



'Every child is an artist.' Pablo Picasso

Links to St John's Vision

Use of Locality

Enrichment Links

EXPLORING AND DEVELOPING IDEAS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can respond positively to ideas and starting points.</p> <p>I can explore ideas and collect information.</p> <p>I can describe differences and similarities and make links to my own work.</p> <p>I can try different materials and methods to improve.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding of this strand: work, work of art, starting point, observe, focus, design, improve.</p>	<p>I can respond positively to ideas and starting points.</p> <p>I can explore ideas and collect information.</p> <p>I can describe differences and similarities and make links to my own work.</p> <p>I can try different materials and methods to improve.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding of this strand: work, work of art, starting point, observe, focus, design, improve.</p>	<p>I can use a sketchbook to record ideas.</p> <p>I can explore ideas from first-hand observations.</p> <p>I can question and make observations about starting points, and respond positively to suggestions.</p> <p>I can adapt and refine ideas.</p> <p>I can use vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>I can use a sketchbook to record ideas.</p> <p>I can explore ideas from first-hand observations.</p> <p>I can question and make observations about starting points, and respond positively to suggestions.</p> <p>I can adapt and refine ideas.</p> <p>I can use vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>I can review and revisit ideas in my sketchbook.</p> <p>I can think critically about my art and design work.</p> <p>I can question and make observations about starting points, and respond positively to suggestions.</p> <p>I can adapt and refine ideas.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>	<p>I can review and revisit ideas in my sketchbook.</p> <p>I can offer feedback using technical vocabulary.</p> <p>I can think critically about my art and design work.</p> <p>I can use digital technology as a sources for developing ideas.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>
DRAWING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<p>I can draw lines of varying thickness.</p> <p>I can use dots and lines to demonstrate pattern and texture.</p> <p>I can use different materials to draw, for example pastels, chalk, felt tips.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail.</p>	<p>I can draw lines of varying thickness.</p> <p>I can use dots and lines to demonstrate pattern and texture.</p> <p>I can use different materials to draw, for example pastels, chalk, felt tips.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>I can experiment with showing line, tone, texture, including drawing, with a range of materials.</p> <p>I can use shading to show light and shadow effects.</p> <p>I can use different materials to draw, e.g. pastels, chalk, felt tips.</p> <p>I can show awareness of space when drawing.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>I can experiment with showing line, tone, texture, including drawing, with a range of materials.</p> <p>I can use shading to show light and shadow effects.</p> <p>I can use different materials to draw, e.g. pastels, chalk, felt tips.</p> <p>I can show awareness of space when drawing.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>I can use a variety of tools and select the most appropriate.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p>I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>I can depict movement and perspective in drawings.</p> <p>I can use a variety of tools and select the most appropriate.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>
PAINTING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can name primary and secondary colours.</p> <p>I can experiment with different brushes (including</p>	<p>I can name primary and secondary colours.</p> <p>I can experiment with different brushes (including</p>	<p>I can mix colours effectively, using the correct language, e.g. tint, shade, primary and secondary.</p>	<p>I can use varied brush techniques to create shapes, textures, patterns and lines.</p>	<p>I can use varied brush techniques to create shapes, textures, patterns and lines.</p>	<p>I can use a range of paint to create visually interesting pieces.</p> <p>I can use key vocabulary to</p>

	<p>brushstrokes) and other painting tools.</p> <p>I can mix primary colours to make secondary colours.</p> <p>I can add white and black to alter tints and shades.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours.</p>	<p>brushstrokes) and other painting tools.</p> <p>I can mix primary colours to make secondary colours.</p> <p>I can add white and black to alter tints and shades.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>I can mix colours effectively, using the correct language, e.g. tint, shade, primary and secondary.</p> <p>I can create different textures and effects with paint.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>demonstrate knowledge and understanding in this strand: blend, nmix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
SCULPTURE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can use a variety of natural, recycled, and manufactured materials for sculpting, clay, straw and card.</p> <p>I can use a variety of techniques, e.g. rolling, cutting, pinching.</p>	<p>I can use a variety of natural, recycled, and manufactured materials for sculpting, clay, straw and card.</p> <p>I can use a variety of techniques, e.g. rolling, cutting, pinching.</p>	<p>I can cut, make and combine shapes to create recognisable forms.</p> <p>I can use clay and other malleable materials and practise joining techniques.</p>	<p>I can use clay and other malleable materials and practise joining techniques.</p> <p>I can add materials to the sculpture to create detail.</p>	<p>I can use tools and materials to carve, add shape, add texture and pattern.</p> <p>I can develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p>	<p>I can use tools and materials to carve, add shape, add texture and pattern.</p> <p>I can develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p>

	<p>I can use a variety of shapes, including lines and texture.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation shapes, materials, pyramid, abstract, geometric.</p>	<p>I can use a variety of shapes, including lines and texture.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation shapes, materials, pyramid, abstract, geometric.</p>	<p>I can add materials to the sculpture to create detail.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>I can use materials other than clay to create a 3D sculpture.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p>I can use materials other than clay to create a 3D sculpture.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>
COLLAGE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can use a combination of materials that have been cut, torn and glued.</p> <p>I can sort and arrange materials.</p> <p>I can add texture by mixing materials.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic,</p>	<p>I can use a combination of materials that have been cut, torn and glued.</p> <p>I can sort and arrange materials.</p>	<p>I can select colours and materials to create effect, giving reasons for my choice.</p> <p>I can learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>	<p>I can learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>		<p>I can add collage to a painted or printed background.</p> <p>I can create and arrange accurate patterns.</p> <p>I can use a range of mixed media.</p> <p>I can plan and design a collage.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this</p>

	features, cut, place, arrange.					strand: shape, form, arrange, fix.
TEXTILES	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>I can show a pattern by weaving.</p> <p>I can use a dyeing technique to alter a textile's colour and pattern.</p> <p>I can decorate textiles with glue or stitching, to add colour and detail.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>I can select appropriate materials, giving reasons.</p> <p>I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>I can develop skills in stitching, cutting and joining.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>			<p>I can experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</p> <p>I can add decoration to create effect.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p>
PRINTING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>I can copy an original print.</p> <p>I can use a variety of materials, e.g. sponges, fruit, blocks.</p>		<p>I can use more than one colour to layer in a print.</p> <p>I can replicate patterns from observations.</p>	<p>I can design and create printing blocks/tiles.</p> <p>I can develop techniques in mono, block and relief printing.</p>	<p>I can design and create printing blocks/tiles.</p> <p>I can develop techniques in mono, block and relief printing.</p>

		<p>I can demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p> <p>I can use a key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>		<p>I can make printing blocks.</p> <p>I can make repeated patterns with precision.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>I can create and arrange accurate patterns.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.</p>	<p>I can create and arrange accurate patterns.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.</p>
WORK OF OTHER ARTISTS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can describe the work of famous, notable artists and designers.</p> <p>I can express an opinion on the work of famous, notable artists.</p> <p>I can use inspiration from famous, notable artists to create their own work and compare.</p> <p>I can use key vocabulary to demonstrate knowledge and</p>	<p>I can describe the work of famous, notable artists and designers.</p> <p>I can express an opinion on the work of famous, notable artists.</p> <p>I can use inspiration from famous, notable artists to create their own work and compare.</p> <p>I can use key vocabulary to demonstrate knowledge and</p>	<p>I can use inspiration from famous artists to replicate a piece of work.</p> <p>I can reflect upon my work inspired by a famous notable artist and the development of my art skills.</p> <p>I can express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p>I can use key vocabulary to</p>	<p>I can use inspiration from famous artists to replicate a piece of work.</p> <p>I can reflect upon my work inspired by a famous notable artist and the development of my art skills.</p> <p>I can express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p>I can use key vocabulary to</p>	<p>I can give detailed observations about notable artists', artisans' and designers' work.</p> <p>I can offer facts about notable artists', artisans' and designers' work.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder,</p>	<p>I can give detailed observations about notable artists', artisans' and designers' work.</p> <p>I can offer facts about notable artists', artisans' and designers' work.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: Alfred Wallis, Katsushika Hokusai, Frida Kahlo, Joaquin</p>

	<p>understanding in this strand: Andy Goldsworthy, Leonardo da Vinci, Henri Matisse, Gustav Klimt, Andy Warhol, Pablo Picasso, Paul Klee, Monet, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian and Vincent van Gogh.</p>	<p>understanding in this strand: L S Lowry, Gunta Stolz, Gustav Klimt and Joan Miro.</p>	<p>demonstrate knowledge and understanding in this strand: Peter Claesz, Georges Braque, Willelm Kalf, Giuseppe Archimboldo, Carl Warner, Caravaggio, Michael Brennand-Wood, Emile Galle, Jan van Kessel the Elder, Edouard Martinet, Lorenzo Possenti, Louise Bourgeois, Jennifer Angus, David Hockney, Man Ray and Fernand Leger.</p>	<p>demonstrate knowledge and understanding in this strand: John Constable, Jackson Pollock, Claude Monet, Henri Matisse, Paul Cezanne, Paula Rego, Thomas Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Julian Opie, Henry Moore, Alberto Giacometti and Vivienne Westwood.</p>	<p>David Oliveira, Alselm Kiefer, Michelangelo, Le Corbusier, Rembrandt, Coco Chanel, Salvador Dali, Constantic Brancusi and Richard Sweeney.</p>	<p>Torres-Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Paez Vilaro, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat and Mary Cassatt.</p>
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