and tone effectively. - Replicate some of the techniques used by notable artists. - Use watercolour paint to produce washes for backgrounds then add detail. <p>Knowledge:</p> <ul style="list-style-type: none"> To know where green, blue, grey and pink is on the colour wheel. Know what colours will be produced from the colours they mix. 	<p>Skills:</p> <ul style="list-style-type: none"> -Use watercolour paint to produce washes for backgrounds then add detail. -To create a colour wheel. -Experiment with creating mood with colour. - Use water colour to create different textures. <p>Knowledge:</p> <ul style="list-style-type: none"> To use water colour to create a background which reflects a mood. -To know which tools to use to create texture. 	<p>Skills:</p> <ul style="list-style-type: none"> -Sketch (lightly) before painting to combine line and colour. - Create a colour palette based upon colours observed in the natural or built world. - Use the qualities of watercolour pencils to create visually interesting pieces. <p>Knowledge:</p> <ul style="list-style-type: none"> - Know how to create any colour that they need. -Know how to create shading with paint. -Know how to add detail using water colour pencils. 	<p>Skills:</p> <ul style="list-style-type: none"> -To use colours, tones and tints to enhance the mood of a piece. -Use brush techniques and the qualities of paint to create texture. - Develop a personal style of painting, drawing upon ideas from another artist. <p>Knowledge:</p> <ul style="list-style-type: none"> To use acrylic paint to create backgrounds which reflect moods. To draw upon previously taught knowledge to select the tools which will support their artwork. To draw upon the work of others.

					To layer paint to add detail and patterns. Know what a wash is and how to create a background.			
Drawing	<p>Begin to use a range of drawing tools.</p> <p>Be able to draw 'potato' people – key features to represent body.</p> <p>Draw things that they observe.</p> <p>Draw simple things from memory (e.g. car/house/family)</p>	<p>Draw with increasing detail (e.g. bodies are appropriately sized with limbs and additional features)</p> <p>Observational drawing</p> <p>Begin to draw self-portraits, houses and landscapes</p>	<p>Skills:</p> <ul style="list-style-type: none"> -Draw lines of different thickness. - Experiment using a range of mediums -Colour (own work) neatly within the line. <p>Knowledge:</p> <ul style="list-style-type: none"> - Know the difference between pencils, chalks and crayons. - Know which body part is best used to draw bigger or smaller spirals. 	<p>Skills:</p> <ul style="list-style-type: none"> -Show pattern and texture by adding dots and lines. -Show different tones by using coloured pencils. <p>Knowledge</p> <ul style="list-style-type: none"> -Know which grade of pencil is most appropriate for a given task -Know how and when to use pencil and pastel to create different tones, patterns and textures 	<p>Skills:</p> <ul style="list-style-type: none"> - Use different harnesses of pencils to show line, tone and texture. - Sketch lightly (no need to use a rubber to correct mistakes). -Use charcoal to create texture and depth. <p>Knowledge:</p> <ul style="list-style-type: none"> - Know which pencil grades will produce their desired tones and textures. -Smudge charcoal to depth, shadows and texture. 	<p>Skills:</p> <ul style="list-style-type: none"> - Using materials to shade to show light and shadow. - Use hatching and cross hatching to show tone and texture. <p>Knowledge:</p> <ul style="list-style-type: none"> -Know how to show reflections in their drawings Know a range of drawing materials and which are most purposeful for a given task. 	<p>Skills:</p> <ul style="list-style-type: none"> -Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). -Use a choice of techniques to depict movement, perspective, shadows and reflection. <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to create shading Know how to draw figures in movement using line, shape, colour and tone. 	<p>Skills:</p> <ul style="list-style-type: none"> -Choose a style of drawing suitable for the work. -Use lines to represent movement. <p>Knowledge</p> <ul style="list-style-type: none"> -Know the meaning of the term 'abstract' -Know how to use imagination within drawing -Know the effects of combining different drawing tools
Collage	Sensory experiences.	Sensory experiences.						

	<p>Handling and manipulating materials.</p> <p>Describe additional textures</p> <p>Begin to weave</p>	<p>Simple collages.</p> <p>Simple weaving/sewing</p>						
Printing			<p><u>Skills:</u></p> <ul style="list-style-type: none"> -Use repeating or overlapping shapes. -Use objects to create prints (leaves, bark) <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> -Know the technique for rubbing using crayons. -Know what a repeating pattern is. 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -Use repeating or overlapping shapes to create texture. -To use objects to create prints. <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> -Know the technique of rubbing to replicate bird-like features. - Know what a natural pattern is. 			<p><u>Skills:</u></p> <ul style="list-style-type: none"> -Cut thick lines and thin lines. -Create deep and shallow lines by applying pressure. -Use the correct amount of acrylic paint when printing to create desired effect. <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> -To know that creating thicker lines will create a wider line. -To apply the correct amount of pressure when carving print. -To know less ink will create a lighter print, more ink will create a darker background. 	
3D Form	<p>Handling, feeling and enjoying materials.</p> <p>Shape and model materials.</p>	<p>Join items in a variety of ways</p> <p>Use more technical vocabulary to describe a shape is</p>		<p><u>Skills:</u></p> <ul style="list-style-type: none"> -To fold, tear, crumple and collage paper to transform it from 2d to 3d. 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -To create a slip. -To know some sculpture techniques such as rolling, 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -To create a coil. -To know some sculpture techniques such as rolling, 		<p><u>Skills</u></p> <ul style="list-style-type: none"> -To cut and join materials. -To use lines and curves.

	Manipulate play dough in different ways (e.g. roll, squash, twist)	manipulated (e.g. flexible, rough, rigid)		<ul style="list-style-type: none"> - To use a variety of materials to make their own sculpture. - To make a free-standing sculpture. <p>Knowledge: To know how to manipulate paper to create bird-like features.</p> <ul style="list-style-type: none"> -To know how to make a sculpture balance. 	<p>cutting, moulding and carving.</p> <ul style="list-style-type: none"> -Know how to join pieces of play together using slip. <p>Knowledge: - Knowing how to cross hatch into clay How to connect pieces of clay using slip.</p> <ul style="list-style-type: none"> -To create a pinch pot and add details onto clay. 	<p>cutting, moulding and carving.</p> <p>Knowledge: Knowing how to cross hatch into clay. How to connect pieces of clay using slip.</p> <ul style="list-style-type: none"> To create a pinch pot and add details onto clay. 		<ul style="list-style-type: none"> -To layer materials to create desired effect. -Make careful choices to add to chosen features. -To select the appropriate tool. <p>Knowledge To draw upon previously taught knowledge to select the tools which will support their artwork.</p>
Work of an Artist			<p>Research the work of an artist. Replicate the work of an artist.</p>					<p>Use inspiration from a notable artist to replicate a piece of work 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 a notable artist and refer to techniques and effect</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p>
Other		Create a finished product with clear intention	Compare similarities and differences between their own art and the artist's	Compare similarities and differences between their own art and the artist's	Work to be recorded in sketch books.	Use sketchbooks to record work and revisit old work/ techniques	Use sketchbooks to record work and revisit old work/ techniques	Use sketchbooks to record work and revisit old work/ techniques

			work at the end of every unit.	work at the end of every unit.				
Vocabulary focus for each year group								
	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Term 1			<u>Drawing- Spirals</u> Pencils crayons, pastels, chalk, thickness, Colour Line Shapes	<u>Great Fire of London painting-</u> Thick/thin Brushes Primary colours Secondary colours Tints and tones (black/white)	<u>Cave drawing</u> Pencils Crayons Charcoal Thickness /grades Lines Shapes Sketches textures	<u>Book illustrations</u> Textures Lines Shapes light shadow hatching cross-hatching Pencils Crayons Thickness /grades Sketches	<u>Industrial scene sketch</u> Pencils Crayons Charcoal Thickness /grades Sketches Textures Lines Shapes light shadow hatching cross-hatching Shadows Reflections	<u>Paul Nash- War painting</u> Thickness /grades Textures Lines Shapes light shadow Shadows Reflections Mood Colour palette Techniques Quality Personal style
Term 2								
Term 3				<u>Animal sketch-</u> Pencils Crayons Thickness /grades Colour Lines shapes Texture	<u>Introduction to water colours-</u> Water colour, sketch,	<u>Still life drawing</u> Thick/thin Brushes Primary colours Secondary colours Tints and tones	<u>Tudor portraits</u> Thick/thin Brushes Primary colours Secondary	<u>Picasso painting</u> Thickness /grades Textures Lines Shapes light

				Natural pattern	wash, mixing, tints, tones, primary colours, secondary colours.	(black/white) Mixing Watercolours Mood Foreground background	colours Tints and tones (black/white) Mixing Watercolour pencils Mood Colour palette	shadow Shadows Reflections Mood Colour palette Techniques Quality Personal style
Term 4			<u>Seaside inspired painting-</u> Thick/thin Brushes Primary colours Secondary colours					
Term 5				<u>3D bird</u> Cut Tear Glue Sort Arrange Thickness fold Texture Materials	<u>Egyptian jars</u> Rolling Moulding Cutting Carving, pinch, slip, cross hatch	<u>Coil pot</u> Rolling Moulding Cutting Carving Clay Mouldable materials malleable Detail	<u>Foam printing</u> Overlapping Sponges Pressing Rolling rubbing stamping repeated patterns detail	
Term 6			<u>Term 6- Leaf rubbing</u> Overlapping, repeated pattern, Rubbing, natural					

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