

Area of study	Focus	Skills to be taught	Vocabulary
<p>Year 1</p> <p>Collage</p>	<p>Explore ideas about collage and use natural and made materials to communicate ideas and meanings. They will be able to say what they think and feel about their own and others' work and suggest ways of improving their own work.</p>	<p>Experimenting with and using found materials to create a range of linear visual effects. Working in the style of Andy Goldsworthy and developing an understanding of his linear work.</p> <p>Responding to the work of Richard Long. Developing overlapping and sticking skills. Working collaboratively or individually on different scales.</p> <p>Understanding the concept of hot and cold colours. Selecting and sorting.</p> <p>Sorting and selecting according to texture. Developing use of pupils' imagination.</p> <p>Sorting, identifying and selecting contrasting materials. Enlarging letter-forms, selecting, cutting and sticking.</p> <p>Discussing own work and that of others and developing images in re-</p>	<p>Environment, overlapping, sticking, arranging, collage, circle, hot, cold, sort, select, stripes, texture, soft, smooth, rough, spiky, shiny, dull, light, dark,</p>

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<p>Year 1</p> <p>Drawing</p>	<p>Share their ideas about mark making using a variety of media and create their own tools and surfaces on which to work. They will be able to investigate ways of communicating their ideas to others by using a range of drawing materials and techniques. They will be able to discuss the work of others, talk about their own work and show that they can suggest ways of improving it. Using stories as a starting point, they will respond visually showing attention to texture by using appropriate marks.</p>	<p>Producing marks using different tools and media.</p> <p>Understanding that different marks can be made using a range of tools.</p> <p>Using different materials to make tools and using own tools for mark making.</p> <p>Understanding that different surfaces may be used to produce an image.</p> <p>Analysing and describing an image to others. Tracing lines in the air with the finger. Collecting shapes through close observation.</p> <p>Responding to a story as a starting point for work. Understanding the element of 'texture' and using different tools and media to show this in their work.</p>	<p>Wriggling, zigzag, dark/light, thick/thin, curved, straight, bold, broken, wavy</p> <p>Hard/ soft, texture, surface, marks, shapes</p> <p>Vocabulary associated with shape.</p>

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<p>Year 1</p> <p>Painting</p>	<p>Investigate and use painting materials, techniques and processes to communicate ideas in both imaginative and experimental work. Explore ideas about painting, suggest ways of improving their work and say what they think and feel about their own work and the work of others. Be able to respond to the work of an artist, by producing work in his style and discussing similarities between his image and their own.</p>	<p>Mixing paint to required consistency, using both Ready Mix and powder paint</p> <p>Applying paint by using selected brush strokes. Responding to a story stimulus.</p> <p>Application of paint through a range of brush strokes.</p> <p>Understanding the technique of mixing colours through adding small amounts of dark to light.</p> <p>Identifying ways in which the artist, Jasper Johns, has used colour and number to create a series of images Number formation. Exploring number as line and applying paint within shape boundaries.</p> <p>Using a response to a story as a starting point for an image. Developing an understanding of overworking an image</p>	<p>Mixing, thick, thin, palette, impasto, stroke, opaque, brush, direction, straight, curved, flowing, shape, light, dark, mix, horizontal, lines, stroke.</p>

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<p>Year 2</p> <p>Collage</p>	<p>Investigate and use collage materials and processes to communicate ideas about line, shape and colour. Be able to work with others to develop large-scale responses. Say what they think and feel about their own and others' work and suggest ways of improving their own work.</p>	<p>Mixing primary colours to make secondary colours and beginning to recognise and use complementary colours. Developing knowledge and understanding of the work of Matisse. Working collaboratively on a large-scale image.</p> <p>Cutting and tearing. Arranging primary and complementary in adjacent fashions. Creating spiral forms.</p> <p>Identifying and using primary, secondary and complementary colours. Collecting, sorting, selecting and sticking materials.</p> <p>Understanding and exploring line as contour. Developing knowledge of the work of Bridget Riley and 'Op art'.</p> <p>Developing an understanding of Bridget Riley's use of line. using scissors as a 'drawing tool' Cutting wide and narrow linear strips.</p> <p>Developing an understanding of the use of 'non-art' materials. Adapting work as it progresses.</p> <p>.</p>	<p>Complementary, primary colours, Secondary colours, cut , torn , scale, spiral, arranging, adjacent</p> <p>Linear, follow ,next to, beside , curved straight , flowing</p>

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<p>Year 2</p> <p>Drawing</p>	<p>Explore mark making using paints, brushes and other tools and investigate and use materials and processes to communicate ideas and meaning. They will be able to explore expressive mark making in response to music and begin to explore and record objects and arrangements from different viewpoints. They will be able to suggest ways of improving their work and say what they think and feel about their own work and the work of others.</p>	<p>Understanding that different mark makers may be used to create different effects. Using different marks in response to descriptive language.</p> <p>Understanding that different marks can represent different moods and movements. Applying different marks in response to music.</p> <p>Applying different marks and lines in response to a piece of music and being able to use appropriate vocabulary.</p> <p>Understanding how to represent texture by using a variety of different marks. Using a story as a starting point for artwork.</p> <p>Working co-operatively with a partner and accepting each other's ideas. Identifying what they might change in their work.</p> <p>Applying previously acquired skills to draw objects in different arrangements.</p>	<p>Mark, thick, thin Hard, soft, dark, light , texture, repeating, wavy, jagged, furry Prickly Bumpy etc...</p> <p>Freeze Respond Record Compare</p>

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<p>Year 2</p> <p>Painting</p>	<p>Investigate the use of painting to communicate ideas and meanings in response to music and comment on their own and others' work. Suggest improvements to their work and explore ideas about shape, pattern and colour using different brush strokes and painting media. When working on an imaginative image start to incorporate the painting techniques that they have learned.</p>	<p>Using primary colours light to dark to produce direct prints and overprinting with primary colours.</p> <p>Making and using stencils to produce negative prints. Using the techniques of dabbing and stroking to produce negative prints in primary colours.</p> <p>Using and combining techniques learned in previous sessions. Selecting tools and using these to produce prints. Discussing own work and that of others.</p> <p>Making a clay slab relief block and using this to print onto a range of prepared surfaces.</p> <p>Understanding how a block can be created using a variety of textured surfaces.</p> <p>As previous session + Taking rubbings and printing with collograph blocks.</p>	<p>Shape, Circle Triangle Square etc.</p> <p>Pattern, Line ,Space ,Shape</p> <p>Surfaces, Building up , collage , prime emulsion, primary colours, tint</p>

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<p>Year 3</p> <p>Collage</p>	<p>Use information about the work of artists and explore how line, colour, shape and space can be organised and combined to create responses to artists' work. Compare and comment on ideas, methods and approaches used in their own and others' work and adapt work as it progresses</p>	<p>Mixing primary colours to make complementary colours. Transposing ideas from painting to collage in response to the work of Paul Klee.</p> <p>Modifying and adapting work as it progresses. Developing a response to the work of Paul Klee, understanding his use of primary and complementary colours. Developing cutting and sticking skills.</p> <p>Developing an understanding of work by Victor Vasarely. Arranging and assembling horizontal and vertical, thick and thin paper strips.</p> <p>Adapting and modifying ideas.</p> <p>Developing an understanding of positive and negative imagery.</p> <p>Collaborating with others on a large-scale project. Comparing ideas and approaches to the work of Henri Matisse.</p>	<p>Pathways Direction Crossing Overlapping Complementary colours</p> <p>Response Direction Crossing Overlapping Complementary colours Strips</p> <p>Vertical Horizontal Optical illusion</p> <p>Adapt Modify</p> <p>Positive Negative</p> <p>Response Associated Familiar Reflecting Compare</p>

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<p>Year 3</p> <p>Drawing</p>	<p>Explore ideas, collect examples and respond to marks made by Vincent Van Gogh. Communicate ideas and observations, comment on their own work and that of others and suggest improvements that could be made. Listen to a story and respond using drawing and resist techniques to produce an image from their imagination. Discuss different forms of patterning and record, enlarge and extend them with regard for line, shape and colour.</p>	<p>Sorting, selecting and comparing graphic marks.</p> <p>Developing understanding of the visual element of tone (light and dark).</p> <p>Comparing ideas and approaches. Increasing the scale of an image by working in closeup.</p> <p>Developing an image using the imagination.</p> <p>Discussing work and deciding what to adapt and develop further in their images.</p> <p>Exploring pattern using the elements of line, colour and shape. Experimenting with different colour combinations. Using ICT as an expressive tool.</p> <p>Transposing imagery from one medium to another, enlarging and layering.</p>	<p>Mark, Line, Repeat Variety</p> <p>Tone , pressure, Ggraphite, horizontal, vertical hatching, cross-hatching, parallel</p> <p>Bbend , brusho, oil resist, imagination, memory, close-up, scale</p> <p>Overwork, highlight, modify, develop, adapt</p>

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<p>Year 3</p> <p>Painting</p>	<p>Investigate visual qualities of shape and colour, experiment with painting techniques and understand how colour can be mixed and applied. Comment on differences and similarities between their own and others' work, including artists, and suggest improvements to their own images.</p>	<p>Comparing and commenting on their own and others' work. Collecting visual and other information for the development of ideas.</p> <p>Exploring ways of making and creating a range of light and dark colours from the primary and secondary range.</p> <p>Identifying and using specific painting techniques in response to the work of Vincent Van Gogh. Experimenting with the application of paint to represent specific ideas.</p> <p>Responding to ideas and techniques used by other artists. Comparing and contrasting images from a range of artists.</p> <p>Investigating and mixing primary colours to create secondary colours. Developing an understanding of abstract art.</p> <p>Developing an understanding of tonking and sgraffito techniques to develop work. Adapting work and development of skills of control of tools and techniques.</p>	<p>Collections ,colour families, review, tint</p> <p>Tone, fold, arrange</p> <p>Vincent Van Gogh, strokes, impasto, images, dabs</p> <p>Compare, contrast</p> <p>Abstract art, Stripes and blocks Primary and secondary colours</p> <p>Technique Tonking Layers Sgraffito</p>

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<p>Year 4</p> <p>Collage</p>	<p>Explore ideas and collect visual and other information in responding to the work of Matisse, Bacon and Warhol. Explore how visual qualities can be organised and combined for different purposes to communicate ideas. Comment on ideas, methods and approaches used in their own and others' work and adapt and improve work.</p>	<p>Describing the body positions of figures in motion using torn paper.</p> <p>Understanding and exploring the translucent nature of tissue papers. Developing ideas and applying knowledge of processes.</p> <p>Using photographic images as a starting point for artwork. Developing and applying knowledge of the portrait work of Francis Bacon.</p> <p>Using own images as a starting point for further work. Transposing imagery using different media and techniques.</p> <p>Understanding that artists use different starting points for their work. Using objects from everyday life as a starting point for their own work.</p> <p>Overworking identical designs to produce unique state imagery. Working collaboratively to form a class image.</p>	<p>Position, arrange, motion , torn, represent torso , limbs</p> <p>Figures, overlapping, translucency</p> <p>Distortion, portrait, photographic, facial</p> <p>Individual ,multiple, unique</p>

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<p>Year 4</p> <p>Drawing</p>	<p>Make a variety marks in response to descriptive vocabulary when listening to a story. Observe closely and discuss natural forms and produce detailed analytical drawings. Use landscape as a starting point for artwork, developed in response to an image by a famous artist.. Developing fine control of tools and be able to produce detailed drawings.</p>	<p>Listening to a story and devising suitable graphic marks in response to what has been heard.</p> <p>Use viewfinders to select and analyse visual elements. Selecting and composing images, developing analytical observational skills.</p> <p>Explore graphic media and using their own work as reference to develop an image.</p> <p>Respond to John Brunsdon use of line to describe landscapes.</p> <p>Develop work in response to specific linear demands and selecting colour combinations.</p> <p>Developing analytical skills and fine pencil control. Producing thick and thin lines and a variety of tonal qualities.</p>	<p>Graphic , response, Direction , analysing Images , composing</p> <p>Exploring, linear</p> <p>Define, Divide, Contour, Respond</p> <p>Lace, tonal, quality, Pencil control</p>

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<p>Year 4</p> <p>Painting</p>	<p>Explore ideas about colour and investigate a variety of painting methods and techniques. Collect visual and other information and record this to inform future work. Comment on ideas, methods and approaches used in their own and others' work, including artists, and adapt and improve their own work.</p>	<p>Comparing and commenting on their own and others' work. Collecting visual and other information for the development of ideas.</p> <p>Exploring ways of making and creating a range of light and dark colours from the primary and secondary range.</p> <p>Identifying and using specific painting techniques in response to the work of Vincent Van Gogh. Experimenting with the application of paint to represent specific ideas.</p> <p>Responding to ideas and techniques used by other artists. Comparing and contrasting images from a range of artists.</p> <p>Investigating and mixing primary colours to create secondary colours. Developing an understanding of abstract art.</p> <p>Developing an understanding of tonking and sgraffito techniques to develop work. Adapting work and development of skills of control of tools and techniques</p>	<p>Collections, Colour families, Review, Tint</p> <p>Tone ,Tint , Fold, Arrange, Light/dark</p> <p>Impasto Images, Dabs</p> <p>Compare, Contrast</p> <p>Abstract , Technique, Tonking Laers ,Sgraffito</p>

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<p>Year 5</p> <p>Collage</p>	<p>Organise and combine visual and tactile qualities of materials and develop explorations, ideas and responses in their work. Compare and comment on ideas, methods and approaches in their own and others' work and adapt and improve their work as it progresses</p>	<p>Investigate and combine visual and tactile materials and processes to explore ideas for different purposes</p> <p>Use a viewfinder to select and record from firsthand observation.</p> <p>Apply their experience of materials and processes, developing their control of tools and techniques.</p> <p>Investigate and combine visual and tactile qualities of materials and processes to make collages. To adapt their work according their views and describe how they might develop it further.</p> <p>Respond to the work of Dale Devereux-Barker and investigate the use of symbols in his work.</p> <p>Apply experience of materials and processes developing their control of tools and techniques. To adapt work according to views</p>	<p>Stains, Viewfinder, Direct ,observation, Natural objects, Select, Lines ,Shapes, Colour, Tones, Texture, Pattern</p> <p>Overlapped ,Layering, Develop</p> <p>Inks, Stains ,Overworking, Layering</p> <p>Symbols ,Represent , Adapt , Modify</p>

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<p>Year 5</p> <p>Drawing</p>	<p>Share their ideas about mark making, and investigate drawing materials and techniques to communicate their ideas to others. Use a viewfinder to select lines and shapes from the work of a famous artist and use these in their images. Say what they think about their work and that of others and show that they can suggest ways of improving and developing images. Investigate working in the negative and use this technique to respond to the work of a famous artist</p>	<p>Investigate and collect visual information from Hundertwasser images to develop ideas.</p> <p>Enlarge and develop own work using layering methods to communicate ideas and make images.</p> <p>Use a natural form as a starting point for imaginative drawings.</p> <p>Select and enlarge drawings and use a variety of mark makers to develop work.</p> <p>Work in the negative by using rubbers to remove graphite work and the 'rubber' tool on the computer.</p> <p>Use positive and negative drawing techniques in response to the work of Frank Auerbach.</p>	<p>Scale , Smudge ,Tone Line, Image</p> <p>Layering ,Overlay, Acetate, Imagination</p> <p>Comparison , Methods Layers</p> <p>Negative , Graphite</p> <p>Portrait, Vigorously ,Positive, Negative</p>

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<p>Year 5</p> <p>Painting</p>	<p>Share their ideas about painting techniques and use painting materials and techniques to communicate ideas to others. Discuss their work and that of others and produce images in response to well-known artists especially focusing on the use of colour in their work. Explore patterns and record, enlarge, match and extend them to realise their intentions.</p>	<p>Produce multi-surface images in response to the work of the artist Chris Ofili.</p> <p>Apply their experience of materials and processes developing their control of tools and techniques for painting.</p> <p>Compare ideas, methods and approaches in Fauvist paintings. To use a sketchbook to develop ideas in response to Fauvist imagery.</p> <p>Question and make thoughtful observation about using the work of the Fauvists as a starting point and select ideas to use in their work. To review and modify work as it progresses.</p> <p>Mix, match and extend colours and patterns.</p> <p>Apply their experience to mix and match colours and experiment with different tools and techniques.</p>	<p>Layers, Abstract, Linear, Acetate, Transpose, Layered</p> <p>Vibrant, Unrealistic, Viewfinder, Contrasting, Palettes, Expressive, Adjacent, Fauvist, Review, Modify</p> <p>Fabric , Extend, Select, Mix, Match</p> <p>Media, Tonking, Sgraffito, Applicators, Modif</p>

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<p>Year 6</p> <p>Collage</p>	<p>Explore ideas about the work of Gustav Klimt and Pablo Picasso's Cubist work; collect visual and other information by observing and recording from first-hand and secondary sources. Use materials and processes to communicate ideas, methods and approaches in their own and others' work and discuss, adapt and improve their work to realise their intentions.</p>	<p>Respond to the work of Gustav Klimt. Collect visual information to help develop ideas using a sketchbook.</p> <p>Combine visual and tactile qualities of materials and match these to the purpose of their work. To use a variety of methods and approaches to communicate ideas.</p> <p>Respond to the work of Pablo Picasso. To apply their experience of materials and processes.</p> <p>Review and modify work as it progresses.</p>	<p>Patterning , Geometric shapes, Viewfinders Aspects ,</p> <p>Layering, Brusho ,Pastels, Scanning</p> <p>Linear, Spiral</p> <p>Cubist, Dimension, Viewpoints</p> <p>Figurative ,Composition, Enhance</p>

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<p>Year 6</p> <p>Drawing</p>	<p>Investigate drawing materials and techniques to communicate their ideas to others focusing on different visual elements of art. Say what they think about what they, and others, have produced and suggest ways of improving the work. Investigate the portrait imagery of famous artists and comment on the ideas, methods and approaches in their work. Working within a group show an understanding of tone when working on an enlarged facial image.</p>	<p>Make detailed, analytical observational drawings.</p> <p>Enlarge own drawings and use selected media to develop work.</p> <p>Discuss, review and modify work.</p> <p>Use an OHP to enlarge a selected photographic portrait. To understand the visual element of tone. To work collaboratively in a group.</p> <p>Develop and extend individual and group work.</p> <p>Respond to portraits from different times and styles.</p>	<p>Element, Line, Shape Colour, Texture, Tone, Pattern, Form.</p> <p>Enlarging Media</p> <p>Print ,Paint ,Mosaic, Tone</p> <p>Portraiture, Media, Methods</p>

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<p>Year 6</p> <p>Painting</p>	<p>Compare and comment on the work of Cubist painters and use techniques of combining and organising images to produce work in their style. Apply different techniques using colour and understand the ideas and approaches different artists use in their work. Use a sketchbook to organise and explore ideas and review their own work and that of others. Working within a group co-operate with others on producing an enlarged group image and discuss similarities between this and the work of a well-known artist.</p>	<p>Explore ideas in response to the work of Patrick Heron. To develop ideas in sketchbooks.</p> <p>Apply their knowledge and understanding of line, shape, colour and texture in developing a response to the work of Patrick Heron.</p> <p>Focus on line and contour in recording from direct observation.</p> <p>Respond to Patrick Caulfield's use of contour and flat colour. To work collaboratively on a large scale to produce a group piece.</p> <p>Develop understanding of the work of the Cubists and develop their own work in the Cubist style.</p> <p>Adapt and modify work as it progresses.</p>	<p>Patterning, geometric shapes, viewfinders, layering, brushwork, scanning,</p> <p>Linear, Spiral</p> <p>Cubist, Dimension, Viewpoints</p> <p>Cubist, Multi media, 2D and 3D Representing, Figurative Composition</p>