



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Painting	<p>Children can...</p> <ul style="list-style-type: none"> • Mix colours effectively to produce different tints and shades. • Explore mark making with brushes and different tools. • Use techniques to create shapes, textures, patterns and lines using paints. 		<p>Children can...</p> <ul style="list-style-type: none"> • Use primary colours to create secondary and tertiary colours, including different tints and shades. • Explore and practice mark marking with brushes and other tools. • Use techniques to create shapes, textures and desired effects. • Create a visually interesting piece using paint. 	
Collage	<p>Children can</p> <ul style="list-style-type: none"> • Practice a variety of techniques: overlapping and mosaic. • Select appropriate materials of desired effect. • Manipulate paper (Fold, Cut, Roll, Tear, Scrunch and Glue) 		<p>Children can</p> <ul style="list-style-type: none"> • Manipulate paper (Fold, Cut, Roll, Tear, Scrunch and Glue) • Arrange paper to create accurate patterns selecting from a variety of techniques: overlapping, mosaic and montage. • Select from a wider range of materials e.g. paper, printed materials and textiles. 	



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Printing	<p>Children can</p> <ul style="list-style-type: none"> • Explore and describe the printing process. • Replicate patterns from observations • Make simple printing blocks using string on cardboard and polystyrene tile • Create a repeated pattern. 		<p>Children can</p> <ul style="list-style-type: none"> • Use linoleum tile to produce printing block using ink • Explore prints using mono and different block colours • Use exploration findings to create and arrange a print pattern. 	
Drawing		<p>Children can...</p> <ul style="list-style-type: none"> • Use a variety of techniques to add effects e.g. tone of line, hatching, cross hatching, stippling, scribbling, circling and shading. • Explore using shading to show light and shadow effect using different hardness of pencils. • Use different materials to draw e.g. oil pastels, charcoal and different grades of pencil. 		<p>Children can...</p> <ul style="list-style-type: none"> • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. • To use drawing techniques to create movement. • Recognise and use perspective in sketches • Select the most appropriate medium (oil pastel, charcoal or pencil) for purpose/desired outcome with reasoning.
Sculpture		<p>Children can...</p> <ul style="list-style-type: none"> • Develop cutting and joining skills using wire, slabs and slips. 		<p>Children can...</p> <ul style="list-style-type: none"> • Plan and design a wire structure



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		<ul style="list-style-type: none"> • Use clay and other malleable materials and explore different joining techniques. • Plan and design a clay sculpture • Use tools to carve, add shape, texture and pattern • 		<ul style="list-style-type: none"> • Create sculpture and constructions with increasing independence. • Use Modroc to define shape and form • Use other materials to add shape, texture pattern, colour.
Textiles		<p>Children can</p> <ul style="list-style-type: none"> • Use a variety of techniques: printing, painting, weaving or stitching to create different textual effects. • Join fabric using stitches (either running or cross stitch) • Add detail by gluing or stitching. • Add colour and pattern. 		<p>Children can</p> <ul style="list-style-type: none"> • Select and use appropriate materials and techniques to contribute to a collaborative group artwork • Use several different stitches to creatively join fabrics and create patterns. • Use techniques to add decoration e.g. plaiting, stitching, sewing. • Add colour and pattern to fabric.
Knowledge and understanding	<p>Children can</p> <ul style="list-style-type: none"> • Begin to <u>express opinions</u> on artists using artistic vocabulary. 	<p>Children can</p> <ul style="list-style-type: none"> • <u>Question and express opinions</u> on artists and creative works referring to techniques and effects. 	<p>Children can</p> <ul style="list-style-type: none"> • <u>Give detailed observations</u> about creative works, using artistic vocabulary. 	<p>Children can</p> <ul style="list-style-type: none"> • <u>Describe, interpret and explain</u> creative pieces of work, using a wide range of artistic vocabulary.



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
	<ul style="list-style-type: none"> • <u>Describe the work</u> of some artists from all cultures and time. • <u>Talk about the materials</u>, techniques, colour and processes they have used. • <u>Explain techniques</u> used to create an effect. • Demonstrate how to <u>safely use equipment</u> they have been <u>provided</u> with. 	<ul style="list-style-type: none"> • <u>Describe some of the key ideas, techniques and working practices</u> of a variety of artists from all cultures and times, for different purposes. • <u>Reflect and talk</u> about what they created and what they have used, using an appropriate vocabulary. • <u>Explain techniques and processes</u> they have used, using appropriate vocabulary. • Demonstrate how to <u>safely use some of the tools</u> they have been <u>provided</u> with. 	<ul style="list-style-type: none"> • <u>Question the key ideas and describe techniques and working practices</u> of a variety of artists from all cultures and times, for different purposes. • <u>Reflect and evaluate</u> the creative work created, alongside the processes, using appropriate vocabulary. • <u>Discuss the materials, techniques and processes</u> they have used, using appropriate vocabulary. • Demonstrate how to <u>safely use the tools</u> they have <u>chosen</u> to work with. 	<ul style="list-style-type: none"> • <u>Describe, question and evaluate</u> the work of a variety of artists from different cultures and times. • <u>Reflect, evaluate and explain</u> the creative process and end outcome, using appropriate vocabulary. • <u>Describe the materials, techniques and processes</u> used, using artistic vocabulary. • Demonstrate how to <u>safely use the tools and techniques</u> they have <u>chosen</u> to work with.



By the end of Year 3

By the end of Year 4

By the end of Year 5

By the end of Year 6

Vocabulary

Each year group has key art vocabulary linked to **colour**, **pattern**, **texture**, **line**, **shape**, **form** and **space**. This vocabulary must be taught within the year group but reference to previous year group's vocabulary is essential in order for children to secure their understanding of the technical art vocabulary and skills. Children should use this art vocabulary when they are talking about artwork as well as when they are annotating work in their sketchbooks.

Year 3	Year 4	Year 5	Year 6
<p>Primary- primary colours are red, yellow and blue.</p> <p>Secondary- secondary colours are made by mixing two primary colours. They make orange, green and purple.</p> <p>Texture- what artwork feels like or looks like it might feel like.</p> <p>Pattern- a design in which lines, shapes, forms or colours are repeated.</p> <p>Perspective- depicting 3D objects on a 2D piece of paper.</p>	<p>Complementary colours- are opposite to each other on the colour wheel, so they create a strong contrast.</p> <p>Focal Point- is the area the viewer's eye is naturally drawn.</p> <p>Horizon- is a horizontal line that runs across the paper to represent where the sky meets the ground.</p> <p>Background and foreground- what is perceived as furthest away and closest to the viewer.</p>	<p>Shade- shade is a mixture with black, which increases darkness.</p> <p>Atmosphere- a feeling or mood created pictorially.</p> <p>Tint- is a mixture of a colour with white, which reduces darkness.</p> <p>Tone- is produced either by mixing a colour with grey, or by both tinting and shading.</p> <p>Composition- the arrangement and placement of objects in a piece of art.</p> <p>Scale- refers to the size of an object in relationship to another object.</p> <p>Proportion- refers to the size of the parts of an object in relationship to other parts of the same object.</p>	<p>Tonal contrast- is created when light tones and dark tones lie alongside each other e.g. monochrome images</p> <p>Mixed media- art form that combines a variety of media in a single artwork</p> <p>Form- the shape in artwork.</p> <p>Geometric- the use of straight lines and shapes.</p> <p>Negative and positive space- positive space is the area taken up by objects in the picture and negative space is the area around.</p>