

EYFS				
Willow	➤	➤		
Holly Reception		➤	➤	➤
Vocabulary				

Subject	Drawing Unit	Painting Unit	Sculpture Unit	Printing
KS1 National Curriculum statement	<ul style="list-style-type: none"> -Use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -Learn 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. 			
	<p align="center">All units should be linked to a range of artists, craft makers and designers.</p> <p>Pupils should:</p> <ul style="list-style-type: none"> -Describe what can be seen and give an opinion about the work of an artist -Ask questions about a piece of art. 			
Y1	<ul style="list-style-type: none"> -Hold a pencil correctly for accurate drawing -Experiment and begin to control different types of mark-making (thick, thin, wiggly, straight) 	<ul style="list-style-type: none"> -Know some colours that associate with a mood (blue= sad, red = angry etc) 	<ul style="list-style-type: none"> -Know how to cut, roll and coil clay -Know how to create a coil pot 	<ul style="list-style-type: none"> -Know how to create a printed piece of art using pressing and rubbing

		<ul style="list-style-type: none"> -Know the names of primary and secondary colours -Create a repeating pattern with paint 		<ul style="list-style-type: none"> -Know how to use IT to create a picture
Y2	<ul style="list-style-type: none"> -Choose and use three different grades of pencil -Know how to use charcoal, pencil and pastel -Know how to use a viewfinder to focus on a specific part of an artefact before drawing it 	<ul style="list-style-type: none"> -Know how to mix paint to create all the secondary colours -Know how to create brown with paint -Know how to create tints with paint by adding white and know how to create tones with paint by adding black 	<ul style="list-style-type: none"> -Know how to make a clay pot (pinch pot or coil pot) -Know how to join clay parts together 	<ul style="list-style-type: none"> -Know how to create a printed piece of art using pressing, rolling, rubbing and stamping E.g: making stamps out of everyday objects, making rubbings of outdoor textures, block printing -Know how to use different effects in an IT paint package
Vocabulary		Brush, splatter, smudge, blend, tone, primary, secondary, equipment, Strokes, detail, blend, run, dilute, tone, shade, primary, secondary	3D, mould, join, shape, squeeze, bend	Stencil, ink, Pressure, block

KS2				
History National Curriculum Y3 and 4	<p>-To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>-To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint, clay)</p> <p>-Learn about great artists, architects and designers in history.</p>			
	All units should be linked to a range of artists, craft makers and designers.			
	Pupils should:			
	-Describe what can be seen and give an opinion about the work of an artist			
	-Ask questions about a piece of art.			
	Drawing Unit	Painting unit	Sculpture unit	Printing unit
Y3	<ul style="list-style-type: none"> -Begin to use sketch lines as initial marks to map out a drawing -Apply different pressures to the drawing implement to create tone -Apply a simple use of pattern to create a texture 	<ul style="list-style-type: none"> -Experiment making different marks and strokes with a single paintbrush -Begin to use a variety of paint types (water colour, acrylic) 	<ul style="list-style-type: none"> -Learn how to roll clay between batons to make a slab -Learn how to add pieces to a slab to create detail 	<ul style="list-style-type: none"> -Learn to lay out a printing table and the mechanics of printing with ink and a roller
Y4	<ul style="list-style-type: none"> -Explore different grades of pencil to explore tone and texture -Refine marks made to suggest texture -Develop smooth diagonal strokes for shading - explore scratch techniques using acrylic paint and then making marks using a thin craft stick, found object or finger nail 	<ul style="list-style-type: none"> -Begin learning how to vary paint colours by adapting pre-mixed colours -Begin to mix and match colours more accurately to life -Learn about the colour wheel and colour effect on one another (complementary and analogous colours) - explore how the proportions of colour used in a painting are as important as colour mixing 	<ul style="list-style-type: none"> -Learn how to roll out clay between batons to create a uniform depth -Begin to learn how to construct a curved surface out of malleable materials (eg. To create a mask, paper maché over a balloon) 	<ul style="list-style-type: none"> - learn to draw into printing ink to create mono prints on paper -Continue to work in dry media on top of prints to add interest/texture/further detail

Vocabulary		<ul style="list-style-type: none"> background, foreground, strokes, stippling, wash, detail, perspective, tone, shade, tint, proportion (of paint used in mixing colours) 	<ul style="list-style-type: none"> 3D, form, edges, flat, overlapping, hollow, join, mould, shape, slab, sculpt, detail, pressure, relief 	<ul style="list-style-type: none"> stencil, ink, imprint, mono-printing, appliqué, silhouette, pressure, texture, outline
	All units should be linked to a range of artists, craft makers and designers.			
	<p>Pupils should:</p> <ul style="list-style-type: none"> -Describe what can be seen and give an opinion about the work of an artist -Ask questions about a piece of art. -Explain why artists have used certain tools to create their art and discuss the effect that they have created -Be able to compare their own art to the likes of artists and consider amendments and improvements to their own work 			
Y5	<ul style="list-style-type: none"> -Look for 2 and 3 dimensional shapes within drawing subjects -Consolidate learning and make informed choices using different techniques for different purposes -Develop representations of texture through different media 	<ul style="list-style-type: none"> -Graduate tones from light to dark -Learn how to make grey and black, without the use of black paint -Use colour specific vocabulary (e.g. crimson and scarlet for reds) -Learn the difference between opaque and translucent colours when using water colours 	<ul style="list-style-type: none"> -Understand how artists use 3D installations to create a response in those who enter the space -Consolidate and refine learning from previous years, making informed choices about materials and methods -Effectively combine malleable and resistant materials to construct sculptures 	<ul style="list-style-type: none"> -Consolidate and refine learning from previous years, making informed choices on materials and methods -Combine printing with different media (e.g. Pens, paint, collage etc) -Use effective overlay printing using different colours and/or designs
Y6	<ul style="list-style-type: none"> -Use a full range of pencils, charcoal, pastels when creating an observational piece of art -Know how to use shading to create mood and feeling 	<ul style="list-style-type: none"> -Use mixed media with paint -Develop understanding of the principles of composition -Ask and answer questions about the process in order to develop their ideas -Learn some basic water colour techniques 	<ul style="list-style-type: none"> -Record and explore ideas from first hand observations, experience or imagination -Ask and answer questions about the process in order to develop their ideas -Explore the work of great artists, architects and designers in history -Explore subtractive materials (eg. carve into soap or breeze block) -Make a 3D wire sculpture 	<ul style="list-style-type: none"> -Consolidate and refine learning from previous years, making informed choices on materials and methods -Combine printing with different media (Eg. pens, paint, collage etc). -Continue to explore overlay printing with different colours and designs
Vocabulary	perspective, scale, proportion, observe, monochrome, scene, atmosphere, blur	Opaque, translucent, specific colour names, perspective, tone, atmosphere	Construct, form, structure, reinforce, frame, attach	<i>Relief, Coating, Etching, Gouge, Proofs, asymmetric, focus, pressure, construct, symmetry</i>