

		EYFS			KS1		Lower KS2		Upper KS2	
		Nursery 2-3	Nursery (F1) 3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	New Vocabulary									
	Drawing	Soft Hard	Light Soft Hard (Kinetic language) Up, down, slide, push, pull, flick	Light, soft, hard, think, thin, lines (Kinetic language) Up, down, slide, push, pull, flick	Texture, pattern, lines, dots, thickness	Tone, shading, technique, highlights, shadows, dark, light source, light (mark making)	Line, texture, tone, hatching, cross hatching, observing, placement, proportion, scale	Texture, light, shadow, line, tone. blending	Charcoal, perspective, shadows, reflection, blending, tortillion, movement, line, shape, form, composition, proportion	Lines, texture, shading, hatching, composition, tonal contrast, background, foreground, middle ground, form, realism, impressionism, pointillism, reflections, direction of sunlight
	Painting	Colour, paint	Colour, paint, dark, bright	Colour, paint, dark, bright, thick, thin, colourful, colour mixing	Primary colours, secondary colours, tint, shade, colour mixing	tone, tint, primary colour, secondary colour, impressionism	Primary colours, secondary colours, tertiary, warm colours, cool colours, complimentary colours, tint, shade, tone, patterns, dotting, splashing, scratching	Wash, background, mood, detail, dry brush technique, flat wash, graduated wash, wet on wet technique	Tone, mood, colour palette, sketch, natural, tints, built world	Acrylic paint, texture, brush techniques, qualities of paint, tone, tint, analogous colours, impressionism, naïve, expressionism, pop art, surrealism
	Sculpture	Build, move, shape	Build, move shape	Build, move, shape, stack, materials	Slip, joins, material, clay, texture, glaze, shapes, rolling, cutting, moulding, carving		Slip, modelling, shape, slabs, coils, join, scoring		Knead, wedge, score slip, leather hard, bone dry, kiln, fire, bisque, glaze, coil, slab, terracotta clay	

	Mixed Media	Cut, stick	Cut, stick, add on	Materials, cut, stick, add on		Materials ,Texture, Torn, Combination, Arrange		Mixed media, montage, coiling, overlapping , tessellation, precise ,effect		Mosaic, tesserae, mortar, tactile, pattern, textures
	EYFS			Key Stage 1		Lower Key Stage 2		Upper Key Stage 2		
	Nursery 2-3	Nursery (F1) 3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Drawing	➤ I am interested in using the available resources and materials- pencils, crayons, paper, chalk ➤ I can begin to experiment with ways to enclose a space, create shapes and represent actions, sounds and objects	➤ I am developing 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 ➤ I can use tools for a purpose	➤ I can create representations of both imaginary and real-life ideas, events, people and objects ➤ I am using my increasing knowledge and understanding of tools and materials to explore my interests and enquiries and develop their thinking	➤ I can show pattern by adding lines and dots. ➤ I can show texture by adding lines and dots. ➤ I can draw lines of different sizes and thickness.	<u>Tone</u> ➤ I can make line and shape drawings from observation ➤ I can add light and dark tones using pencils ➤ I can add colour to drawings <u>Light and Dark</u> ➤ I can talk about the use of shadows ➤ I can talk about the use of light and dark	<u>Tone and Texture</u> ➤ I can use hatching and cross hatching to show tone ➤ I can use hatching and cross hatching to show texture <u>Whole Person Drawing</u> ➤ I can use placement to draw an accurate drawing of a whole person ➤ I can use proportion to draw and accurate drawing of a whole person	<u>Sketching</u> ➤ I can use shading to show shadow and light ➤ I can use different hardness of pencils to show line, tone and texture	➤ I can draw increasingly accurate drawings of people ➤ I can use a choice of techniques to depict movement, perspective. shadows and reflection ➤ I can use charcoal to produce a piece of work	➤ I can use a choice of techniques to depict movement, perspective, shadows and reflection ➤ I can use choose a style of drawing suitable for the work ➤ I can develop a concept of perspective ➤ I can use a variety of techniques to add interesting effects- reflections, shadows, direction of sunlight	

Sculpture	➤ I can use 3D and 2D structures to explore materials and/or to express ideas	➤ I can use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces	➤ I can use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping	➤ I can use techniques such as rolling, cutting, moulding and carving ➤ I can make simple joins ➤ I can create a combination of shapes that include line and texture ➤ I can use clay as a material		➤ I can use tools to carve and add shapes to texture and pattern ➤ I can create and combine shapes to make recognisable forms ➤ I can discuss my own work and the work of other sculptors		➤ I can make a simple pot from clay coils ➤ I can add shape to a pot by varying the length of the coils ➤ I can joining leather hard clay with soft clay using the score and slip method	
Mixed Media	➤ I can use everyday materials to explore, understand and represent my world – their ideas, interests and fascinations	➤ I can use everyday materials to explore, understand and represent my world – their ideas, interests and fascinations	➤ I can use a combination of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping		➤ I can sort and arrange at least 2 materials. ➤ I can mix at least 2 materials to create texture. ➤ I can use a combination of materials that have been torn and cut. ➤ I can use a combination of materials that have been glued.		➤ I can select materials for a striking effect. ➤ I can use coiling, overlapping, tessellation and montage. ➤ I can arrange materials for a striking effect. ➤ I can ensure my work is precise.		➤ To be able to mix textures (rough and smooth) ➤ To use a range of plain and patterned ➤ To be able to combine visual and tactile qualities ➤ To be able to use select recycled materials for purpose.

Painting	➤ I can play with colour in a variety of ways, for example combining colours	➤ I can explore colour and how it can change	➤ I can develop my own ideas through experimentation with diverse materials, e.g. watercolours, powder paint, to express and communicate my discoveries and understanding. ➤ I can explore colour and how it can be mixed	➤ I can use primary colours to make secondary ➤ I can identify primary colours ➤ I can add white to make tints ➤ I can add black to make shades	➤ I can name primary and secondary colours ➤ I can mix all primary colours to make all secondary colours ➤ I can name the primary colours that I need to make secondary colours ➤ I can change the tone of a colour	<u>Colour mixing</u> ➤ I can mix equal amounts of primary and secondary colours to make a tertiary colour ➤ I can mix colours effectively ➤ I can use a colour wheel to show primary, secondary and tertiary colours <u>Applying paint</u> ➤ I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines ➤ I can develop a variety of techniques to apply colour-dotting, scratching and splashing	➤ I can experiment with colour to create mood ➤ I can use watercolour to produce a wash for a background ➤ I can use watercolour to add detail	➤ I can apply colour using a variety of techniques ➤ I can show precision in techniques ➤ I can combine colours, tones, tints and shades to enhance the mood of a piece ➤ I can create a colour palette based on colours observed in the natural or built world ➤ I am able to sketch lightly before painting to combine line and colour	➤ I can use the qualities of acrylic paints to create visually interesting pieces ➤ I can use brush techniques and the qualities of paint to create texture ➤ I can develop a personal style of painting and drawing based on ideas from other artists ➤ I can use the qualities of water colour to create visually interesting pieces

Artists				★ Dame Barbara Hepworth ★ E. H. Shepard ★ Peter Baker ➤ I can describe the work of notable artists. ➤ I can use some of the ideas of artists studied to create pieces.	★ Claude Monet ★ Francis Donkin Bedford ★ Clare Tebboth ➤ I can use specific language to describe the work of notable artists. ➤ I can use inspiration from artists studied to create pieces.	★ Yayoi Kusama ★ Toyin Ojih Odutola ★ List of Kings from Abydos, Egypt about 1270 BC ➤ I can replicate some of the techniques used by notable artists. ➤ I can create original pieces that are influenced by studies of others.	★ Margaret Godfrey ★ Lucien Rudaux ★ Joseph Mallord William Turner ➤ I can understand, comment on and replicate some of the techniques used by notable artists. ➤ I can create original pieces that are influenced by studies of others.	★ Faith Ringgold ★ Eleni Vernandaki ★ Edgar Degas ➤ I can give details about the style of some notable artists. ➤ I can show how the work of those studied was influential in both society and to other artists. ➤ I can create original pieces that show a range of influences and styles.	★ Henry Moore ★ Frida Kahlo ★ Jane Perkins ➤ I can apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods. ➤ I can give details about the style of notable artists and the impact their work has had on society and other artists.
Developing ideas	➤ I am beginning to talk about how I have used everyday materials to explore, understand and represent my world their ideas, interests and fascinations	➤ I am beginning to talk about my representations of actions and objects based on imagination, observation and experience	➤ I can respond imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth	➤ I can explore different methods and materials as ideas develop, ➤ I can explore ideas and collect visual information ➤ I can use my sketchbook to show my ideas and development of skills	➤ I can describe similarities and differences between pieces of art. ➤ I can use my sketchbook to show gathered ideas, show my own ideas and development of skills	➤ I can adapt and refine ideas as they progress ➤ I can use my sketchbook to show gathered ideas, styles of art work, show my own ideas and development of skills	➤ I can comment on art work using visual language ➤ I can use my sketchbook to show ideas gathered, styles of art, my own ideas and development of my skills	➤ I can spot the potential in unexpected results ➤ I can collect information, sketches and resources and present ideas imaginatively in my sketchbook, show my own ideas and development of my skills	➤ I can comment on artworks with a fluent grasp of visual language ➤ I can use the qualities of materials to enhance ideas ➤ I can collect information, sketches and resources and present ideas imaginatively in my sketchbook, show my own ideas and development of my skills