

	Reception	KS1	LKS2	UPKS
General		To know that an artistic movement is when a style of art is shared by a group of artists at a specific time.	To know the main characteristics of an artistic movement.	To be able to compare the main characteristics of artistic movements.
		To understand whether an artist/artistic movement fits within living memory or before living memory.	To be able to identify whether an artist's/artistic movement is earlier or later than previously studied movements.	To understand where artistic movements fit within eras of art.
		To be able to identify basic similarities and differences between pieces of art.	To be able to describe similarities and differences between pieces of art created by the same artists in terms of media, use of colour, pattern, texture, line, shape, form and space.	To be able to describe similarities and differences between pieces of art created by different artists in terms of media, pattern, texture, line, shape, form and space.
	To be able to describe how a piece of artwork makes them feel.	To be able to describe what they like and dislike about pieces of artwork created by the same artist.	To be able to explain their personal preference between pieces of artwork created by the same artist using technical vocabulary.	To be able to explain their personal preference between pieces of artwork created by different artists using technical vocabulary.
		To be able to use sketchbooks to record investigating/testing media.	To be able to use sketchbooks to investigate testing media and complete basic sketches to plan artwork.	To be able to use sketchbooks to practice techniques and complete part and whole sketches to plan/develop artwork.
	To be able to follow step-by-step instructions to create a piece of artwork.	To be able to use sketchbooks to plan ideas.	To begin to recognise the key shapes in what is being drawn/painted/built and use these to make quick plans or sketches.	To be able to confidently recognise the key shapes in what is being drawn/painted/built and use these to plan or sketch.
		To understand the terms background and foreground. <i>(drawing and painting units)</i>	To understand that elements in the foreground are more detailed and larger compared to elements in the background which appear smaller with less detail. <i>(drawing and painting units)</i>	To understand that the horizon line represents where the sky meets the land or sea in a picture and the vanishing point will often sit on the line. <i>(drawing and painting units)</i>
		To be able to use basic artistic techniques in their own work.	To be able to employ the artistic techniques associated with specific artists' work and styles of art.	To be able to identify the skills and techniques which are particular to a style of art and apply these to their own work.
	To understand different materials can be used in one piece of artwork.	To be able to experiment with different medium and techniques.	To be able to predict outcomes to experiment with different media, test and build knowledge as a result.	To be able to select and justify techniques to be used within pieces of their own artwork.
	To be able to describe what they like about their own pieces of artwork.	To be able to describe what they like about their own pieces of artwork and identify how they could improve.	To be able to evaluate their own artwork and the way in which they created it using technical vocabulary.	To be able to evaluate their own development as an artist from the start of a unit to the end using technical vocabulary.
DRAWING				
Knowledge		To know that sharp pencils create crisper, cleaner lines than blunt pencils.	To know that hard and soft pencils are graded (hard pencils HB to 9H and soft pencils HB to 9B).	To be able to make reasoned choices about the use of hard and soft pencils within a drawing.
		To know that tone refers to how light or dark something is.	To understand the difference between shading and blending to create tone.	To know that contour (bracelet) shading, cross-contour shading and circulum are shading techniques used to create volume and texture.
		To know that tone can be created using a HB or colouring pencil through varied use of pressure on the page.	To know hatching and cross hatching is the technique of drawing multiple straight, parallel lines, closer or further apart to create differing tones.	To know that hatching and cross-hatching is a method of shading used with tools that do not allow for blending such as pen.
		To understand that a sketch may contain unwanted lines and lines may need to be repositioned/redrawn. (No use of a rubber.)	To understand the role of the rubber as a tool to enhance drawings and emphasise textural marks. (Not just to erase 'mistakes'.)	To understand the role of the rubber as a tool to enhance drawings and bring back areas of light.

Skills	To be able to use pencil crayons and wax crayons to take rubbings (ELG).	To be able to use a range of drawing medium, including HB pencils, felt tip pens, colouring pencils and wax crayons.	To be able to use a range of drawing medium, including graded pencils, charcoal, aqua crayons and oil pastels.	To be able to use a range of drawing medium, including graded pencils, charcoal, pen and conte crayons.
	To be able to use basic pencil grip with a variety of media (pencil, felt pens and wax crayons.)	To be able to explore different ways of using a variety of media (including HB pencils, colouring pencils and wax crayons) and the subsequent effects.	To be able to explore different ways of using a variety of media (including graded pencils, charcoal, aqua crayons and oil pastels) and the subsequent effects.	To be able to explore different ways of using a variety of media (pen and conte crayons) and the subsequent effects.
	To be able to draw around templates and use stencils to create shapes (ELG).	To be able to draw geometric and free form shapes to create an image.		
		To be able to draw curves with varying curvature and begin to draw small circles freehand (one motion).	To be able to draw circles and shapes with curved lines using short guide lines (sketching) to build the whole.	To be able to use precise guidelines to draw accurate shapes.
		To be able to draw horizontal, vertical and diagonal lines with a ruler.	To be able to use a pencil as a measuring aid.	To be able to demonstrate precise use of ruler, protractor or set square in planning and drawings that require measurement and accuracy.
		To begin to show an understanding of proportion in drawings.	To be able to use a viewfinder and record what is in the frame with consideration of size and proportion.	To be able to capture familiar things from different viewpoints.
		To be able to create tone using a HB pencil and colouring pencils by holding the tool at a shallow angle to the page.	To be able to create tone using multiple techniques (<i>hatching, cross-hatching, stippling (to create texture), short dashes and blending</i>)	To be able to select and apply a range of shading techniques to express tone in different areas of a piece of artwork.
			To be able to use tone to represent shadows that form on the side of the object that face away from the light source.	To be able to consistently use tone to represent highlights and shadows based on the angle of the light source.
PAINTING				
Knowledge	To know how to clean a paint brush so that colours do not mix.	To know how to clean and dry a paint brush between colours so that the next colour does not end up watery.	To understand the effects of two wet paints on a page mixing, compared to wet paint layered on top of dry paint.	To know that colours can be pre-mixed before applied to paper as well as being blended on the page to create colour corrections.
	To know the primary colours are red, yellow and blue.	To know that you can add black to a colour to make a darker shade and you can add white to a colour to make a lighter tint.	To know that the colour wheel is split into 6 warm colours (associated with happiness) and 6 cool colours (associated with sadness)	To know that colours that sit next to each other on the colour wheel are harmonious which means they work well together.
	To know the secondary colours are orange, green and purple.	To know the two primary colours that are needed to make each secondary colour.		
		To know that tertiary colours can be made by mixing equal amounts of a primary and secondary colour.	To know that colours that are opposite each other in the colour wheel are complimentary and they make each other stand out.	To understand that monochromatic colours are made from the same hue but are different shades.
	To be able to hold a paint brush with a similar grip to a pencil.	To be able to explore thicker paintbrushes for filling in large areas and thinner paintbrushes for adding fine detail.	To be able to select, based on reasoning, thicker or thinner paint brushes to create the desired effect.	To be able to develop contrasting areas of detail through the use of different paint brushes/use of tools within the same piece of artwork.
	To be able to use a range of tools to make marks with paint. (ELG).	Investigate mark making using sponges, string, straws and other tools.	Select appropriate painting tools to fit the purpose/need.	To be able to use a variety of tools and media for different purposes within the same the piece of artwork.
	To be able to apply a loaded paint brush to paper.	To be able to demonstrate control over the application of paint on the paintbrush and completely cleaning/drying this between colour changes.	To be able to explore the difference between dry brushing and adding water to the paint brush.	To be able to make reasoned choices about pre-mixing colours before applying paint to paper or blending on the paper for effect.

Skills		To understand that brushstrokes require the brush to leave the paper between each stroke.	To be able to use different techniques to add texture (<i>dabbing, dry brushing, thin and thick lines</i>)	To be able to develop layering and blocking-in to build colour and detail.
		To be able to use washing to build up background and/or large areas of colour.	To be able to create a background using a wash that is light enough to layer the foreground on top of.	To be able to create a washed background using various shades of the same colour/hue.
	To experiment with colour when mixing paint (ELG).	To be able to choose and create colours to represent realistic or unrealistic elements of a composition.	To be able to choose between warm and cool colours when mixing/using paint to express mood and emotions.	To be able to make considered choices about the colour palette used and justify these.
		To be able to mix and use secondary and tertiary colours with the addition of black and white to create shades and tints.	To be able to mix and use complimentary colours (including tertiary colours) to explore their effect.	To be able to mix and use monochromatic and harmonious colours
SCULPTURE				
Knowledge	To know that a sculpture is a model of a real life object.	To know that a sculpture is a three-dimensional piece of artwork.	To know that a maquette is a small preliminary model or sketch made by a sculpture.	To know that when sculptures are displayed, they are called an installation.
		To know that some sculptures can be viewed from all sides and that some are attached to a background (not designed to be viewed from the back).	To know that sculpture may be either in the round or in relief. (<i>A sculpture in the round stands on its own. It can be viewed from all sides. A relief is attached to a background.</i>)	To know that an armature is a framework usually made from flexible metal on which a sculpture is moulded.
	To know that clay needs to be joined using the slip and score method.	To know that sculptors make their ideas come to life by joining materials.	To know that sculptors make their ideas come to life by subtracting material or moulding materials together (<i>subtractive and additive</i>).	To know that sculptors make their ideas come to life by joining and moulding different materials together.
Skills		To be able to use modelling materials, such as tissue paper, paper, card, cardboard and corrugated card, to assemble basic shapes that represent real life or abstract forms.	To be able to use modelling materials, such as dough and clay, to assemble complex shapes that represent real life or abstract forms.	To be able to use modelling materials, such as wire, foil, modroc, cardboard and Papier-mâché, that represent real life or abstract forms.
		To be able to use a range of tools, such as basic scissors, various craft scissors and hole punches.	To be able to use a range of tools, such as rolling pins, clay wire cutters, sculpting tools and shape cutters.	To be able to use a range of tools, such as wire cutters and pilers.
	To be able to explore basic shaping techniques: rolling into a ball, cylindrical roll, pinching, twisting (ELG).	To be able to use a variety of shaping and textured paper/card techniques (<i>layering, cylinder rolling, spiral, twisting, folding, curling and fringe</i>)	To be able to use a variety of texture clay/modelling techniques (<i>spiral, pinching, twisting, coiling, cutting, indent and imprint</i>).	To be able to use a variety of shaping and texture mod-roc/Papier-mâché/foil techniques (<i>rolling (ball), cycliner roll, newspaper/foil scrunching, smoothing, wrapping, layering and wire bending</i>)
		To be able to use subtractive paper/card techniques (<i>hole punching, fold and cutting and controlled tearing</i>)	To be able to use subtractive clay/modelling techniques (<i>carving, tearing and pinching away material</i>)	
	To be able to explore joining techniques: score, slip and stick (ELG).	To be able to use joining techniques such as flange, tabs, L-brace and slot. (<i>Cross-cirricular with DT</i>)	To be able to use joining techniques such as score, slip/glue, stick and smooth.	To be able to use joining techniques such as bending, twisting and layering.
		To be able to use materials to create forms of various heights.	To be able to use knowledge of weight and distribution of form to make sculptures balance.	To be able to use knowledge of proportion of form to make sculptures look realistic or unrealistic.
		To be able to use finishing techniques such as paper/card fringes, cut outs/hole punches, loops, outlines and/or use of colour.	To be able to use finishing techniques such as adding clay/modelling dough details and texture where appropriate.	To be able to use finishing techniques such as painting to create the desired effect (realistic or unrealistic).