

Knowledge & skills	EYFS	Year 1 and Year 2		Year 3	Year 4	Year 5	Year 6
a) Drawing	Create simple representations of events, people and objects. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.	Explore mark making using variety of drawing materials (line and tone) Draw what you see Draw what you feel	Develop mark making skills through a variety of stimuli. Explore drawing from primary & secondary sources and also memory & imagination.	Practise observational drawing from the human figure, exploring careful looking, seeing big shapes and proportion.	Use growing skill and knowledge of different materials, combined with increasing confidence in making a creative response to a wide range of stimuli. Focus on tone .	Explore the relationship of line, tone, form and colour to record.	Develop drawing skills using observational drawing. Focus on proportion, close ups, negative space, shape, colour and tone .
b) Painting & Collage	Explores what happens when they mix colours. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Chooses particular colours to use for a purpose.	Recognise primary colours Simple mixing to discover secondary colours	Revisit colour mixing and shades of colours. Identify & categorise shades of colours/colour palettes.	Develop colour knowledge by exploring warm and cold colour palettes. Focus on control within an outline using a brush.	Combine art forms such as collage, painting and print making in mixed media projects. Consider use of recycled papers and fabrics.	Explore the relationship of line, tone, form and colour using layers and found materials as mark making tools and pigments.	Explore tone more thoroughly through blending paint tones together to show form .
c) Print-making & Digital	Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary	Explore printing with found materials. Explore shape, pattern, line, texture	Mono printing techniques using carbon paper/oil pastel on back of paper.	Explore the use of polystyrene foam to create prints	Introduce a project this year to combine all art forms – photograph progress to aid evaluating and critique.	Use of collagraph (printing using cardboard textures on a board) and found objects to draw shapes with texture. Explore pattern and texture for different textures that might be found in space.	Develop printing skills by creating a polystyrene print which, when repeated, creates a pattern for arctic animal prints.
d) 3D	Experiments to create different textures. Selects tools and techniques needed to shape, assemble and join materials they are using. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary	Explore how 2D can become 3D Cut paper shapes that construct. Link to cityscapes. Explore clay and what it does Impress in the clays surface to create relief.	Construct architectural forms using simple shapes cut from card, Explore ways of joining (slots, glue, tape).	Explore the use of wire, paper and tape to create 3D form. Link to Pompeii. Use the students observational drawings as a source.	Construct with clay using a variety of tools to create texture on a clay tile. https://www.accessart.org.uk/fruit-inspired-clay-tiles/	Investigate nets through construction of basic geometric shapes. (Maths link) Construct clay pots: https://www.accessart.org.uk/decorative-clay-coil-pots/ https://www.accessart.org.uk/fruit-pinch-pot-project/	Explore pinch, coil & slab techniques to create 3D forms https://www.accessart.org.uk/clay-art-medals/
Use of sketchbooks: Investigating and exploring	Use simple drawings and sketches to record ideas, thoughts and feelings. Talk about, describe and draw simple images and artefacts. Make drawings of artefacts and images, adding notes where appropriate, Explore and respond to direct sensory experiences, memory and imagination. Compare the similarities and differences between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods. Make links with own work. Explain how I think the artist made this artwork. Explain which colour was used most in the artwork and why this might have been used.			Make drawings in a sketchbook and record observations of a range of artefacts and images studied, annotating work. Show an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and present their ideas. Discuss the artist's main message of their art.		Use a wide variety of visual techniques and secondary sources of information to support the development of projects. Annotate ideas and images collected. Explain how they will inform own ideas. Identify how artists, from different cultures and historical periods, develop, express and represent their ideas, and how they will use this in their own work. Make informed and critical comments about own and other people's work. Show critical appreciation of the work of local, national artists, designers and craft workers from different historical periods.	
Knowledge & understanding	Share their creations, explaining the process they have used. Early Learning Goals 16: Expressive Arts and Design: Exploring Media and Materials. They safely use and explore a variety of materials, tools and techniques. They experiment with colour, design, texture, form and function. 17: Expressive Arts and Design: Being Imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 4: Physical Development : Moving and Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Recognise and describe some simple characteristics of different kinds of art. Know names of tools, techniques and the formal elements (in red) Evaluate: Explain, Annotate, Reflect,	Look at a variety of types of source material and understand the differences: images on screen, books, websites, art work in galleries and objects in museums. Know the difference forms creative works take and for difference purposes. Be able to talk about the materials, techniques & processes they have used with appropriate vocabulary. Evaluate: Develop, comment, artists, emotion,	Look at artwork made by artists, craftspeople, architects and designers. Discuss artists' intentions and reflect upon response. Look at art beyond the visual arts: literature, drama, music, film and explore how they relate to your visual art form. Know & describe the work of some artists & designers that are contemporary, female and from various ethnicities. Evaluate: Record process, responses	Develop questions to ask when looking at artworks: Describe the artwork. What do you like/dislike? Which other sense can you bring to this artwork? What is the artist trying to tell us? How does it inspire you to make your own artwork? If you could ask the artist a question, what would it be? If you could take this art work home, where would you put it and why? Evaluate: Adjustments, review,	As year 4 – with more focus on class crits, encouraging students to talk about their artworks and be asked questions about them by their peers. Ensure both Q&A encourage correct art vocabulary. Students should be able to discuss the formal elements & composition within a piece. Evaluate: modify, in-depth,	Take photos of work made so that a record of progress can be kept. Students encouraged to reflect and enjoy seeing their progress. They can discuss problems and how they were solved. Evaluate: Modification, realise, intention,

<p>Vocabulary</p> <p>ART progression of vocabulary tier 2 words based on the Suffolk Scheme of Art (tier 3 in bold) Vocabulary builds upon previous words used</p> <p>Talk like an artist: key concepts</p> <p>colour (<i>hue, intensity, value, shade, tint</i>)</p> <p>form (<i>two-dimensional, three-dimensional, sculpture, perspective</i>)</p> <p>line (<i>lines, curves length, width, strokes, direction</i>)</p> <p>shape (<i>SHAPE NAMES</i>)</p> <p>space (<i>background, foreground, middle ground, distance, in between, around, within</i>)</p> <p>texture (<i>feel, look, smooth, bumpy, hard, soft, clear, rough</i>)</p> <p>value (<i>lightness, darkness, contrast, shades, tints</i>)</p>	<p>Natural, man-made, recycled, decorate, sugar paper, line, thick, thin,</p> <p>Draw Pattern Repeating Thick Thin Line Shape Brush Tools Match Mix Palette Model Rolling, Kneading, Shaping Join Collage Materials Overlapping Smooth Rough Spikey Shiny Textiles Cloth Weaving Wrap</p>	<p>Artist, surface, texture, natural environment, marks, curved, dark, light, sketchbook, layers</p> <p>Hot colours Cold colours Tone (<i>darker or lighter versions of a colour when you add both black and white (grey) to the colour</i>)</p> <p>Secondary colours</p> <p>Sketch Zig Zag Wavy Bold</p> <p>Mixing Stroke Brush size Opaque Horizontal Powder paint Ready-mix paint Impasto (<i>the technique of laying on paint thickly so that it stands out</i>)</p> <p>Overprint Printing pad Block Stencil Dabbing Ink-up Bruscho (<i>highly pigmented watercolour ink</i>) Collograph (<i>print created with a block with items added on</i>) Negative print (<i>space around the object creates the form itself</i>)</p>	<p>Mark-making, beside, next to, arrange, foreground, background</p> <p>Complementary colours (<i>red-green / blue-orange / yellow-purple</i>)</p> <p>Repeating Jagged Reproduce Media Grades of pencil (4B, etc) Charcoal</p> <p>Multiple Impression Translucent Layering Version</p>	<p>Children use a wider range of vocabulary to express how other' artwork, as well as their own, make them feel (including textural words)</p> <p><u>Modify, adapt, compare, direction, vocabulary associated with types of paint brush (eg fine), viewfinder</u></p> <p>Colour combination Colour families Colour mix Colour match Warm and cool colours</p> <p>Parallel Highlight Overwork Blend /smudge Scale Enlarge Graphite (<i>carbon stick that leaves a shiny metallic grey colour</i>) Hatching (<i>create tonal or shading effects by drawing close parallel lines</i>) Cross-hatching (<i>drawing close parallel lines in the other direction over the hatching</i>)</p>	<p>Starting point, explore, design, process, linear</p> <p>Colour spectrum Contrast Hue (<i>the colour and the shade of a colour</i>) Tertiary colours (<i>resulting colour formed when an equal amount of a primary and secondary colour is mixed</i>)</p> <p>Graphic marks Proportion Composing Reference Concentric circles Tonal quality</p> <p>Cast Mould Embellish Purpose Twisting Malleable</p> <p>Wrapping Binding Threading Lattice Layering Construction</p>	<p>Form,</p> <p>Scale Smudge Image Acetate Portrait Vigorously</p> <p>Incisions Inverted Edition Individual Combination Overlaid Reduction printing (<i>process of taking away elements from the block leaving areas that won't print</i>)</p>	<p>Element Enlarging Mid-tone Portraiture Mosaic</p> <p>Weathered surfaces Brushwork Contour Built-up surface Still-life Transpose</p> <p>Unique state print (<i>each print is an individual version</i>)</p> <p>Geometric patterns Aspects Scanning Cubist Dimension Plane Multimedia Plane Figurative</p>
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