

## Art and Design

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum</b>	<p><b>Physical Development ELG</b> (Fine Motor Skills ELG)</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul> <p><b>Expressive Arts and Design ELG</b> (Creating with Materials ELG)</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• about great artists, architects and designers in history</li> </ul>				

Key Learning (Knowledge)	<p><b>Enchanted Woodland</b>  <b>Drawing – pencil drawings of patterns in nature</b>  <b>3D Work – transient art from natural materials</b>  <b>Artist Knowledge – Andy Goldsworthy</b></p> <p><b>Muck, Mess and Mixtures</b>  <b>Collage – Fruit and Veg scenes</b>  <b>Painting – Observational paintings of fruit/veg</b>  <b>Artist Knowledge - Carl Warner</b></p> <p><b>Rio de Vida</b>  <b>Textiles – Weaving Carnival headdresses</b></p> <p><b>Bright Lights, Big City</b>  <b>Artist Knowledge – Christopher Wren</b>  <b>Drawing – St Paul’s Cathedral</b></p> <p><b>Paws, Claws and Whiskers</b>  <b>Painting – Animal patterns</b>  <b>Printing – repeating patterns</b>  <b>3D Work – Clay animal sculptures</b></p> <p><b>Scented Garden</b>  <b>Drawing – observational drawings of flowers (pencil then coloured pencils)</b>  <b>Artist Knowledge - Georgia O’Keefe</b></p> <p><b>Dinosaurs</b>  <b>Drawing – Dinosaur sketches</b>  <b>3D Work – Clay dinosaur sculptures</b></p>							<p><b>Gods and Mortals</b>  <b>Drawing – pencil (perspective – 3D box design)</b>  <b>3D Work – Clay Pandora’s Box</b></p> <p><b>Urban Pioneers</b>  <b>Artist Knowledge: History of Graffiti: Banksy and Jean-Michel Basquiat</b></p> <p><b>I am Warrior</b>  <b>Artist Knowledge - Lilian Broca</b>  <b>Collage – Mosaics of Boudica/Gladiator battle scenes</b></p> <p><b>Predator</b>  <b>Artist Knowledge - Albrecht Durer: The Rhinoceros</b>  <b>Drawing – observational drawings of wild animals</b></p> <p><b>Tribal Tales</b>  <b>Painting – Aboriginal art</b></p> <p><b>Heroes and Villains</b>  <b>Drawing – Portraits of Elizabeth II (charcoal)</b></p> <p><b>Traders and Raiders</b>  <b>Printing - Anglo-Saxon textile designs – fabric printing</b></p> <p><b>Mighty Metals</b>  <b>3D Work - Metal jewelry design and making</b>  <b>Artist Knowledge - Rene Lalique</b></p>							<p><b>A Child’s War</b>  <b>Drawing – Urban street scenes</b>  And/or  <b>Painting – Urban street scenes</b>  <b>Artist Knowledge – Lowry</b></p> <p><b>Hola Mexico</b>  <b>Drawing – Self portraits (charcoal)</b>  And/or  <b>Painting – Self portraits</b>  (to contrast with whichever medium chosen for A Child’s War)  <b>Artist Knowledge – Frida Kahlo</b></p> <p><b>Revolution</b>  <u>Mixed media to include:</u>  <b>Printing – Wallpaper designs</b>  <b>Artist Knowledge – William Morris</b></p> <p><b>Stargazers</b>  <b>Artist Knowledge – Vincent Van Gough (The Starry Night)</b>  <b>Drawing (oil pastels)</b>  And/or  <b>Painting (colour mixing)</b></p> <p><b>Pharaohs</b>  <b>Drawing – observational drawings of Egyptian artefacts (pencil and then fine liner pens)</b>  <b>3D Work – Clay water carriers</b></p> <p><b>Peasants, Princes and Pestilence</b>  <u>Mixed media to include:</u>  <b>Textiles/ Collage – Cross stitch/collage coat of arms</b></p> <p><b>Time Traveller</b>  <b>Artist Knowledge: Zaha Hadid (1950-2016), Frank Lloyd Wright (1867-1959), Andrea Palladio (1508-1580).</b>  <b>Drawing - observations of buildings in different architectural styles (Shading and Perspective)</b>  <b>3D Work/Technology in Art – Model of their own building design (could use Sketch Up)</b></p>																																		
	Key Learning (Skills)	<p style="text-align: center;"><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>Use and begin to control a range of media.</li> <li>Draw on different surfaces and coloured paper.</li> <li>Produce lines of different thickness and tone using a pencil.</li> <li>Start to produce different patterns and textures from observations,</li> </ul>							<ul style="list-style-type: none"> <li>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>Begin to control the types of marks made with the range of media.</li> <li>Draw on different</li> </ul>							<ul style="list-style-type: none"> <li>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>Draw lines/marks from observations.</li> <li>Demonstrate control over the types of marks made with a range of media such</li> </ul>							<ul style="list-style-type: none"> <li>Develop intricate patterns/ marks with a variety of media.</li> <li>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>Begin to indicate facial</li> </ul>							<ul style="list-style-type: none"> <li>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</li> <li>Draw for a sustained period of time at an appropriate level.</li> <li>Experiment with different grades of pencil and other</li> </ul>							<ul style="list-style-type: none"> <li>Work in a sustained and independent way to create a detailed drawing.</li> <li>Develop a key element of their work: line, tone, pattern, texture.</li> <li>Use different techniques for different purposes i.e. shading, hatching</li> </ul>							<ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of drawing.</li> <li>This style may be through the development of: line, tone, pattern, texture.</li> <li>Draw for a sustained period of time over a</li> </ul>					

<p>imagination and illustrations.</p>	<p>surfaces with a range of media.</p> <ul style="list-style-type: none"> <li>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> </ul>	<p>as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <ul style="list-style-type: none"> <li>Understand tone through the use of different grades of pencils (HB, 2B, 4B).</li> </ul>	<p>expressions in drawings Begin to show consideration in the choice of pencil grade they use.</p>	<p>implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <ul style="list-style-type: none"> <li>Further develop drawing a range of tones, lines using a pencil.</li> <li>Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made</li> <li>Attempt to show reflections in a drawing</li> <li>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</li> </ul>	<p>within their own work.</p> <ul style="list-style-type: none"> <li>Start to develop their own style using tonal contrast and mixed media.</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>Develop close observation skills using a variety of view finders.</li> </ul>	<p>number of sessions working on one piece.</p> <ul style="list-style-type: none"> <li>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>Develop their own style using tonal contrast and mixed media.</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>Develop an awareness of composition, scale and proportion in their paintings.</li> </ul>
<p><b>Drawing Vocabulary EYFS</b> fingers, hands, chalk, pens and pencils. coloured paper lines, thickness, press hard, light pattern, texture</p>	<p><b>Drawing Vocabulary KS1</b> pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk hatching, scribbling, stippling, and blending light/dark lines, light/dark shapes, light/dark patterns tone, grades, HB, 2B, 4B etc observation</p>	<p><b>Drawing Vocabulary LKS2</b> pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk hatching, scribbling, stippling, and blending light/dark lines, light/dark shapes, light/dark patterns tone, grades, HB, 2B, 4B etc observation</p> <p>Intricate patterns/marks Media, grade, tone, line, colour Facial expression Third dimension, perspective Technique, texture Reflection, movement</p>	<p><b>Drawing Vocabulary UKS2</b> pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk hatching, scribbling, stippling, and blending light/dark lines, light/dark shapes, light/dark patterns tone, grades, HB, 2B, 4B etc observation</p> <p>Intricate patterns/marks Media, grade, tone, line, colour Facial expression Third dimension, perspective Technique, texture Reflection, movement</p> <p>Tonal contrast, mixed media Simple perspective, focal point, horizon line Composition, scale, proportion</p>			
<p><b>Painting</b></p>						
<ul style="list-style-type: none"> <li>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used.</li> <li>Mix and match colours to different artefacts and objects.</li> <li>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</li> <li>Explore techniques such as lightening and darkening paint without the use of black or white.</li> <li>Begin to show control</li> </ul>	<ul style="list-style-type: none"> <li>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Use light and dark within painting and begin to explore complimentary</li> </ul>	<ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Start to develop a painting from a drawing.</li> <li>Begin to choose appropriate media to work with.</li> <li>Use light and dark within</li> </ul>	<ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>Mix and match colours to create atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</li> <li>Purposely control the types of marks made and experiment with</li> </ul>

	<ul style="list-style-type: none"> <li>over the types of marks made.</li> <li>Paint on different surfaces with a range of media.</li> <li>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul>	<ul style="list-style-type: none"> <li>Build confidence in mixing colour shades and tones.</li> <li>Understand the colour wheel and colour spectrums.</li> <li>Be able to mix all the secondary colours using primary colours confidently.</li> <li>Continue to control the types of marks made with the range of media.</li> <li>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</li> </ul>	<ul style="list-style-type: none"> <li>colours.</li> <li>Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</li> <li>Understand how to create a background using a wash</li> </ul>	<ul style="list-style-type: none"> <li>painting and show understanding of complimentary colours.</li> <li>Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying).</li> </ul>	<ul style="list-style-type: none"> <li>and light effects.</li> <li>Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> </ul>	<ul style="list-style-type: none"> <li>different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>Understanding which works well in their work and why.</li> </ul>
<p><b>Painting Vocabulary EYFS</b> Paint, brush size, hands, feet, rollers, pads red, blue, yellow green, purple, orange mix, match</p>	<p><b>Painting Vocabulary KS1</b> Paint, brush size, hands, feet, rollers, pads Lightening, darkening, light, dark Primary colours – red, blue, yellow Secondary colours – green, purple, orange Mix, predict Tint, tone, shade, layering, texture</p>	<p><b>Painting Vocabulary LKS2</b> Lightening, darkening, light, dark Primary colours – red, blue, yellow Secondary colours – green, purple, orange Mix, predict Tint, tone, shade, layering, texture  Colour wash, thickened paint, textural effect Complimentary colours Background, colour blocking</p>	<p><b>Painting Vocabulary UKS2</b> Lightening, darkening, light, dark Primary colours – red, blue, yellow Secondary colours – green, purple, orange Mix, predict Tint, tone, shade, layering, texture  Colour wash, thickened paint, textural effect Complimentary colours Background, colour blocking  Atmosphere, light effect, tonal contrast, mixed media</p>			
<b>3D Work</b>						
<ul style="list-style-type: none"> <li>Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.</li> <li>Cut shapes using scissors and other modelling tools.</li> <li>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</li> <li>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</li> <li>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>Impress and apply simple decoration techniques, including painting.</li> <li>Use tools and equipment safely and in the correct way.</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment and media with increasing confidence.</li> <li>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... Explore carving as a form of 3D art.</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment and media with confidence.</li> <li>Begin to show an awareness of objects having a third dimension and perspective.</li> <li>Learn to secure work to continue at a later date.</li> <li>Join two parts successfully.</li> <li>Construct a simple base for extending and modelling other shapes.</li> <li>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</li> <li>Produce more intricate surface patterns/ textures and use them when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Work in a safe, organised way, caring for equipment.</li> <li>Secure work to continue at a later date.</li> <li>Make a slip to join to pieces of clay.</li> <li>Decorate, coil, and produce marquettes confidently when necessarily.</li> <li>Model over an armature: newspaper frame for modroc.</li> <li>Use recycled, natural and man-made materials to create sculptures.</li> <li>Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art.</li> <li>Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>Develop understanding of different ways of finishing work: glaze, paint, polish</li> <li>Gain experience in model ling over an armature: newspaper frame for modroc.</li> <li>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> <li>Show increasing</li> </ul>	<ul style="list-style-type: none"> <li>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>Model and develop work through a combination of pinch, slab, and coil.</li> <li>Work around armatures or over constructed foundations.</li> <li>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish</li> <li>Demonstrate experience in relief and freestanding work using a range of media.</li> <li>Recognise sculptural forms in the environment: Furniture,</li> </ul>

			<ul style="list-style-type: none"> <li>Produce larger ware using pinch/ slab/ coil techniques.</li> <li>Continue to explore carving as a form of 3D art.</li> <li>Use language appropriate to skill and technique</li> </ul>	<ul style="list-style-type: none"> <li>and found object art.</li> <li>Show awareness of the effect of time upon sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>confidence to carve a simple form.</li> <li>Use language appropriate to skill and technique.</li> </ul>	<ul style="list-style-type: none"> <li>buildings. Confidently carve a simple form.</li> <li>Solve problems as they occur.</li> <li>Use language appropriate to skill and technique.</li> </ul>
<p><b>3D Work Vocabulary EYFS</b> Playdough, clay, salt dough, roll, pinch, press, knead, squeeze Scissors, build, construct, model, recycled, natural</p>	<p><b>3D Work Vocabulary KS1</b> clay, papier-mache, salt dough, Modroc shape, model observation, imagination rolling, pinching, kneading impress, decoration tools, equipment, safety carving, imaginary, realistic</p>	<p><b>3D Work Vocabulary LKS2</b> clay, papier-mache, salt dough, Modroc shape, model observation, imagination rolling, pinching, kneading impress, decoration tools, equipment, safety carving, imaginary, realistic</p> <p>Third dimension, perspective, Join, base, extend Plan, collect, develop, record, exploration, experiment Intricate patterns and textures Pinch, slab, coil technique Slip, marquette (scale model/rough draft), armature (frame) Environmental sculpture Effect, time</p>	<p><b>3D Work Vocabulary UKS2</b> clay, papier-mache, salt dough, Modroc shape, model observation, imagination rolling, pinching, kneading impress, decoration tools, equipment, safety carving, imaginary, realistic</p> <p>Third dimension, perspective, Join, base, extend Plan, collect, develop, record, exploration, experiment Intricate patterns and textures Pinch, slab, coil technique Slip, marquette (scale model/rough draft), armature (frame) Environmental sculpture Effect, time</p> <p>Glaze, paint, polish, Sculptural forms, relief, free standing</p>			
<b>Textiles and Collage</b>						
<ul style="list-style-type: none"> <li>Handles and manipulates materials such as threads, cottons, wool, raffia, grass</li> <li>Is aware of colour, texture and shape</li> <li>Sorts, collects, discusses and pulls apart cloths and threads</li> </ul>	<ul style="list-style-type: none"> <li>Develop collages, based on a simple drawing, using papers and materials</li> <li>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc.)</li> <li>Weave using recycled materials – paper, carrier bags</li> <li>Investigate a range of textures through rubbings</li> <li>Simple batik work</li> <li>Develop tearing, cutting and layering paper to create different effects</li> <li>Dye fabrics using tea, red cabbage, beetroot, onion, spinach</li> <li>Weave with wool</li> </ul>	<ul style="list-style-type: none"> <li>Research embroidery designs from around the world, create own designs based on these</li> <li>Sew simple stiches using a variety of threads and wool</li> <li>Investigate tie-dyeing</li> <li>Create a collage using fabric as a base</li> <li>Develop individual and group collages, working on a range of scales</li> <li>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</li> </ul>	<ul style="list-style-type: none"> <li>Introduce fabric block printing</li> <li>Create tie dye pieces combining two colours</li> <li>Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</li> <li>Weave using paintings as a stimulus / the natural world</li> <li>Experiment with circular embroidery frames</li> <li>Create detailed designs which can be developed into batik pieces</li> </ul>			
<p><b>Textiles and Collage Vocabulary EYFS</b> Thread, cotton, wool, grass, ribbon Colour, texture (feel), shape Sort, collect, describe</p>	<p><b>Textiles and Collage Vocabulary KS1</b> Collage, paper, material, natural Temporary Weave, recycled Textures, rubbings, batik work Tearing, cutting, layering Dye, fabrics Wool</p>	<p><b>Textiles and Collage Vocabulary LKS2</b> Collage, paper, material, natural Temporary Weave, recycled Textures, rubbings, batik work Tearing, cutting, layering Dye, fabrics Wool</p> <p>Embroidery, sew, stich, thread Tie-dyeing, fabric Scale, abstract</p>	<p><b>Textiles and Collage Vocabulary UKS2</b> Collage, paper, material, natural Temporary Weave, recycled Textures, rubbings, batik work Tearing, cutting, layering Dye, fabrics Wool</p> <p>Embroidery, sew, stich, thread Tie-dyeing, fabric Scale, abstract</p>			



						Fabric block printing Combine, Sewing, ironing Embroidery frame
<b>Artist Knowledge</b>						
<ul style="list-style-type: none"> <li>Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</li> <li>Explore 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.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</li> <li>Express thoughts and feelings about a piece of art.</li> <li>Reflect and explain the successes and challenges in a piece of art created.</li> <li>Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore 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</li> <li>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> <li>Respond to art from other cultures and other periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>Begin to explore a range of great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.</li> <li>Compare the style of different styles and approaches</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Explore a range of great Artists, architects and designers in history.</li> </ul>
<b>Artist Knowledge Vocabulary EYFS</b> Look, talk, describe	<b>Artist Knowledge Vocabulary KS1</b> Like, dislike, describe, similarities, differences, links Explore, comparison, thoughts, feelings, emotions, feelings Successes, challenges Change, develop	<b>Artist Knowledge Vocabulary LKS2</b> Like, dislike, describe, similarities, differences, links Explore, comparison, thoughts, feelings, emotions, feelings Successes, challenges Change, develop  Practices, disciplines, techniques Cultures, periods of time Modifications, changes, review	<b>Artist Knowledge Vocabulary UKS2</b> Like, dislike, describe, similarities, differences, links Explore, comparison, thoughts, feelings, emotions, feelings Successes, challenges Change, develop  Practices, disciplines, techniques Cultures, periods of time Modifications, changes, review  Approaches, styles, movements			
<b>Printing</b>						
<ul style="list-style-type: none"> <li>Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.</li> <li>Develop simple patterns by using objects.</li> <li>Enjoy using stencils to create a picture.</li> </ul>	<ul style="list-style-type: none"> <li>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>Experience impressed printing: e.g. printing from objects.</li> <li>Use equipment and media correctly and be able to produce a clean printed image.</li> <li>Explore printing in relief: e.g. String and card.</li> <li>Begin to identify forms of printing: Books, posters pictures, fabrics.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>Use equipment and media correctly and be able to produce a clean printed image.</li> <li>Make simple marks on rollers and printing palettes</li> <li>Take simple prints i.e.</li> </ul>	<ul style="list-style-type: none"> <li>Print simple pictures using different printing techniques.</li> <li>Continue to explore both mono-printing and relief printing.</li> <li>Demonstrate experience in 3 colour printing. Demonstrate experience in combining prints taken from different objects to produce an end piece.</li> </ul>	<ul style="list-style-type: none"> <li>Increase awareness of mono and relief printing.</li> <li>Demonstrate experience in fabric printing.</li> <li>Expand experience in 3 colour printing.</li> <li>Continue to experience in combining prints taken from different objects to produce an end piece.</li> <li>Create repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>Use tools in a safe way.</li> <li>Continue to gain experience in overlaying colours.</li> <li>Start to overlay prints with other media.</li> <li>Use print as a starting point to embroidery.</li> <li>Show experience in a range of mono print techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate experience in a range of printmaking techniques.</li> <li>Describe techniques and processes.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Develop their own style using tonal contrast and mixed media.</li> </ul>

		<ul style="list-style-type: none"> <li>Use printmaking to create a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>mono - printing.</li> <li>Experiment with overprinting motifs and colour.</li> </ul>				
	<p><b>Printing Vocabulary EYFS</b> Rubbings, printing, patterns, stencils</p>	<p><b>Printing Vocabulary KS1</b> Printing, hard/soft materials Impressed printing, clean printed image Relief printing Repeating pattern Forms of printing Roller, printing palette Overprinting, mono-printing</p>	<p><b>Printing Vocabulary LKS2</b> Printing, hard/soft materials Impressed printing, clean printed image Relief printing Repeating pattern Forms of printing Roller, printing palette Overprinting, mono-printing  Fabric printing</p>	<p><b>Printing Vocabulary UKS2</b> Printing, hard/soft materials Impressed printing, clean printed image Relief printing Repeating pattern Forms of printing Roller, printing palette Overprinting, mono-printing  Fabric printing  Overlay, embroidery, tonal contrast, mixed media</p>			
	<b>Developing Ideas (Sketchbooks)</b>						
	<ul style="list-style-type: none"> <li>Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>Start to record simple media explorations in a sketch book.</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to plan and develop simple ideas.</li> <li>Use a sketchbook to plan and develop simple ideas</li> <li>Build information on colour mixing, the colour wheel and colour spectrums.</li> <li>Collect textures and patterns to inform other work.</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>Identify interesting aspects of objects as a starting point for work.</li> <li>Use a sketch book to express feelings about a subject</li> <li>Make notes in a sketch book about techniques used by artists.</li> <li>Annotate ideas for improving their work through keeping notes in a sketch book</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Express likes and dislikes through annotations</li> <li>Use a sketch book to adapt and improve original ideas</li> <li>Keep notes to indicate their intentions/purpose of a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</li> <li>Use the sketch book to plan how to join parts of the sculpture.</li> <li>Keep notes which consider how a piece of work may be developed further</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Adapt work as and when necessary and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</li> <li>Annotate work in sketchbook.</li> <li>Use the sketch book to plan how to join parts of the sculpture.</li> <li>Annotate work in sketchbook.</li> </ul>
	<p><b>Developing Ideas (Sketchbooks) Vocabulary EYFS</b> Look, describe</p>	<p><b>Developing Ideas (Sketchbooks) Vocabulary KS1</b> Record, sketch book, plan, develop Colour mixing, colour wheel, colour spectrum Texture, pattern</p>	<p><b>Developing Ideas (Sketchbooks) Vocabulary LKS2</b> Record, sketch book, plan, develop Colour mixing, colour wheel, colour spectrum Texture, pattern  Media exploration, experimentation, source material, starting point, express, feelings, notes, annotate, techniques, Like, dislike, improve, adapt Intention, purpose</p>	<p><b>Developing Ideas (Sketchbooks) Vocabulary UKS2</b> Record, sketch book, plan, develop Colour mixing, colour wheel, colour spectrum Texture, pattern  Media exploration, experimentation, source material, starting point, express, feelings, notes, annotate, techniques, Like, dislike, improve, adapt Intention, purpose  Preparatory</p>			

