



Key Concepts	Drawing	Painting	Sculpture
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Drawing	Year R	Y1	Y2	Y3	Y4	Y5	Y6
Sketchbook	Introduce sketchbook and start Resource book: Pattern	Continue to develop sketchbook	Continue to develop sketchbook: record explorations and experimentations in different media Start to plan and develop ideas	Continue to develop sketchbook to plan and develop ideas, start to include written evaluation notes	Continue to develop sketchbook to plan and develop ideas and as a means of self-expression; include written evaluation notes	Continue to develop sketchbook to plan and develop ideas and as a means of self-expression; include written evaluation notes; use sketches to adapt and refine endpieces	Continue to develop sketchbook to plan and develop ideas and as a means of self-expression; include written evaluation notes; use sketches to adapt and refine endpieces
Pencil work	Mark making with Alphex and B pencil Mark making on variety of papers: types, colours, size and shapes Mark make with different lines eg thick/thin, curvy/straight	Develop tonal work using lines – shading a block of colour/hatching Continue to use a variety of papers: types, colours, shapes, sizes Begin pattern making	Start to introduce linear tones with a pencil Produce a wide range of patterns and textures eg dots, lines, squiggles	Introduce simple perspective, hatching and shading techniques Learning the layout of a face and a figure Experience positive and negative shapes	Detailed mark making to produce complicated images Able to structure a face and a figure with a degree of accuracy Marks must pay attention to tone Use simple vanishing points	Use tonal contrast to show depth and different elevations Develop one key element within their work: line, tone, pattern texture Experience drawing for different purposes eg designing, gathering information	Use perspective in compositions Use proportions in group and portrait studies
Other Media and colour work	Draw/mark make with a variety of media: wax crayon, chalk, charcoal, pastel, felt tip, biro Develop colouring in skills using coloured pencils Draw from imagination, observation and experience	Start to change colours using computer art packages Mixing media to create new effects (eg pen and pastel) Ensure a balance of drawing from imagination, observation and experience Use a coloured pencil to create a range of shades, by varying the pressure	Computer art package for drawing Drawing in variety of ways – on a table, floor, wall, easel Experience mark making with a range of media Ensure a balance of drawing from imagination, observation and experience Observe shades of one colour eg in trees	Start to work in the style of various artists (not copying art work) Start to make informed choice re media Take responsibility for tools, equipment and working area	Able to select from a range of media according to need Explore artists techniques and use these to develop their own work Mix a wide range of colours using coloured pencils	Apply knowledge, skills and experience to select and mix media according to need Develop individual style Mix and match using coloured pencils and use a wide tonal range	Apply knowledge, skills and experience to select and mix media according to need Develop individual style Use coloured pencils in a subtle and controlled way Work on a variety of surfaces over different time scales Work in an abstract way
Language and vocabulary (see previous year groups)	Develop the language of drawing: pattern, observation, colours, equipment names	Develop the language of drawing: marks, pattern, colour, feelings, line, texture	Linear tones Media Mix and match colours Combining techniques	Perspective Proportions (face and body) Evaluate Styles of artists	Use of correct language in discussion and evaluation notes Tone Vanishing points	Use of correct language in discussion and evaluation notes Endpiece Combine skills Detail Express ideas	Use of correct language in discussion and evaluation notes Subtle Controlled Proportion Perspective

							Realistic Abstract
Painting	Year R	Y1	Y2	Y3	Y4	Y5	Y6
Sketch-book	Mix a range of primary and secondary colours	Brush skill work	Store information on colour mixing, brush marks ...	Use to support work, try out ideas and plan colours	Use to support work in progress Sketch/draw in paint Experiment with mixing media	Use to record and store information as appropriate	Use to support all work
Mark making/ Brush skills	Mark making with fingers, card, twigs... Hold & use brush correctly (thick and thin) Practise duck's feet and full twist	Develop brush skills Experience brushes for washes	Use a brush to produce marks appropriate for work	Choose brushes (by number and type) appropriate for work	Choose brushes (by number and type) appropriate for work	Choose brushes (by number and type) appropriate for work	Choose brushes (by number and type) appropriate for work
Colour mixing	Mix and apply powder paint (water, wipe, paint, palette) Make paint of working consistency	Start predicting mixed colours Light and dark shades Make paint of different consistencies Lighten and darken without using black or white	Making own black Mix and match colours Lighten and darken with black and white	Mix and match colours accurately Begin to mix flesh colour	Explore relationship between colour and shape and mood eg spiky red to show anger Make flesh colour	Consider use of colour and their relationships (be able to give reasons for colour choices)	Depict moods and atmospheres with colour
Techniques	Work in various ways – easel, floor, table ... Work over different time scales Use brush and spray on computer art package Work from imagination and observation Work individually, pairs, groups	Work on different sized, shaped, coloured papers Be confident in using water, wipe, paint, palette technique Work over different time scales Work individually, pairs, groups Use brush and spray on computer art package Explore relationship between colour, mood and feelings Experience colour matching, replicating patterns and textures Computer art - infilling	Organise own working area and clear away Experienced in colour wheel and colour spectrum Select and work from direct observation Work individually, pairs, groups Use a range of tools on a computer package and produce endpieces Look at art from different cultures Use of view finders to focus on small areas	Organise own working area, set out and clear away Experience harmonising and complementary colours Experience hues (adding black) and tints (adding white) Replicating colours, patterns and textures in their work Experience water colour and hard-edged painting (in-block filling) Work on same endpiece over extended period of time Discuss own work and that of others Experience computer work	Work in an organised way Use colour changes to effect shadows Choose colour, shape and surface on which to work Discuss own work and that of others Work in style of selected artists (not copying) Begin to mix media eg wax crayon under/over paint; pastel under/over paint Experience computer work Use of view finders to focus on small areas	Apply knowledge and experience to experimentation Develop mixed media work Begin to develop own style Bring depth into painting Show space and shape as part of their work Work in variety of ways – hard-edged, water colour, mixed media, on different different surfaces. Map out still life Predict effects Combine tools Recognise the work of key artists and their styles Begin to place artists in art movements Discuss and evaluate own and others' work Experience computer work	Work on a range of scales Work in different time scales Use of view finders to focus on small areas Use simple perspectives in their compositions Work in mixed media Be aware of the effect of mounts on finished work Depict pattern and texture with confidence Be aware of key elements (line, texture, shape, colour) and their link with painting Experiment with idea, media and methods in computer art
Language and vocabulary (see previous year groups)	Primary colours Secondary colours Duck's feet Full twist	Describe shades of colour and colour spectrums shades Water, wipe, paint, palette	Hues and shades Colour spectrum Colour mixing Water, wipe, paint, palette	Water, wipe, paint, palette Hues Tints	Water, wipe, paint, palette Shadows Flesh Mixed media 'In the style of...'	Water, wipe, paint, palette Still life Style Movements Shape and space	Water, wipe, paint, palette Line, shape, colour, texture Scale Composition Frame/mount

	Water, wipe, paint, palette Mix					Effects	Perspective Mood/atmosphere
Possible artists	Kandinsky, Van Gogh	Klee, Klimt, Marc, Hockney	Pollock, Riley, Monet, Aboriginal art	Rothko, Rivera, Indian Min, O'Keefe	Hopper, Rembrandt, Breugel, Lowry	Matisse, Lowry, Magritte	Rodchenko, Bacon, Rego
Sculpture	Year R	Y1	Y2	Y3	Y4	Y5	Y6
Sketchbook			Plan and develop ideas in sketchbook Make informed choices about media	Inform, plan and develop ideas in sketchbook	Inform, plan and develop ideas in sketchbook	Inform, plan and develop ideas in sketchbook	Inform, plan and develop ideas in sketchbook
Skills	Pinch and roll coils and slabs (dough/plasticine) Impress and apply simple decoration Use glue carefully 'just a spot, not a lot' Cut shapes using scissors Working over different time scales Join using construction toys Box models Make and decorate clay slab	Use equipment in correct and safe way Shape and form from direct observation or imagination Make strong joins Decorative techniques – applied, impressed, painted Start to use clay tools Work with a range of media Use pinch, coil and slab techniques to produce endpiece Box models Make patterns and textures in 3D	Use equipment and media with increasing confidence Shape and form from direct observation or imagination Use relief and free standing sculpture as stimulus Experience surface patterns and textures and use these as appropriate Experience collage Work safely, organise work area and clear away	Work over time on same piece of work Shape, form, model and join with confidence Produce more intricate patterns and textures Begin to experience carving Take account of the properties of media being used Use pinch, coil and slab techniques to produce larger ware Discuss and evaluate own work and that of others Work safely, organise work area, clear away and secure work	Plan, develop ideas and use maquettes Join, decorate, coil, pinch, slab Model over an armature eg newspaper frame for mod-roc Carving soap and/or chalk Construct more complex assemblages – free-standing or relief Adapt work as necessary Experience environmental sculpture using found items Discuss and evaluate own work and that of others Work safely, organise work area, clear away and secure work	Plan, adapt and change as necessary Understand different ways of finishing work – glaze, paint, polish Experience recording textures eg taking plasticine castings Be aware of form, space and shape in the wider world Experiment with mixed media sculptures Work on different scales and time-scales Combine pinch, slabbing and coiling to produce endpieces Discuss and evaluate own work and that of others Work safely, organise work area, clear away and secure work	Model and develop work through combinations of pinch, slab and coil Work around armatures Work on different scales Use pattern and texture to create effects Be able to shape, form and construct Experience relief and free-standing work Solve problems as they occur Work realistically and in the abstract Discuss and evaluate own work and that of others Express opinions Recognise sculptural forms in the environment eg furniture, buildings...
Language	Glue spreader Hole punch Dough Plasticine Strong joins Pinch, roll, coil	Glue spreader Hole punch Dough Plasticine Strong joins Impressed	Texture Sculpture Relief Pattern Collage Shape and form	Shape and form Carving Pattern and texture Media Evaluate	Maquette Armature Join, decorate, coil, pinch, slab Assemblage	Glaze, polish Casting Form, space, shape Mixed media Scale/timescale Join, decorate, coil, pinch, slab	Armatures Casting Form, space, shape Mixed media Opinions Join, decorate, coil, pinch, slab Relief, free-standing Abstract
Artist	Matisse	Moore, African, Native American	Hepworth, Arp, Nevelson, Gabo	Calder, Segal, Leach, recycled sculpture from Africa and India, Giacometti	Long, Goldsworthy, Egyptian carvings, Christo	Frink, Balla, Andre, Moore, Aztec	Donatello, Cragg, Picasso