

Art at NWA		EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B	
Design	Developing/ Applying Ideas	Begin to develop/apply own ideas through drawing, painting and modelling simple designs.	Developing/ Applying Ideas he/she can show ideas/imagination through drawing, painting and sculpture and produce simple designs.	Developing/ Applying Ideas he/she can show ideas/imagination through drawing, painting and sculpture and produce simple designs.	Developing/ Applying Ideas he/she can use a sketchbook to record observations and develop ideas comparing similarities and differences with peers.	Developing/ Applying Ideas he/she can use a sketchbook to record observations and develop ideas comparing similarities and differences with peers. Teaching of the 7 elements of art is explicit linking to Matisse.	Developing/ Applying Ideas he/she can use a sketchbook to show how ideas have been improved through critical thinking and discussion.	Developing/ Applying Ideas he/she can use a sketchbook to show how ideas have been improved through critical thinking and discussion.	
		Begin planning designs such as own planet.					Developing/ Applying Ideas he/she can use a sketchbook to produce labelled diagrams for her 3D work.		
Skills	Drawing	Drawing with pencil different types of lines – straight, dots and wavy	Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines	Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines	Drawing he/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral.	Drawing he/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral.	Drawing With pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser.	Drawing With pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser.	
					Drawing With pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing.				
		Drawing with coloured pencil, he/she can begin to keep within the lines of a drawing when adding colour.	Drawing with coloured pencil, he/she can keep within the lines of a drawing when adding colour.		Drawing with coloured pencil, he/she can block colour by applying pencil strokes in the same direction.		Drawing with coloured pencil, he/she can layer colours and explain how this creates depth of colour and tone.		
					Drawing with coloured pencil, he/she can control depth of colour by applying different pressures on the pencil tip.				
		Drawing with wax crayon, he/she can experiment with pressure - push down to make bold and strong lines and apply less pressure to make soft lines.	Drawing with wax crayon, he/she can push down to make bold and strong lines and apply less pressure to make soft lines.		Drawing with wax crayon, he/she can plan and use different pressure to produce a picture working from light to dark.		Drawing he/she can prepare a drawing surface to create a wax crayon image. e.g. colouring in a solid area; applying a top layer of black paint mixed with washing-up liquid; drawing by scraping into the surface with a sharp tool.		
				Drawing with pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines.		Drawing with pastel/charcoal, he/she can vary the thickness of lines.	Drawing with pastel/charcoal, he/she can use the tip to create detail.	Drawing with pastel/charcoal, he/she can use the tip to create detail.	
		Drawing with pastel/charcoal, he/she can blend		Drawing with pastel/charcoal, he/she can blend and smudge.		Drawing with pastel/charcoal, he/she can use the side to build up layers of colour.	Drawing with pastel/charcoal, he/she can use blending and overlaying colours to create soft backgrounds, using fingers to smudge.	Drawing with pastel/charcoal, he/she can use blending and overlaying colours to create soft	

		and smudge with hands.						backgrounds, using fingers to smudge.
				Drawing he/she can use charcoal pieces to create: different lines, large sweeping movements.		Drawing with pastel/charcoal, he/she can work on a soft paper to create an image with a set coloured background.		
						Drawing with pastel/charcoal, he/she can work on top of a background to create detail.		
			Drawing he/she can use different types of pen to make different types of line.	Drawing with pen, he/she can make a variety of lines free-flowing, sweeping, broken, faint & hard.			Drawing he/she can use pens to record minute detail.	Drawing he/she can use pens to record minute detail.
			Drawing he/she can use ball-point & felt tip pens to make fine marks.	Drawing he/she can work with a variety of pen types.				
Painting		Painting he/she can begin to hold a brush correctly and use different types and sizes of brush.	Painting he/she can hold a brush correctly and use different types and sizes of brush.		Painting he/she can select the brush size and type depending on the task.			
		Painting he/she can begin to use a paint brush to: dab, smooth, sponge, stroke.	Painting he/she can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.					
		Painting he/she can mix to create the 3 secondary colours, warm and cold colours and describe how to make them.	Painting he/she can mix colours and describe how to make them.		Painting he/she can mix and match colours for purpose: skin tones, backgrounds.	Painting he/she can mix and match colours for purpose: skin tones, backgrounds.	Painting he/she can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.	Painting he/she can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.
		Painting he/she can begin to control paint and water to mix paint of different thicknesses.		Painting he/she can control paint and water to mix paint of different thicknesses.	Painting he/she can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.	Painting he/she can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.	Painting he/she can create layers of paint to add detail to background colours.	Painting he/she can create layers of paint to add detail to background colours.
		Painting he/she can begin to load a brush with the correct amount of paint		Painting he/she can load a brush with the correct amount of paint and choose the correct brush size.				
				Painting he/she can use different brush types to make different marks: lines, blobs, dots,dashes.				

	Independent Artist	Independent Artist he/she can begin to recall all the equipment needed for an art session.	Independent Artist he/she can recall all the equipment needed for an art session.	Independent Artist he/she can recall all the equipment needed for an art session.	Independent Artist he/she can choose a suitable surface to work on.	Independent Artist he/she can choose a suitable surface to work on.	Independent Artist he/she can choose a suitable format to work with: Portrait or Landscape.	Independent Artist he/she can choose a suitable format to work with: Portrait or Landscape.
		Independent Artist he/she can help prepare and clear away her paint area.	Independent Artist he/she can help prepare and clear away her paint area with consideration of workspace.	Independent Artist he/she can help prepare and clear away her paint area with consideration of workspace.			Independent Artist he/she can select the most effective medium for different pieces of work and explain choices.	Independent Artist he/she can select the most effective medium for different pieces of work and explain choices.
					Independent Artist he/she can take responsibility for preparing, organising and clearing away their painting area.	Independent Artist he/she can take responsibility for preparing, organising and clearing away their painting area. Pupils can work towards a final art piece in the Summer term inspired by a visiting artist.	Independent Artist he/she can make a clear plan for their working area and the equipment needed for a complete art project taking inspiration from studied and visiting artists.	Independent Artist he/she can make a clear plan for their working area and the equipment needed for a complete art project taking inspiration from studied and visiting artists.
	Sculpture	Sculpture he/she can make a model collaboratively using natural and man made materials to show a simple idea or using her imagination	Sculpture he/she can make a model using natural and man made materials to show a simple idea or using her imagination	Sculpture he/she can make a model using natural and man made materials to show a simple idea or using her imagination	Sculpture he/she can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.	Sculpture he/she can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.	Sculpture he/she can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials	Sculpture he/she can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials
				Sculpture he/she can explain how they are making their sculpture and joining materials by gluing and stitching.		Sculpture he/she can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, applique.	Sculpture he/she can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, applique, tying	Sculpture he/she can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying
	Critical Thinking	Pupils begin to learn visual literacy skills through the Superpower of Looking – artsmark.org.uk Sentence stems KS1 – Talk like an Artist	Pupils begin to learn visual literacy skills through the Superpower of Looking – artsmark.org.uk Sentence stems KS1 – Talk like an Artist	Pupils begin to learn visual literacy skills through the Superpower of Looking – artsmark.org.uk Sentence stems KS1 – Talk like an Artist	Pupils develop visual literacy through the Superpower of Looking – artsmark.org.uk Sentence stems KS2 – Talk like an Artist	Pupils develop visual literacy through the Superpower of Looking – artsmark.org.uk Sentence stems KS2 – Talk like an Artist	Pupils embed visual literacy through the Superpower of Looking – artsmark.org.uk together with progressive critical thinking discussion and debate. Sentence stems KS2 – Talk like an Artist	Pupils embed visual literacy through the Superpower of Looking – artsmark.org.uk together with progressive critical thinking discussion and debate. Sentence stems KS2 – Talk like an Artist
Knowledge	Art in Context/History with increasing awareness of local artist and architecture	Art in Context/History he/she can identify differences and similarities between drawings, paintings and sculptures by well known artists and designers.	Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers.	Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers.	Art in Context/History he/she can create images in the style of an artist from history.	Art in Context/History he/she can create images in the style of an artist from history.	Art in Context/History he/she can use observational skills to replicate images by well known artists and explain how their work is similar/different.	Art in Context/History he/she can use observational skills to replicate images by well known artists and explain how their work is similar/different.
		Art in Context/History he/she can identify how her own work	Art in Context/History he/she can describe how her own work is similar and/or different to	Art in Context/History he/she can describe how her own work is similar and/or different to the	Art in Context/History he/she can discuss and describe well known artists', including local,	Art in Context/History he/she can discuss and describe well known artists', including local, work and explain how their work is similar/different.	Art in Context/History he/she can explore the impact of well known artists, including local, work on the society at the time.	Art in Context/History he/she can use stylistic features of well known artists', including local, work

Vocabul ary	is similar and/or different to the work of well known artists and designers.	the work of well known artists, including local, and designers. Art in Context/History he/she can identify older architecture in King's Lynn.	work of well known artists, including local, and designers. Art in Context/History he/she can identify older architecture in King's Lynn.	work and explain how their work is similar/different. Art in Context/History he/she can discuss and describe well known architects' work and explain how their work is similar/different. Art in Context/History he/she can discuss and describe well known local architecture.	Art in Context/History he/she can discuss and describe well known architects' work and explain how their work is similar/different. Art in Context/History he/she can discuss and describe well known local architecture.	Art in Context/History he/she can use stylistic features of well known architects in their 3D work and explain how their work is similar/different. Art in Context/History he/she can discuss and describe well known local architecture and it's significance to King's Lynn.	and explain how their work is similar/different. Art in Context/History he/she can use stylistic features of well known architects in their 3D work and explain how their work is similar/different. Art in Context/History he/she can discuss and describe well known local architecture and it's significance to King's Lynn.	
	Artist, Black, White, Blend, Primary Colour, Secondary Colour, Warm, Cold, Brush, Mix, Plan, Design, Different, Same, Shape, Imagine, Thin, Thick, Wavy	Words used Years 1 – 6 Arch, Architecture, Carve, Composition, Design, Dome, Highlight, Mid-Tone, Primary Colours, Sculpture, Secondary Colours, Shade, Symmetrical	Words used Years 1 – 6 Arch, Architecture, Carve, Composition, Design, Dome, Highlight, Mid-Tone, Primary Colours, Sculpture, Secondary Colours, Shade, Symmetrical	Words used Years 1 – 6 Arch, Architecture, Carve, Composition, Design, Dome, Highlight, Mid-Tone, Primary Colours, Sculpture, Secondary Colours, Shade, Symmetrical	Words used Years 1 – 6 Arch, Architecture, Carve, Composition, Design, Dome, Highlight, Mid-Tone, Primary Colours, Sculpture, Secondary Colours, Shade, Symmetrical	Words used Years 1 – 6 Arch, Architecture, Carve, Composition, Design, Dome, Highlight, Mid-Tone, Primary Colours, Sculpture, Secondary Colours, Shade, Symmetrical	Words used Years 1 – 6 Arch, Architecture, Carve, Composition, Design, Dome, Highlight, Mid-Tone, Primary Colours, Sculpture, Secondary Colours, Shade, Symmetrical	Words used Years 1 – 6 Arch, Architecture, Carve, Composition, Design, Dome, Highlight, Mid-Tone, Primary Colours, Sculpture, Secondary Colours, Shade, Symmetrical
				Words new in Years 3 – 4 repeated in Years 5-6 Abstract, Asymmetrical, In relief, In the round, Mosaic, Print, Scroll, Woodblock print.	Words new in Years 3 – 4 repeated in Years 5-6 Abstract, Asymmetrical, In relief, In the round, Mosaic, Print, Scroll, Woodblock print.	Words introduced Years 5 – 6 Block Printing, Broken Brushstrokes, Calligraphy, Cast, Constructive Brushstrokes, Drapery, Figurative, Gothic, Ivory, Linear Perspective, Pigment, Porcelain, Renaissance, Stylized, Vanishing Point	Words introduced Years 5 – 6 Block Printing, Broken Brushstrokes, Calligraphy, Cast, Constructive Brushstrokes, Drapery, Figurative, Gothic, Ivory, Linear Perspective, Pigment, Porcelain, Renaissance, Stylized, Vanishing Point	