



NURSERY		
NURSERY	Physical Development	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>
	Expressive Arts and Design	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>
RECEPTION		
RECEPTION	Physical Development	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination and agility.</p>
	Expressive Arts and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>

YEAR 1:

YEAR 1	Core Skills	<p>Explore ideas, record experiences and collect information to inform creative work.</p> <p>Use a range of materials creatively to design and produce creative work.</p> <p>Receive and offer feedback to improve on creative work.</p> <p>Share ideas, experiences and imagination through art.</p>
	Drawing	<p>Practice drawing from imagination paying attention to main aspects.</p> <p>Practice drawing lines of varying thickness.</p> <p>Explore scale- drawing on a large scale and drawing on a smaller.</p> <p>Experiment with a variety of tools (including pencils, crayons, felt tips, ballpoints, chalk.)</p>
	Painting	<p>Explore a variety of different brushes, brushstrokes and painting tools (sponges, large, small.)</p> <p>Hold a paintbrush like a pencil and create a smooth up and down brushstroke.</p> <p>Practice making shapes, lines and adding colour with poster paint.</p>
	Sculpture, 3D Work and Other Media	<p>Investigate making using a wide variety of media, including card, fabric, tissue, magazines, crepe paper etc.</p> <p>Make marks in print using a variety of objects, including natural and made objects.</p> <p>Practice rolling, pinching malleable materials (clay, plasticine, salt dough.)</p>
	Final Pieces	<p>Use observation, knowledge of the human form and own ideas to draw a self-portrait of the whole body including head, neck, body, arms, legs, hands, feet and hair.</p> <p>Draw lines of varying thickness in a final piece.</p> <p>Paint shapes (do not have to be geometrical), lines and add colour in a final piece.</p> <p>Model and decorate found materials (boxes, cardboard tubes etc) to make a final piece.</p> <p>Model a simple form using a malleable material to make a final piece.</p> <p>Recreate an aspect of an artist's work (style, subject matter, colour palette etc) in a final piece.</p>
	Knowledge and Vocabulary	<p>Explore an artist's work (artist agreed between teacher and Subject Lead.)</p> <p>Describe differences and similarities between the art looked at, making links to own work.</p> <p>Use key vocabulary: <i>self-portrait, drawing, painting, brush, line, thick, thin, size, plan, design, final piece, feedback.</i></p>

YEAR 2:

YEAR 2	Core Skills	<p>Explore ideas, record experiences and collect information to inform creative work.</p> <p>Use a range of materials creatively to design and produce creative work.</p> <p>Receive, offer and act on feedback to improve creative work.</p> <p>Share ideas, experiences and imagination through art.</p>
	Drawing	<p>Practice drawing from observation and imagination, paying attention to small details.</p> <p>Practice using dots and lines to demonstrate pattern and texture.</p> <p>Practice drawing on different textures.</p> <p>Colour neatly following the lines.</p> <p>Experiment making marks with a variety of tools, including pencils, pastels, charcoal and chalk.</p>
	Painting	<p>Use thick and thin paintbrushes to paint shapes, lines and add colour.</p> <p>Experiment by mixing primary colours to make secondary colours (just experimentation, does not need to be formal colour theory or a colour wheel).</p>
	Sculpture, 3D Work and Other Media	<p>Practice modelling using malleable materials and joining two parts together.</p> <p>Practice collaging using a combination of materials that have been cut, torn and glued.</p>
	Final Pieces	<p>Use a photograph to draw a ¾ self-portrait of the face, neck, shoulders and torso using personal features (glasses, freckles.)</p> <p>Draw a final piece using texture, pattern and line.</p> <p>Paint a final piece using thick and thin brushes and mixing colours.</p> <p>Model a simple form using a malleable material and joining two parts together to make a final piece (e.g. clay tile with relief points or pinch pots with handles- not coiled pots.)</p> <p>Create a collage by arranging cut or torn and glued elements.</p> <p>Recreate an aspect of an artist's work (style, subject matter, colour palette etc) in a final piece.</p>
	Knowledge and Vocabulary	<p>Know some key facts about a piece of artwork and the artist who created it (artist agreed between teacher and Subject Lead.)</p> <p>Know the names of primary and secondary colours.</p> <p>Express an opinion about the artist and their work.</p> <p>Use key vocabulary: portrait, landscape, ideas, collect, experiences, creative, pattern, texture, pastel, charcoal, chalk, primary colours, secondary colours, modelling, collage, 3D, flat.</p>

YEAR 3:

YEAR 3	Core Skills	<p>Explore ideas, record experiences and collect information in a sketch book to inform creative work.</p> <p>Sketch/ plan out finale pieces, annotating ideas with simple labels.</p> <p>Receive, offer and act on feedback to improve design before creating final piece.</p> <p>Use a range of materials creatively to produce creative work.</p> <p>Share ideas, experiences and imagination through art.</p>
	Drawing	<p>Practice drawing from observation and imagination, paying attention to small details.</p> <p>Develop greater skill drawing with different materials e.g. pastels, chalk, pen.</p> <p>Experiment with tone using different hardness of pencils.</p> <p>Explore proportion, scale, space and size- drawing to fill a space, drawing on a large scale, drawing on a smaller, more detailed scale.</p>
	Painting	<p>Mix colours primary and secondary effectively (use colour wheel).</p> <p>Add white and black to coloured paint to alter tints (when white is added to pure colour) and shades (when black is added to pure colour).</p>
	Sculpture, 3D Work and Other Media	<p>Cut, make and combine shapes and materials to create recognisable forms.</p> <p>Practice modelling with malleable materials using coiling and smoothing techniques.</p> <p>Practise a variety of collage techniques (e.g. overlapping, tessellation, mosaic and montage.)</p>
	Final Pieces	<p>Use observation to draw a self-portrait of the face and neck, lightly sketching and accurately placing features using the correct proportion.</p> <p>Paint a final piece by mixing colours, adding black and white for tints.</p> <p>Model and decorate a coiled pot.</p> <p>Create a collage using variety of techniques.</p> <p>Recreate an aspect of an artist's work (style, subject matter, colour palette etc) in a final piece.</p>
	Knowledge and Vocabulary	<p>Know some key facts about the artist, their work and style and express an opinion about the artist and their work.</p> <p>Know primary and secondary colours and how they are made.</p> <p>Use key vocabulary: <i>sketch, feedback, materials, observation, proportion, scale, tints, shades, coiling, smoothing, techniques, overlapping, tessellation, mosaic, montage.</i></p>

YEAR 4:

YEAR 4	Core Skills	<p>Explore ideas, record experiences and collect information in a sketch book to inform creative work.</p> <p>Sketch/ plan out finale pieces, annotating ideas with simple labels.</p> <p>Receive, offer and act on feedback to improve design before creating final piece.</p> <p>Use a range of materials creatively to produce creative work.</p> <p>Share ideas, experiences and imagination through art.</p>
	Drawing	<p>Practice drawing from observation and imagination, paying attention to proportion and scale.</p> <p>Develop greater skill drawing with different materials e.g. pastels, chalk, pen.</p> <p>Experiment with line and texture using different pressures and techniques (stippling, hatching, cross-hatching and smudging.)</p> <p>Use shading to show light and shadow effects</p>
	Painting	<p>Experiment with brush techniques to create shapes, textures, patterns and lines (dry brush, washes, drips, dabbing.)</p>
	Sculpture, 3D Work and Other Media	<p>Cut, make and combine shapes and materials to create recognisable forms.</p> <p>Add materials to the sculpture to create detail.</p> <p>Make printing blocks.</p> <p>Make repeated patterns with precision.</p>
	Final Pieces	<p>Using observation, draw a self-portrait of a head and shoulders using shading to show light and shadow.</p> <p>Draw a final piece using texture, pattern and line.</p> <p>Paint a final piece using a variety of brush techniques.</p> <p>Create a 3D model by cutting, making and combining materials.</p> <p>Design and print a final piece.</p> <p>Recreate an aspect of an artist's work (style, subject matter, colour palette etc) in a final piece.</p>
	Knowledge and Vocabulary	<p>Explore an artist's work (artist agreed between teacher and Subject Lead.)</p> <p>Know some key facts about the artist, their work and style.</p> <p>Express an opinion about the artist and their work.</p> <p>Use key vocabulary: <i>annotating, pressure stippling, hatching, cross-hatching, smudging, shading, dry brush, washes, drips, dabbing, forms, printing, repeated pattern, precision, combining.</i></p>

YEAR 5:

YEAR 5	Core Skills	<p>Review and revisit ideas in their sketchbooks.</p> <p>Use digital technology as sources for developing ideas.</p> <p>Sketch/ plan out finale pieces, annotating ideas with technical vocabulary.</p> <p>Think critically about art and design work.</p> <p>Choose from a wide a range of materials to produce creative work.</p> <p>Share ideas, experiences and imagination through art.</p>
	Drawing	<p>Use and choose from a variety of tools to draw with.</p> <p>Practice drawing from observation and imagination, exploring different angles.</p> <p>Depict movement in drawings.</p>
	Painting	<p>Mix a cool/ warm colour palette.</p> <p>Master brush techniques to create shapes, textures, patterns and lines (dry brush, washes, drips, dabbing.)</p> <p>Practise using a range of paint (poster, water colours).</p>
	Sculpture, 3D Work and Other Media	<p>Cut, make and combine shapes and materials to create recognisable forms.</p> <p>Use tools and materials to carve, add shape, add texture and pattern to works.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining.</p>
	Final Pieces	<p>Create a self-portrait in profile.</p> <p>Create a final piece showing movement.</p> <p>Create a final piece choosing colour palette for the task.</p> <p>Plan and design a sculpture.</p> <p>Recreate an aspect of an artist’s work (style, subject matter, colour palette etc) in a final piece.</p>
	Knowledge and Vocabulary	<p>Explore an artist/ designer’s life and their work (artist agreed between teacher and Subject Lead) express an opinion about their work and make comparisons to other artists.</p> <p>Write a biography or complete a reading comprehension about an artist, their work and style.</p> <p>Identify cool and warm colours and how they can be related to emotions.</p> <p>Use key vocabulary: <i>sources, critical, depict, cool colours, warm colours, palette, printing, dyeing, weaving, stitching, textural effects, sculpture, profile.</i></p>

YEAR 6:

YEAR 6	Core Skills	<p>Review and revisit ideas in their sketchbooks.</p> <p>Use digital technology as sources for developing ideas.</p> <p>Sketch/ plan out finale pieces, annotating ideas with technical vocabulary.</p> <p>Think critically about art and design work</p> <p>Choose from a wide a range of materials to produce creative work.</p> <p>Share ideas, experiences and imagination through art.</p>
	Drawing	<p>Use and choose from a variety of tools to draw with.</p> <p>Practice drawing from observation and imagination, exploring different angles.</p> <p>Depict perspective in drawings.</p>
	Painting	<p>Create a colour palette (matching an artist’s palette, natural colours, using observation) demonstrating mixing techniques.</p> <p>Practise using a range of paint (poster, powder, acrylic, water colours).</p>
	Sculpture, 3D Work and Other Media	<p>Cut, make and combine shapes and materials to create recognisable forms.</p> <p>Experiment with mixed media to produce an image.</p> <p>Use tools and materials to carve, add shape, add texture and pattern to works.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining.</p>
	Final Pieces	<p>Using observation, draw a realistic self-portrait of the eye.</p> <p>Draw a final piece using perspective.</p> <p>Create a final piece choosing appropriate style and colour palette for the task (realistic, impressionistic, cartoonish.)</p> <p>Plan and design a sculpture.</p> <p>Plan and design a final piece that includes stitching and/or weaving.</p> <p>Recreate an aspect of an artist’s work (style, subject matter, colour palette etc) in a final piece.</p>
	Knowledge and Vocabulary	<p>Explore an artist/ designer’s life and their work (artist agreed between teacher and Subject Lead) express an opinion about their work and make comparisons to other artists.</p> <p>Write a biography or complete a reading comprehension about an artist, their work and style.</p> <p>Use specific vocabulary related to the artist/ designer/ style/ art period studied.</p> <p>Use key vocabulary: environmental, observational, recreate, perspective, mixed media, demonstrating, appropriate, recognisable, realistic, abstract, impressionistic, cartoonish.</p>