



Producing, Planning and Evaluating	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Planning and Developing Ideas (inc. Sketchbooks)							
<p>With support I can decide what I want to create</p> <p>With support I can choose my own resources</p>	<p>I can select own resources and use my own ideas to produce a piece of work</p> <p>I can select my own resources and use my own ideas to produce a piece of work</p> <p>I can look at the work of a famous artist and begin to use it to inspire elements of my own work</p>	<p>I can verbalise my ideas about what I am going to create before I start</p> <p>I can create a picture inspired by an artist</p> <p>I can make comments about what I am going to make before I start</p>	<p>I can explain an overview of my planned artwork before I start, using some art vocabulary (examples could be shapes, colours or repeat patterns)</p>	<p>I can make a plan for how I would like my art to look</p> <p>I can explain an overview of my planned artwork before I start, using some art vocabulary (examples could be shapes, colours or decoration)</p>	<p>I can explain my planned artwork in detail, and in writing, making reference to technique and materials</p> <p>I can make a plans for how I would like my art to look</p>	<p>I can plan my work in detail with preliminary studies in sketchbooks, with reference to the artwork, techniques and materials I have studied before</p>	<p>I can generate a number of ideas in my sketchbook and choose one to develop</p> <p>I can generate a number of ideas in my sketchbook and choose one to develop</p> <p>I can plan in detail with preliminary studies in sketchbooks, linking to what I have studied before and explaining my choices</p> <p>I can add an appropriate amount of design and detail in reference to the artist I am studying</p>	
Evaluating								
<p>I can use vocabulary linked to the activity I am doing</p> <p>I can share my work with an adult and say what it is</p>	<p>I can look and talk about my art work and describe the techniques used and media used</p> <p>I can talk about what I have drawn in detail</p> <p>I can use appropriate vocabulary to describe what I have produced</p> <p>I can look and talk about what I have produced</p>	<p>I can express my opinions on what I like about works of art</p> <p>I can ask and answer simple questions about what I have seen.</p> <p>I can express my opinions on what I like/dislike about works of art</p> <p>I can make some simple artistic comments</p>	<p>I can clearly verbalise what I enjoyed and what I have found difficult</p> <p>I can clearly verbalise my artistic likes/dislikes</p> <p>I can independently identify similarities and differences between artworks</p> <p>I can think critically by discussing the effect of my artwork</p>	<p>I can show a willingness to edit and rework my art after feedback</p> <p>I can describe pictures using artistic language</p> <p>I can start to make links between my own art work and the work of other artists</p> <p>I start to frame questions and answers in artistically valid ways (for example using words such as design, composition, mixed media)</p> <p>I can verbalise what I enjoyed and what I have found difficult, what works well and how my work can be improved</p>	<p>I can show a willingness to edit and rework my art after feedback</p> <p>I can start to think critically by suggesting improvements to other people's work</p> <p>I can ask and answer artistically valid questions</p> <p>I can clearly verbalise what I enjoyed and what I have found difficult I can express what works well and how my work can be improved</p> <p>I can use an artistic vocabulary, including words relating to sculpture techniques</p>	<p>I can think critically by suggesting improvements to other people's artwork</p> <p>I can respond sensitively to other people's artistic tastes</p> <p>I can ask and answer questions about art techniques</p> <p>I can ask and answer more complex questions about artistic techniques</p> <p>I can start to suggest reasons for different artistic styles in different times, places and cultures (i.e. how portraits became more expressionistic when the camera was invented)</p> <p>I can clearly verbalise what I enjoyed and what I have found difficult I can express what works well and how my work can be improved</p> <p>I can use an artistic vocabulary including words relating to sculpture techniques</p> <p>I can show a willingness to edit and rework my art before and after feedback</p>	<p>I can regularly ask and answer perceptive questions in artistically valid ways</p> <p>I can analyse my own and others' responses to art, with justification, and can extrapolate and link to my own work if appropriate</p> <p>I can constructively critique my peers' work and, if appropriate, help bring about the improvements</p> <p>I can analyse my work and express what works well and how my work can be improved with an artistic vocabulary including words relating to sculpture techniques</p>	



3D Art / Sculpture	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I play with a variety of fabrics, textiles</p> <p>I use glue sticks, glue spreader to join materials</p>	<p>I can decorate a piece of fabric</p> <p>I can make collages using fabrics to show layering</p> <p>I am able to weave paper, twigs, etc.</p> <p>I can use sticky tape, pegs to join materials</p> <p>I can use a hole punch, paper clips, treasury tags, etc.</p>	<p>I can work with a variety of different materials such as dough, clay, cardboard and papier-mâché</p> <p>With support I can join materials</p> <p>I can use tools appropriately including scissors and clay tools if using clay</p> <p>I can use rolling, pinching and kneading to shape my work and</p> <p>I can add simple decoration (for example painting, sticking or collating)</p>	<p>I understand the difference between 2 dimensional and 3 dimensional</p> <p>I can shape, form, construct and model from observation (including from a picture) and from imagination</p> <p>I can use malleable materials such as clay, papier-mâché, mod-roc or salt dough to make a product such as a pot</p> <p>I can use appropriate techniques to manipulate my materials (for example rolling, pinching and kneading clay or smoothing and layering paper for papier-mâché)</p> <p>I can join materials together</p> <p>I can make a 3-dimensional object from my 2-dimensional design</p> <p>I can add an increased amount of decoration (for example paint the pot or adding feathers, buttons or sequins to a sculpture)</p>	<p>I understand and can explain the difference between 2 dimensional and 3 dimensional</p> <p>I can use a variety of materials to make my work and use the appropriate tools and techniques to create my artwork.</p> <p>I can join materials together</p> <p>I can generate more than 1 idea and then choose 1 to make</p> <p>I can make a 3-dimensional object from my 2-dimensional design</p> <p>I can add an increased amount of decoration (for example paint the pot or adding feathers, buttons or sequins to a sculpture)</p> <p>I can use natural and man-made materials to create sculptures</p>	<p>I use appropriate art language such as sculpture, shape and form</p> <p>I can use a variety of materials to make my work including recycled, manmade and natural to create sculptures</p> <p>I can explain an overview of my planned artwork before I start, using some art vocabulary (examples could be shapes, colours or decoration) and reference the work of historical artists or other cultures</p>	<p>I understand scale and what size a sculpture can be</p> <p>I can use appropriate tools and techniques to create my artwork including carving</p> <p>I can generate a number of ideas and then choose 1 to make explaining my reasons using appropriate art language and with to the work of historical artists or other cultures</p> <p>I can make a 3-dimensional object from my 2-dimensional design</p> <p>I can secure work to continue at a later date</p>	<p>I understand and can explain the difference between 2 dimensional and 3 dimensional using the words drawing and sculpture</p> <p>I can create a sculpture that uses an armature for support</p> <p>I can choose the appropriate scale for my sculpture</p> <p>I can generate a number of noticeably different ideas and then choose 1 to make explaining my reasons using appropriate art language I can make a 3-dimensional object from my 2-dimensional design</p> <p>I can add an appropriate amount of design and detail in reference to the artist I am studying</p>	



	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>I enjoy using fingers, hands, chalk, pens, pencils to make marks</p> <p>I can distinguish between drawing and writing</p> <p>I am beginning to draw shapes for a person</p>	<p>I can draw a person with 2-4 body parts and show emotions in the face</p> <p>I draw on different surfaces and different sized paper vertically and horizontally</p> <p>I can draw a person with at least 6 body parts</p> <p>I can draw from imagination, observations and illustrations</p>	<p>I can hold the pencil correctly using the 'tripod' grasp</p> <p>My pictures of humans are not stick people but begin to show a body being 3 dimensional such as a head joined to a body</p> <p>I can use 2 dimensional shapes to help me draw</p> <p>My pictures show some structure e.g. ....</p> <p>With support or scaffolded ideas, I can add detail to my drawings</p>	<p>I will shade and colour in one direction rather than a series of scribbles and keep colour within the lines</p> <p>I will use some shading and blending when using colour pencils (2 colours used 1 on top of the other)</p> <p>My drawings depict 'what is seen' not 'what is known' (drawing what is in front of them and not from imagination)</p> <p>I can independently add detail to drawings from observations, imagination and illustrations</p>	<p>I can start to. to change the value, intensity and texture</p> <p>My drawings start to show scale and perspective</p> <p>I can practice observational drawing</p> <p>I understand that a shaded picture can have different levels of black and grey</p>	<p>I can use different grades of pencil. I understand the grades of different 9H - HB - 9B and how they are used. H for light, B for dark)</p> <p>I can create a range of tone using a variety of drawing techniques such as hatching, cross hatching, stippling and other forms of mark making</p> <p>I can experiment with different grades of pencil and other implements to achieve variations in tone (charcoal/chalk/ink)</p> <p>I can use shading, line direction, mixing, pattern, etc. to change the value, intensity and texture</p> <p>My drawings show scale (something closer appears bigger than something far away)</p> <p>My drawings show perspective and depth</p>	<p>I can use a range of media, (i.e. ink, paint, chalk, charcoal and pastels)</p> <p>I can use different tools to draw with (i.e. pencil, nib, sharpened stick, blunt stick)</p> <p>I can use different grade pencils</p> <p>I can use different techniques for different purposes</p> <p>I can develop close observation skills I can draw a picture with a third dimension and simple perspective</p>	<p>I can use and combine a range of media, different grade pencils and different techniques for different purposes suitable for the work</p> <p>I can create realistic depictions of what I am drawing (i.e. drawing realistic eyes when doing a portrait rather than cartoon eyes)</p> <p>I can learn and use new techniques I can draw simple perspective using a single focal point and horizon I can regularly ask and answer perceptive questions in artistically valid ways</p>



Painting	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can experiment with a variety of tools and different sized brushes – sponge brushes, fingers twigs, vehicles, rollers, sponges, hands, feet</p>	<p>I can recognise and name the primary colours and mix colours</p> <p>I can match the colours to artefacts and objects</p> <p>I use fingers, fruit and veg, 3D shapes</p> <p>I can explore working with paint on different surfaces – paper, card, and different sized and shaped paper</p>	<p>I hold a paintbrush correctly like a pencil using the 'tripod' grasp</p> <p>I can experiment with a variety of different paints, different brush sizes and tools</p> <p>I know the names of colours and I can experiment with unstructured colour mixing</p> <p>With guidance I can mix primary colours to make secondary colours and create colour wheels and say which colours work well together</p> <p>With support, I can explore lightening and darkening paint by adding black or white</p>	<p>I can begin to apply tone to add depth or form such as shadows</p> <p>I can begin to mix colours to make shades and tones and predict the results and can understand what will happen if I add a lot of black or white to another colour</p> <p>I can add white to colours to make tints and black to colours to make tones</p> <p>I can explore painting on different surfaces (e.g. different types and colours of paper, wood, plastic, foil, fabric)</p>	<p>I understand, and can explain how, paint acts differently on different surfaces (for example different types and colours of paper, wood, plastic, foil, fabric)</p> <p>I can mix colour, shades and tones</p> <p>I can use light and dark within painting and begin to explore using complementary colours</p>	<p>I can use watercolour paint to produce washes for backgrounds and then add detail either with paint or another medium</p> <p>I can mix colours effectively for a purpose and justify my choices</p> <p>I can describe how artists have used colour in their work</p> <p>I can use light and dark within painting and show an understanding of complimentary colours (for example using blue shadows on as bowl of oranges)</p>	<p>I can use brush techniques and different paints to create texture</p> <p>I can begin to paint using layers rather than 'colouring in'</p> <p>I can begin to choose an appropriate type of paint to use to match the purpose of the piece (i.e. watercolour paints vs ready mix paint) and use mixed media painting (i.e. paint &amp; collage, oil pastels &amp; watercolour paints)</p> <p>I can use colour to create a mood in a piece of artwork</p> <p>I can use a variety of tools to, apply paint (i.e. brush, glue spreader, palette knife, cardboard strip, stick)</p> <p>I can mix colour, shades and tones with confidence</p>	<p>I can combine colours, tone and tints to enhance the mood of a piece of artwork</p> <p>I can paint using layers rather than 'colouring in'</p> <p>I can mix and match colours to create atmosphere and light effects for a purpose (i.e. night time)</p> <p>I can purposely control the types of marks made and experiment with different effects and textures</p>



Print Making	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I can take rubbings – leaves, bark, coins, corrugated card, natural resources, bubble wrap	I can use stencils to create a picture	<p>I understand the difference between printing and painting</p> <p>I can make simple prints. I can press, roll, rub and stamp to make prints</p> <p>I can try to replicate patterns observed in the world around me (natural or man-made/town or countryside)</p> <p>I will use overlapping in my printing</p>	<p>I can explore creating simple pictures through printing with a range of hard and soft materials</p> <p>I can use equipment and media correctly to produce a clean, non-smudged printed image</p> <p>I can experiment with overprinting motifs, shapes and colour</p> <p>I can use layers of two or more colours</p>	<p>I can print simple pictures using different printing techniques</p> <p>I can make printing blocks using cardboard, string, foam or polystyrene</p> <p>I can demonstrate experience in 3- colour printing</p> <p>I can make precise (not smudged) repeating patterns using a self-made printing block or with found objects</p>	<p>I can demonstrate experience at impressed printing</p> <p>I can combine techniques to explore both mono printing and relief printing</p> <p>I can demonstrate experience in printing on different surfaces including fabric printing</p> <p>I can generate ideas in my sketchbook and choose one to develop</p> <p>I can demonstrate overprinting</p> <p>I can expand my experience of 3- colour printing</p>	<p>With support and guidance, I can develop my own style by selecting tools depending on desired effect and texture required</p> <p>I can build up layers of colours to create an effect</p> <p>I can create an interesting pattern, showing fine detail</p> <p>I can start to overlay prints with other media for example printing over collage or different types of paper</p>	<p>I can develop my own style by selecting tools and methods depending on desired effect and texture required</p> <p>I can develop my own style using tonal contrast and mixed media</p> <p>I can recognise positive and negative shapes and create these using print</p>



EYFS		KSI		LKS2		UKS2							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Vocabulary													
<p><b>General vocabulary:</b> names of tools (pencil, brush, etc), and media (paper, clay, paint, etc) and ways of interacting with the media (mix, draw, paint, cut, stick, etc).</p> <p>Vocabulary may be taught less formally at this stage, but adults will draw out the vocabulary in their interactions with the children and will model how to use the vocabulary correctly.</p>		<p><b>Art history vocabulary:</b> long ago, then, when, last, next, before, after, first, second, etc., older, newer, prehistoric, impressionism</p> <p><b>Technique vocabulary:</b> drawing, painting, printing, craft, model, trace, PVA glue, border, brushwork</p> <p><b>Describing vocabulary:</b> colour, pattern, shape, form, space, crêpe paper, sugar paper, tracing paper</p> <p><b>Critiquing vocabulary:</b> share, effect, improve</p> <p><b>'Navigating' artwork vocabulary:</b> near, far, up, down, further, higher, underneath, centre, anticlockwise, position</p>		<p><b>Art history vocabulary:</b> years, century, period, later, earlier, since, long after, long before, at the same time as, modern era, pop art, street art, graffiti, retro</p> <p><b>Technique vocabulary:</b> sketch, sculpture, pottery, paste, pulp, papier-mâché, textile, cross-stitch, sew, patchwork, crocheting, resist, collage, relief object, style, mould, template</p> <p><b>Describing vocabulary:</b> texture, line, depth, foreground, middleground, background, contrast, layer, scale, medium, decorate, newsprint, cotton, wire, wool, thread, silk, cartoon, logo</p> <p><b>Critiquing vocabulary:</b> experience, imagination, critique, compare, represent</p> <p><b>'Navigating' artwork vocabulary:</b> left, right, portrait, landscape, vertical, horizontal reflect, symmetrical, diagonal (sloped, not the official maths meaning), range</p>		<p><b>Art history vocabulary:</b> during, while, recently, chronological, approximate, change, fashion, origin, process, trace, series, genre, portfolio, culture, realism, surrealism, still life, narrative art</p> <p><b>Technique vocabulary:</b> technique, process, weave, embroider, quilt, fabric, material, dye, adhesive, mod podge, carve, etch, mosaic, artefact, plinth, pastel, acrylic, oil, watercolour, tempera, perspective</p> <p><b>Describing vocabulary:</b> positive space, negative space, hue, shade, tint, tone, warm, cool, primary, secondary, tertiary, repetition, complementary, tissue paper, blotting paper, cellophane, animation, crop, image</p> <p><b>Critiquing vocabulary:</b> theme, version, purpose, function, interpret, opinion, organise, construct, infer, clarify, draft</p>		<p><b>General vocabulary:</b> colour, line, tone, shape, pattern, texture, form, symmetrical, mark making, curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiserie, op-art.</p> <p><b>Sculpture:</b> stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.</p>		<p><b>Pupils should make appropriate use of these words when discussing works of art.</b></p> <p><b>General vocabulary:</b> colour, line, tone, form, shape, pattern, texture, observation, monument, legacy, ceramics, ceramicist, visual language, communication, design brief, collaborate, annotate, visualise, scale, collage.</p>		<p><b>Pupils should make appropriate use of these words when discussing works of art.</b></p> <p><b>General vocabulary:</b> colour, line, tone, form, shape, pattern, texture, contrasting, commissioned, sculpture, abstract, impressionism, appreciation</p>	
		Suggested Artists (many of these names will be challenging for the children to read and say)											
<p>Children will create artwork based on their current learning, instead of studying famous artists. Examples: making dragons for Chinese New Year, drawing maps of their local area, creating sculptures from a range of different materials.</p>		<p>Beatrice Milhazes (abstract) Bridget Riley (drawing) David Hockney (drawing) Vija Celmins (drawing) Louis Wain (movement) Wassily Kandinsky (shape and colour) Jose Bernal (shape and colour) Ilya Boloteosky (shape and colour) Vincent Van Gogh (texture) Jasper Johns (painting) Pierre-Auguste Renoir (landscapes) Joaquin Sorolla (landscapes) Peder Severin Kroyer (landscapes) Louise Bourgeois (sculpture) Max Ernst (frottage) Ed Ruscha (shading) Clarice Cliff (design) Nancy McCrosky (murals) Damian Hirst (drawing) Julian Opie (portraits) Edwina Bridgeman (human form)</p>		<p>Carl Giles (drawing) Diego Velazquez (tone) Luz Perez Ojeda (optical illusions) Paul Cezanne (painting) Giorgio Morandi (still life) David Hockney (<i>My Parents</i>, telling stories with art) Paula Rego (<i>The Dance</i>, telling stories with art) Edward Hopper (<i>Table for Ladies</i>, telling stories with art) Pieter Brueghel (<i>Children's Games</i>, telling stories with art) Fiona Rae (abstract) Giuseppe Archimboldo (sculpture) Sokari Douglas Camp (sculpture) El Anatsui (sculpture) Barbara Hepworth (sculpture)</p>		<p>Friedensreich Hundertwasser (colour and shape) Banksy (<i>Clacton Pigeon Mural</i>, telling stories with art) Andy Warhol (<i>Rorschach</i> paintings, telling stories with art) John Singer Sargent (painting) Magdalene Oduno (ceramics and sculpture) Claude Monet (painting / impressionism) William Morris (print-making) Edward Hopper (painting and print-making) Kathe Kollwitz (sculpture) Pablo Picasso (<i>Guernica</i>, telling stories with art) Mark Wallinger (sculpture) Hannah Hoch (photography) Peter Kennard (photography) Jerry Uelsmann (photography) Jenny Holzer (photography) Edward Weston (photography) Edward Munch (expressions) Paul Cezanne (still life) Jaromir Funke (still life) Ben Nicholson (still life)</p>							

Vocabulary and suggested artists

