



Year Group	Early Years
Knowledge	<p>I know that when I mix two colours it makes a different colour.</p> <p>I know how to match the colours I see to what I want to represent.</p> <p>I know how to use paint tools with care and precision.</p> <p>I know that artists create works of art.</p> <p>I can talk about what I see in a picture or piece of art.</p> <p>I know how to use a paint brush and pallet</p> <p>I can talk about my artwork</p>
Key vocabulary	Colour, colour names, light, dark, mix, paint, water, blend, change, pallet, brush. shade

Year group	One
Knowledge	<p>I can recognise and name the 3 primary colours.</p> <p>I can mix the primary colours to make secondary colours.</p> <p>I can describe if colours are cool or warm.</p> <p>I can a variety of tools and techniques including different brush sizes and types.</p>
Content	<p>Exploring artists who use primary and secondary colours in their work (<i>Mondrian, Rothko, Pollock</i>).</p> <p>Use mixed colours to create artwork inspired by well-known artists.</p>
End of topic expectations	<p>Identify primary and secondary colours.</p> <p>Discuss if colours are warm or cool.</p> <p>Create a piece of artwork using a variety of primary/secondary colour.</p> <p>To use different tools and techniques to create art inspired by artists studied.</p>
Key vocabulary	Primary, secondary, paint, mix, warm, cool, shades, tones, lighter, darker

Year group	Two
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Knowledge	<p>I am able to experiment with tools and techniques e.g. layering, mixing media, scrapping through.</p> <p>I can look at how artists and designers have used colour, shapes and lines to create patterns.</p> <p>I can say how other artists have used texture, colour, pattern and shape in their work.</p> <p>I can mix colours to create tints and shades.</p>
Content	<p>Explore artists who use shades and tints in their artwork (<i>J.M.W Turner</i>).</p> <p>Using a variety of brushes to create artwork.</p> <p>Using textured paint to create artwork inspired by artists.</p> <p>Investigate artwork by Aboriginal artists (<i>Clifford Possum Tjapaltjarni</i>).</p> <p>Use pointillism technique to evoke work familiar with aboriginal artwork.</p>
End of topic expectations	<p>Able to describe what a shade/tint is and how to create them.</p> <p>To use different textures in their final art piece.</p> <p>To use shades and tints in their final piece.</p> <p>To use tertiary colours to create an aboriginal piece.</p>
Key vocabulary	<p>Paint, texture, pointillism, shade, tint, light, dark.</p>

Year group	<p>Three</p>
Knowledge	<p>I can confidently identify primary and secondary colours and how they are made.</p> <p>I can begin to select utensils to create certain effects using paint.</p> <p>I can select brushes for smaller and bigger scales studies.</p> <p>I can describe why certain colours and textures were used to create a piece of artwork.</p> <p>I am beginning to experiment with different effects and textures including blocking in colour, thickened paint and creating textural effects.</p>
Content	<p>Using inspiration from the Stone Age, explore cave paintings (<i>Paleolithic Art and Caves of Lascaux</i>) and the stories they tell.</p> <p>Use a variety of colours and techniques to create a final piece.</p>
End of topic expectations	<p>To use different techniques to create a final piece of artwork.</p>

	To create a final piece based on existing artwork examples.
Key vocabulary	Colour, texture, scale, effect, technique, brush

Year group	Four
Knowledge	I can see how an artist has used colour to create mood in a painting. I can describe the techniques that have been used to create mood in a painting e.g. a wash. I can use a variety of methods (e.g. shading and texture) in my painting to create certain moods.
Content	Using a variety of utensils to create artwork. Take inspiration from a number of European artists who use different techniques e.g water colour (<i>Maja Wronska</i>), using a wash (<i>Ekaterina Smirnova</i>).
End of topic expectations	Able to create a piece of artwork based on a specific mood. Be able to explain why they have chosen a certain colour when painting for a specific mood/style. Able to use a different utensil to create a certain style e.g. thin brushes for detail.
Key vocabulary	Shade, tint, washes, mood, theme, techniques, scales

Year group	Five
Knowledge	I can look at a drawing and create a painting from it. I can mix and use colours in my artwork which complement and contrast.
Content	Explore artists who use a palette of warm and cool colours to create atmosphere (<i>Monet and Munch</i>). Experiment with using colour to create a certain mood and what colour contrast and complement the artwork.
End of topic expectations	Able to create their own artwork from a pre-existing drawing. Able to explain why they have chosen to use specific colours in their work and what mood they evoke.



Key vocabulary	Mix, atmosphere, effects, complement, contrast, warm, cool.
Year group	Six
Knowledge	I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. I can create a piece which uses complementary and contrasting colours.
Content	Explore artists from the Americas and create a self-portrait in the style of a well-known artist (<i>Frida Kahlo</i>)
End of topic expectations	Children will be able to create a piece of artwork inspired by an existing artist's style. They will be able to explain how they have incorporated elements of the existing artist's style to their work.
Key vocabulary	Observation, self-portrait, theme, motif, contrast, complimentary