

Art & Design Pathway

Highlighted: sticky knowledge/skills

	Nursery	Reception	Year 1	Year 2	Expectation
Knowledge					
Drawing and mark making	Know that mark-making can bring feelings	Know how to hold a pencil correctly	Know how to use drawing materials correctly and know that you can apply different pressure.	Know the similarities and differences between drawing materials and know how to apply the appropriate pressure.	N.C - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
	Know how to use different materials and on different surfaces (places)	Know that drawing materials can make different marks Know that you can draw from imagination or observation (using our eyes)	Know how to draw different lines and patterns and what they are called. Know how to create light and dark tones.	Know how to add tone, lines, patterns and texture in their drawings. Know that pencils have different grades.	N.C - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Skills					
	Explore using different drawing materials. Explore drawing on different surfaces Making marks that bring feelings Use drawing to represent simple ideas like movement or loud noises Begin to draw lines and circles and other closed	Explore how different drawing materials can make a range of marks including lines, patterns and textures. To draw from imagination and observation. Use drawing to create shapes and representations of objects, people and events.	Begin and explore using patterns, tone, lines in their drawings. Look carefully at objects and people and begin to identify shapes, lines and textures.	Create different tones, lines, patterns and texture in their drawings. Draw observations of people, events and objects with more accuracy (including proportion) Investigate layering different drawing materials for varying effects.	N.C - become proficient in drawing, and other art, craft and design techniques

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	shapes with continuous lines and begin to use these shapes to represent objects and people.	Draw forms using shapes such as circles, squares and triangles.			
Vocabulary drawing (built on each year group)	draw marks pencil pen Line hold circle straight curved zig-zag wavy scribble	mark-making dots loop grip dashes short long straight thick thin surface imagination	erase rub sketching (cross)-hatching abstract realistic light dark continuous observation blend smudge	image proportion space smooth jagged fine shadow tone texture	
Knowledge					
Colour (link predominantly to paint unit)	Know simple colour names	Know and name the all the primary and secondary colours Know how to mix primary colours to make secondary colours.	Understand what primary and secondary colours are and how to make all colours from the colour wheel. Know how to use white and black to make lighter and darker colours	Know and name more complex colours eg. royal blue Know which colours are complimentary and contrasting. Know how to make different tones and shades of one colour. Know what tertiary colours are.	N.C - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
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	Explore what happens when they mix colours.	Practise mixing primary colours to make secondary colours. Choose and make colours for a particular purpose.	Begin using white and black to make lighter and darker colours.	Use various chosen colours to make different shades and tones of one colour.	
Vocabulary Colour (built on each year group)	simple colour names (e.g. red, orange, yellow, green, blue, pink, purple, brown, black, white) mixing	name all of the primary and secondary colours	warm colours cool colours light dark colour wheel primary colours secondary colours mood	complex colour names eg. burgundy tertiary tint tone shade complementary contrasting	
Knowledge					
Painting	Know that you can paint with different tools. Know how to use poster paint.	Know how to hold a paintbrush (thick & thin) correctly and make coloured marks Know to add water to watercolour and block paints. Name different painting tools Know how to mix colours on a palette or on a different painting surface.	Name and know how to use different types of paint (including poster & watercolour) Know when to use thick and thin brushes. Know what abstract and realistic paintings is.	Name and use different types of paint and understand the different ways of using it. Eg. More water will make the paint weaker/lighter Children to confidently blend and mix colours (including secondary colours to make tertiary) on a palette and on paper and know how to get the right tone and consistency needed.	N.C - become proficient in drawing, painting, and other art, craft and design techniques
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	Explore paint using fingers and other body parts. Explore using different painting tools Begin to use poster paint – pumps. Explore powder paint.	Blending colours on a palette Explore using different paint (adding watercolours & block) Show different emotions in their paintings. Painting on different surfaces	Children to mix and blend colours on a palette and on paper. Develop brush control and choose to use thick and thin brushes appropriately to make the chosen lines and shapes.	Explore paint effects and techniques eg. Different brush strokes Paint with control and paint without leaving any gaps	
Linked artists	Possible artists: David Batchelor Jackson Pollock Kandinsky Vincent van Gogh Pablo Picasso Paul Klee *Nursery will be on a rolling programme	Rachel Jones Key links: colour, body parts (teeth), shapes, bright, patterns, pastels, poster paint	David Hockney Key links: Landscapes, bright colours and patterns, using watercolour	Georgia O’Keefe Key links: Flowers – close-up, colour tones using poster paint	
Vocabulary Painting (built on each year group)	paintbrush paint mark drip splatter dab swipe sponge wet/dry mixing powder sprinkle	watercolour paint water thick thin palette surface block paints	poster paint portraits self-portrait apply technique landscapes abstract realistic	blend Layering Brush strokes foreground background	

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Knowledge					
Sculpture / 3D	Know that materials can be hard and soft.	Know that sculpture is a type of art.	Know that sculpture is a 3D art form.	Know that clay is natural material and its purpose in wider world eg. clay pots.	N.C - to use a range of materials creatively to design and make products N.C - become proficient in sculpture and other art, craft and design techniques
	Know what joining/together means.	Name some materials can are malleable eg. clay, playdough, plasticine.	Know that sculptures can be made from natural or manmade materials.	Know that clay can crack if it is too thin.	
		In CP: Know a variety of ways that materials can be joined. Eg. glue, tape.	Know that sculptures can be constructed (joined) and carved. Know that wire can be manipulated (thickness).	Know what malleable means. Know that water makes clay softer and easier to mould (slip and score).	
Skills					
	Manipulate, play and explore different materials and textures. Explore joining different materials. Make simple models that express their ideas.	Manipulate and make shapes and forms from malleable materials including clay by rolling (ball and sausage), pulling, joining, smoothing. Use tools to create holes and lines In CP: Practise joining and cutting different materials – begin different paper/card techniques	Use hands to bend, loop, twist, attach, curve wire. In CP: Explore paper/card - cutting, fringe, tearing, folding, joining, curling, twist, bridge, cone, spring	Use hands and tools to eg. roll, pull, smooth, join, carve, coil, pinch. Use tools to create texture eg. clay tools, sieve. Slip and score to join clay.	

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Linked artists	Andy Goldsworthy Yayoi Kasuma David Batchelor Henri Matisse	Barbara Hepworth Key links: human form, sculpture, clay, shapes, holes.	Simone Wojciechowski Key links: human form, shapes, wire, body poses.	Tim Jeffs Key links: animal portraits, animal eye details, textures and shapes.	
Vocabulary Sculpture (built on each year group)	fold stick glue roll squeeze shape join bend cut hard soft (natural resources)	Clay Playdough/plasticine tear model construct attach tear curl fringe cones bridge	natural man made shaping 2D 3D Form wire coil twist Abstract Realistic	slip score slab/tile manipulate texture malleable smooth carve mould pull pinch attach	
Knowledge					
Printing	Know that objects can leave marks with paint / into other materials eg. handprints and toys, in sand, paint & malleable materials	Know that printing is a type of art. Know what a pattern (+ repeating) is. Know what block printing is.	Know what mono printing is and two techniques - drawing into ink, drawing on paper. Know that printing can be used in the wider world eg. books, fabrics, posters.	Know what poly printing is and how to do it.	N.C - to use a range of materials creatively to design and make products N.C - become proficient in drawing, painting, sculpture and other art, craft and design techniques

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Skills					
	Explore printing with a variety of objects and tools eg. stamps and vegetables. Begin to explore textures of different objects by rubbings.	Use objects to create simple pictures and repeating patterns. Take rubbings of different objects and materials. Experiment with relief printing eg. with string.	Explore using natural materials and objects to create rubbings. Use a design to monoprint with. Roll ink using roller and apply to printing board. Apply pressure to draw on design.	Make poly prints and experiment with repeating prints Using tools and media correctly to produce a clean polyprint with a complex design.	
Vocabulary Printing (built on each year group)	rubbings stamp bubble printing Print Press push patterns	symmetry marbling repeat stencil ink	mono-printing pressure rollers tray	impression polyprinting imprint	
Linked artists	Yayoi Kusama Hundertwasser Piet Mondraian Orla Kiely	Anwar Shemza Key links: Shapes, colours, pattern, paint, print	Angie Lewin Key links: nature, patterns, colours, shapes, natural objects	Enid Marx Key links: Textile designer, train seat fabric designer, pattern, symmetry,	
Evaluating work					
	Say what they have done and talk about how it makes them feel and if they like it.	Say what they have completed and begin to describe their thoughts and intentions about their work Begin to talk about how they could improve their art work.	Describe what they like and dislike and how they can develop it further. Begin to compare work to other pieces of art.	Explain the main successes and challenges that took place when completing their artwork. Explain what they like and dislike including	N.C - evaluate and analyse creative works using the language of art, craft and design



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				feelings about their own and why Describe others artwork and compare it with other pieces of art.	
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