



Year Group	Early Years
Knowledge	<p>I can create outdoor art using a range of mark making materials e.g. paint rollers and different sized brushes on a large scale.</p> <p>I beginning to use a variety of drawing tools and techniques.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can show different emotions in my drawings – happiness, sadness, fear etc.</p>
Key vocabulary	Mark-make, draw, lines, circles, shape, pens, pencils, mood

Key vocabulary	One, patterns, shapes, marks, media, tone.
Knowledge	<p>I can use different media to create different desired effects when drawing.</p> <p>I can invent lines and shapes in my artwork.</p> <p>I can begin to use tone in my artwork, using light and dark colours/lines for desired effects.</p>
Content	<p>Experiment using different media across the curriculum to draw.</p> <p>Focussed in provision areas – children have a variety of media and resources to create artwork directed by personal interest.</p>
End of topic expectations	<p>Children will be able to find a preferred method of drawing.</p> <p>Children will have increased control over using various media to create artwork.</p>

Year group	Two
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Knowledge	<p>I can discuss textures by describing, naming, rubbing, copying.</p> <p>I can continue to use a variety of media to create my artwork.</p> <p>I can select certain media for specific reasons for my artwork.</p> <p>I can decide what colours I need to create a specific tone.</p> <p>I can observe and replicate a style of artwork using different media and tones.</p>
Content	<p>Taking inspiration from a number of art styles e.g. popart, the children will experiment using different media to create self portraits (<b>Klee, Warhol</b>).</p>
End of topic expectations	<p>Children will be able to use a variety of media and surfaces to draw on to create their artwork.</p> <p>Children can decide what colours and/or media they need to create a certain look/style of art.</p>
Key vocabulary	<p>Texture, rubbing, tone, light, dark, observe, marks, shape, line, pattern, media.</p>

Year group	<p>Three</p>
Knowledge	<p>I can experiment with different grades of pencil to create different lines and shades in my work.</p> <p>I can use a range of different media and implements to create a desired effect.</p> <p>I can decide and select which media or tool will be most appropriate for the look I wish to create.</p>
Content	<p>Taking inspiration from cave paintings and Palaeolithic artwork, create traditional drawings of scenes which tell a story.</p>
End of topic expectations	<p>Children will be able to select and use different grades of pencil to successfully create lines, marks and tone in their work.</p> <p>Children will be able to experiment with different media and decided and explain which works best for their final piece.</p> <p>Children will create a piece of artwork based on cave paintings which will focus on telling a story similar to the time period.</p>
Key vocabulary	<p>Lines, marks, shapes, tone, media.</p>



Year group	Four
Knowledge	<p>I can collect information from different sources to influence my artwork.</p> <p>I can use a variety of media to create mood and tone in my artwork.</p> <p>I can use and select different grades of pencil to create a desired effect in my work.</p> <p>I can begin to investigate and draw using perspective and the third-dimension.</p>
Content	<p>Using a focal point, create artwork of a Victorian street in a perspective style (<b>Galien-Laloue, Anthony Read</b>).</p> <p>Use shading and tone to create artwork in the Victorian gothic style.</p>
End of topic expectations	<p>Children will be able to create artwork influenced by the Victorian style.</p> <p>Children will be able to observe the style of Victorian architecture and create this in their artwork.</p>
Key vocabulary	Tone, shading, perspective, third-dimension

Year group	Five
Knowledge	<p>I can use a variety of media and techniques to create artwork inspired by Ancient Greeks.</p> <p>I can research and collect ideas from existing artwork.</p> <p>I can use proportion and awareness of this e.g. foreground etc in my artwork when creating my Ancient Greek pattern/scene.</p> <p>I can use different media to blend colours e.g. coloured pencils.</p>
Content	<p>Using a range of materials and media, create a pattern/design for a vase inspired by the Ancient Greeks.</p> <p>In addition to focussing on sculpture: create a Greek inspired vase and decorate using drawing and different media e.g. charcoal and pastels.</p>
End of topic expectations	<p>Children will be able to discuss key features of Ancient Greek artwork.</p> <p>Children will create a scene/pattern in an Ancient Greek theme using perspective.</p> <p>Children have experimented with further types of media and can select which they prefer to use/what is best for a certain type of artwork and why.</p>



Key vocabulary	Observation, lines, patterns, shapes, mixing, blending, perspective.
Year group	Six
Knowledge	<p>I can confidently discuss artists who have worked in a similar way to my artwork and how their work has influenced my final piece.</p> <p>I can experiment with different media and different techniques to create a desired effect.</p> <p>I can explain why I have used a certain technique to create the desired effect.</p> <p>I can take inspiration from artists and can develop my own style of work based on that.</p>
Content	<p>Combined with painting, create a self-portrait inspired by artists from the Americas (<i>Frida Kahlo</i>)</p> <p>Building upon using dry media to create desired effects, experiment with wet media to see the difference when creating lines and textures.</p>
End of topic expectations	<p>Children can research existing artwork, analyse elements of it and create their own interpretation.</p> <p>Children have experimented with further types of media and can select which they prefer to use/what is best for a certain type of artwork and why.</p>
Key vocabulary	Sources, interpretation, composition, techniques, media, style, tone, shading.