

Areas of learning	Skills and Knowledge	Nursery	Reception	Yr1	Yr2	Yr2+
Vocabulary		colour, pattern, texture, line, near, far, portrait, landscape, size, guidelines, shadow, light, dark, sketch, pencil types: HB, H, B, F, 2HB etc, shape, dry media, observe, media, detail, control, marks, form and space. <u>Possible artists:</u> Leonardo da Vinci, Vincent Van Gogh, Poonac,				
Drawing	Skills	Make marks on paper using a pencil or pen.	Create simple shapes and lines to begin resembling a recognisable object, animal or person. Experiment with drawing features of face and body in the correct place	Begin to draw features of face and body in the correct place with guidelines.	Draw features of face and body in the correct place. Draw a detailed face with clear features e.g. eyelashes	Draw with control to create intricate marks.
	Knowledge of:	<p>Explain what their marks mean.</p> <p>Begin to hold a pencil in their dominant hand.</p> <p>Explore a range of media.*</p> <ul style="list-style-type: none"> • Marks on paper have meaning • • How to hold a pencil. 	<p>Observe and draw simple objects eg. flower</p> <p>Hold the pencil with two fingers and thumb.</p> <p>Explore and experiment with wide range of media.*</p> <ul style="list-style-type: none"> • Marks on paper have meaning. • How features are drawn in the correct place • Holding a pencil with accuracy. • The three point grasp. 	<p>Begin to use the space on the paper appropriately.</p> <p>Begin to draw things to relative size.</p> <p>Observe and begin draw landscapes.</p> <p>Select suitable media * for the piece of work.</p> <ul style="list-style-type: none"> • How features are drawn in the correct place • Simple body parts. • Features of a face. • Spatial awareness. • What a landscape is. 	<p>Carefully consider and sketch real objects.</p> <p>Draw to record experiences and feelings.</p> <ul style="list-style-type: none"> • Spatial awareness • Pencil control • Pencil grip • Body parts • Features of a face. • Spatial awareness. • Dimensions (illusion of close and far) 	<p>Begin to draw effect of light and dark including shadow.</p> <p>Begin to record perspective in their drawings.</p>



*Rubber, crayons, pastels, felt tips, charcoal, ball points, chalk and other dry media.

Vocabulary

paint, paintbrush, colour, mix, water colours, ink, primary colours, secondary colours, shade, pattern and tools, brush, spatula, pallet

Possible artists: Pollock, Monet, Chagall, Ben Moseley, Van Gogh Kandinsky

Painting	Skills	Begin to experience using paint using fingers, sponges and jumbo paintbrushes.	Experiment with a range of brushes of different sizes to create strokes. Paint using dominant hand. Explore mixing colours. Explore shades of colours	Begin to hold the paintbrush accurately. Begin to select appropriate size brush for painting Mix primary colours to make secondary colours.	Hold the paintbrush accurately. Select appropriate size brush for painting. Mix shades of a colour to make tones.	Select appropriate tools independently. Apply colour through pattern e.g. dotting, scratching, blowing and splashing Begin to use paint to show the effect of light e.g. creating a shadow.
	Knowledge of:	<ul style="list-style-type: none"> • Holding a thick paintbrush • Tools used for painting. • Paint is wet and takes time to dry 	<ul style="list-style-type: none"> • Holding a thin paintbrush or painting tool with control. • Mixing two colours makes another colour. • Adding white makes colours lighter 	<ul style="list-style-type: none"> • Holding a thin paintbrush or painting tool with control. • Primary colours • Secondary colours 	<ul style="list-style-type: none"> • Holding the paint brush at a distance from the paper. • Range of paintbrushes and what they create e.g thin paintbrush. • Using sufficient amount of paint. 	



Vocabulary		3d, sculpture, clay, dough, squeeze, malleable, shape, flatten, join, material, rigid, shape, form, model, observation, tape, masking tape, natural materials, recycled materials, glue guns and PVA glue. 3d work, Clay, Dough, Boxes, Wire, Paper, Sculpture, Mod roc Possible artists: Henry Moore, Joana Vasconcelos Andy Goldsworthy Barbara Hepworth				
Sculpture	Skills	Begin to manipulate malleable materials to change shape. Begin to experiment and explore tools for making models out of recycled materials. Explore different joining tools/equipment.	Squeeze, roll, flatten, join, using tools to manipulate malleable materials. Begin to use tools purposefully to create a model. Begin to explore using natural materials eg, stones, leaves Begin to use tape, glue, and masking tape, split pins to join	Use appropriate manipulations and tools to create a desired shape including rigid materials. Use tools purposefully to create a model. Make simple joins using tape, glue, hot glue guns, cold glue guns and masking tape.	Use appropriate manipulations and tools to create a desired shape including rigid materials with more precision. Select from a range of tools to create a model. Select appropriate tools to make joins effectively.	To shape and form from direct observation (malleable and rigid materials)
	Knowledge of:	<ul style="list-style-type: none"> Using hands to manipulate malleable materials Existence of range of tools Using tool/equipment can join two things together. 	<ul style="list-style-type: none"> Different actions e.g. this is stretching and able to name it. The purpose of tools and the effect of the tools. Range of equipment that can be used to join two things together. 	<ul style="list-style-type: none"> Different actions and the effect it will have on the malleable and rigid material. Name, purpose and effect of tools. Equipment that is suitable for joining materials (e.g. glue stick good for paper but not plastic.) 	<ul style="list-style-type: none"> Different actions and the effect it will have on the material. Using an appropriate tool suited for the material/purpose. Equipment that is suitable for joining materials (e.g. glue stick good for paper but not plastic.) 	



Vocabulary		printing, polystyrene printing, stamping, repeated pattern, press, pressure, roller, ink, firm, carving tools, transfer, screen printing and stamps. sponges, lift				
		<u>Possible artists:</u> Hokusai, Andy Warhol, Rachel Reynolds. Clare Burchell				
Printing	Skills	Explore using different shaped stamps to print on to paper. Use hands to create a print.	Use a variety of different objects to print e.g. fruit/veg Begin to press firmly and lift to transfer the pattern without smudging.	Create a repeated pattern using stamps/objects. Press firmly to transfer the pattern without smudging. Create a print of an object (screen printing)	Print with a range of objects. Remove tool gently to transfer pattern without smudging Carve designs using carving tools (polystyrene).	Find objects/shapes to print with independently. Select own tools to print with. Create intricate patterns using carving tools.
	Knowledge of:	<ul style="list-style-type: none"> Paint transfers when pressed against paper. 	<ul style="list-style-type: none"> Different objects will create a different shape/pattern. Beginning to Print with objects in an order to create a pattern. Transferring the tool to the page and removing 	<ul style="list-style-type: none"> Printing objects in an order that will create a pattern. Printing tools Using ink What screen printing is. A shape of an object can be copied through printing. 	<ul style="list-style-type: none"> Using the tools for printing. Using carving tools. Using sufficient amount of ink. Pressing firmly to transfer print. Gently peeling the paper from the print. 	



Vocabulary		artist, craft maker, designer, artwork, similar, opinions, differences, compare, line, shadow, pattern, media,				
Artist, craft makers and designers.	Skills	Look at a range of artwork.	Look at samples of work from a specific artist and notice similarities. Express their opinion about their work	Explore and discuss artwork of two known artists, craft makers or designer. Describe what they think and feel about their work. Notice some similarities between their own work and of an artist's work.	Explore and discuss a range of work of artists, craft makers or designers. Describe what they think and feel about their work using artistic language. Compare their own work to artist work and make links to their own work.	
	Knowledge of:	<ul style="list-style-type: none"> What art work is and that the person who creates it is called an artist. 	<ul style="list-style-type: none"> Different artists 	<ul style="list-style-type: none"> Two different artists, craft makers and/or designers in depth Artistic language 	<ul style="list-style-type: none"> A range of Artists, craft makers and designers to compare and contrast. Artistic language. 	

