SUBJECT

ART & DESIGN			
EYFS	**Year 1**	**Year 2**	**Year 3 (KS2)**
CREATION			
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Use a range of materials creatively to design and make products.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
KNOWLEDGE			
Ideas can be developed through diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint	**Ideas can be created through observation** (looking closely), **imagination** (creating pictures in the mind) and **memory** (remembering experiences from the past).	**Materials and techniques that are well suited to different tasks** include ink, smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.	Visual elements include **colour, line, shape, form, pattern and tone.**
SKILLS			
Develops their own ideas through experimentation with diverse materials.	Design and make art to express ideas.	Select the best materials and techniques to develop an idea.	Use and combine a range of visual elements in artwork.

VOCABULARY			
Create Materials experiment	Observation Imagination memory	Techniques Shading Vibrant sculpting	Pattern tone
GENERATION OF IDEAS			
Experimenting with colour,design, texture, form and function	Produce creative work, exploring their ideas and recording their experiences.		Create sketchbooks to record their observations and use them to review and revisit ideas.
KNOWLEDGE			
Uses their increasing knowledge and understanding of tools and materials to **explore their interests and enquiries and develop their thinking**	**Discussion and initial sketches can be used to communicate ideas** and are part of the artistic process.	**A sketch is a quickly produced or unfinished drawing**, which helps artists develop their ideas.	**Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork.** They are often line drawings that are done in pencil.
SKILLS			
Develops their own ideas through experimentation with diverse materials.	Communicate their ideas simply before creating artwork.	Make simple sketches to explore and develop ideas.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
VOCABULARY			
Materials Colour design	Sketch	Unfinished Develop	Preliminary inspire
MALLEABLE MATERIALS			
Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Use a range of materials creatively to design and make products.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example,

			pencil, charcoal, paint, clay
KNOWLEDGE			
Uses their increasing knowledge and understanding materials to **explore their interests and enquiries through malleable materials**	**Malleable materials include rigid and soft materials**, such as clay, plasticine and salt dough.	Malleable materials, such as clay, plasticine or salt dough, **are easy to shape**. **Interesting materials that can make textures, patterns and imprints** include tree bark, leaves, nuts and bolts and bubble wrap.	**Malleable materials**, such as clay, papier mâché and Modroc, are **easy to change into a new shape. Rigid materials,** such as cardboard, wood or plastic, **are more difficult to change into a new shape and may need to be cut and joined together** using a variety of techniques.
SKILLS			
Develops their own ideas through experimentation with malleable materials	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	Press objects into a malleable material to make textures, patterns and imprints.	Create a 3-D form using malleable or rigid materials, or a combination of materials.
VOCABULARY			
Cut Stick Tape Roll push Below Next to Above	Roll Knead Sculpture Texture Construct	Join Slip Form Malleable	Scoring Blending Slip Impressing
PAPER & FABRIC			

Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Use a range of materials creatively to design and make products		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
KNOWLEDGE			
Uses their increasing knowledge and understanding materials to **explore their interests and enquiries through experimenting with paper and fabric**	**Collage** is an art technique where different **materials are layered and stuck down to create artwork.**	**Art papers have different weights and textures.** For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. **Different media,** such as pastels, or watercolour paint, **can be added to papers to reveal texture** and the rubbing technique, frottage, can be used to create a range of effects on different papers.	**Warp and weft are terms for the two basic components used in loom weaving**. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.
SKILLS			
Develops their own ideas through experimentation with paper and fabric	Use textural materials, including paper and fabric, to create a simple collage.	Create a range of textures using the properties of different types of paper.	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.
VOCABULARY			
Fabric Collage Stick Layer 'Positional language' under, over, next to	Texture construct dye	Join Natural Man-made Form recycled	Colour Shape Texture pattern

PAINT			
Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
KNOWLEDGE			
Uses their increasing knowledge and understanding to **explore their interests and enquiries through paint, water colours**	**The primary colours are red, yellow and blue.**	**The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.**	**Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.**
SKILLS			
Develops their own ideas through experimentation with paints	Identify and use paints in the primary colours.	Identify and mix secondary colours.	Identify, mix and use contrasting coloured paints.
VOCABULARY			
Brush Paint Mix Pallet Dip colour names e.g blue, red, yellow	Printing Technique Brush size Primary & secondary colours e.g. red, yellow, blue Gauge scrape	Shade Acrylic Poster Water colour Artefact Mono-printing Motif wash	Relief Impressed Positive Negative

PENCIL, INK, CHARCOAL & PEN			
Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
KNOWLEDGE			
Uses their increasing knowledge and understanding to **explore their interests and enquiries through pencils, pens, charcoal, pastels etc**	**Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line** include zigzag, wavy, curved, thick and thin.	**Textures include rough, smooth, ridged and bumpy. Tone** i**s the lightness or darkness of a colour.** Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.	**Hatching, cross-hatching and shading are techniques artists use to add texture and form**.
SKILLS			
Develops their own ideas through experimentation with pencils, pens, charcoal, pastels etc	Use soft and hard pencils to create different types of line.	Use the properties of pencil, ink and charcoal to create different textures and tones in drawings.	Add tone to a drawing by using linear and cross hatching, scumbling and stippling.
VOCABULARY			
Pencil Line Colour in Straight Circle/other shape names Rubber Portrait	thick thin sketch texture	shade smudge blend	Pattern Texture Third dimension Perspective

PRINTING			
Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
KNOWLEDGE			
Uses their increasing knowledge and understanding to **explore their interests and enquiries through The use of printing (texture and materials)**	**A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.**	A **block print** i**s made when a pattern is carved or engraved onto a surface,** such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.	A **two-colour print can be made in different ways,** such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.
SKILLS			
Develops their own ideas through experimentation with printing	Make simple prints and patterns using a range of liquids including ink and paint.	Use the properties of various materials, such as clay or polystyrene, to develop a block print.	Make a two-colour print.
VOCABULARY			
Print Repeat	Print Rubbing	Print Pressure Rubbing Decoration	Imprint Impression

Patterns Shapes	Smudge Image Reverse Shapes Surface Pressure Decoration Cloth	Smudge Image Reverse Shapes Surface Cloth print Repeat Rotate Mon-print Two-tone	Mould Mon-print Background Pounce Marbling Surface Absorb Stencil Negative image Positive image
NATURAL ART			
Use and explore a variety of materials, experimenting with colour, design, texture, form and function	Use a range of materials creatively to design and make products.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
KNOWLEDGE			
Uses their increasing knowledge and understanding to e**xplore their interests and enquiries through Natural objects and resources (tools made out of natural objects – sticks, leaves and feathers)**	**Transient art is moveable, non-permanent and usually made of a variety of objects and materials.** Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.	**Natural forms are objects found in nature** and include flowers, pine cones, feathers, stones, insects, birds and crystals.	**Nature and natural forms** can be used as a starting point for **creating artwork**.
SKILLS			
Develops their own ideas through experimentation with natural objects and resources	Make transient art and pattern work using a range of natural materials.	Draw, paint and sculpt natural forms from observation, imagination and memory.	Use nature and natural forms as a starting point for artwork.
VOCABULARY			
Natural Sticks Leaves feathers	Transient	Sculpt Observation imagination	

HUMAN FORM			
Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation, and experience	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
KNOWLEDGE			
Represent observation, and experience through media	A **human face includes features**, such as eyes, nose, mouth, forehead, eyebrows and cheeks.	**A drawing or painting of a human face is called a portrait**.	**Artists draw, paint or sculpt human forms in active poses.**
SKILLS			
Uses lines to enclose a space, and begins to use drawing to represent observation, and experience	Represent the human face from observation, imagination or memory with some attention to facial features.	Represent the human form, including face and features, from observation, imagination or memory.	Draw, paint or sculpt a human figure in a variety of poses.
VOCABULARY			
Lines Space Observation drawing	Facial Features Observation Imagination	Collaboration Mixed media Sculpture Self-portrait symbolism	Sculpt Human form Active pose
LANDSCAPES			
Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		Improve their mastery of art and design techniques, including

based on imagination, observation, and experience			drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
KNOWLEDGE			
You can represent observation, and experience through media	**Drawings or paintings of locations can be inspired by observation** (looking closely), **imagination** (creating pictures in the mind) and **memory** (remembering places from the past).	A **landscape is a piece of artwork that shows a scenic view.**	**An urban landscape is a piece of artwork that shows a view of a town or city.**
SKILLS			
Uses lines to enclose a space, and begins to use drawing/materials to represent observation, and experience	Draw or paint a place from memory, imagination or observation.	Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.	Draw, paint or photograph an urban landscape.
VOCABULARY			
Drawing Paint represent Material space	Location landscape Observation imagination	Scenic	Urban Town city
COMPARE & CONTRAST			
Expresses and communicates working theories, feelings and understandings using a range of art forms	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Learn about great artists, architects and designers in history.
KNOWLEDGE			
Explanation of processes used to create and begin to compare	**Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line**.	**Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends and stories and historical events.**	Explorations of the **similarities and differences** between pieces of art, structures and products **from the**

			same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.
SKILLS			
Expresses and communicates working theories, feelings and understandings using a range of art forms	Identify similarities and differences between two or more pieces of art.	Describe similarities and differences between art on a common theme.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.
VOCABULARY			
Compare Colour Line shape	Similarities Differences Materials Subject matter	Myths Legends Common theme techniques	Genre Structure Concept characteristics
SIGNIFICANCE			
Expresses and communicates working theories, feelings and understandings using a range of art forms	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Learn about great artists, architects and designers in history.
KNOWLEDGE			
Explanation of processes used to create and begin to talk about the work of others	Words relating to colour, shape, materials and subject matter can be used to **explore works by significant artists**.	**Pieces of art are important for many reasons**: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.	The work of **significant artists, architects and designers has distinctive features**, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.
SKILLS			

Expresses and communicates working theories, feelings and understandings using a range of art forms	Describe and explore the work of a significant artist.	Explain why a painting, piece of art, body of work or artist is important.	Work in the style of a significant artist, architect or designer.
VOCABULARY			
Colour Shape Material discuss	Artists Famous features	Artists Subject matter Inspire techniques	Architect designers Distinctive features
EVALUATION			
Share their creations, explaining the process they have used	Evaluate and analyse creative works using the language of art, craft and design.		
KNOWLEDGE			
Explanation of processes used to create	**Aspects of artwork that can be discussed** include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	Aspects of artwork to **analyse and evaluate** include subject matter, colour, shape, form and texture.	**Suggestions for improving or adapting** artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.
SKILLS			
Expresses and communicates working theories, feelings and understandings using a range of art forms	Say what they like about their own or others' work using simple artistic vocabulary.	Analyse and evaluate their own and others' work using artistic vocabulary.	Make suggestions for ways to adapt and improve a piece of artwork.
VOCABULARY			
Colour Line shape	Tone Shadow shading	Analyse Evaluate Form texture	Structure Composition Technique