



	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>
Exploring and Developing Ideas	<p>Talk about their creative ideas. Respond to questions from a grown up about starting points and developments.</p> <p>Observe artwork from artists, craftspeople and designers.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>
Vocabulary	<p>Landscape, portrait, face parts – eyes, ears, nose, mouth, eyelashes etc.</p> <p>shape, colour, print, nature, natural, - pointillism.</p>	<p>Realism, abstract, features.</p>	<p>Assemble, collaboration, composition, contemporary art.</p>
Evaluating and Developing Work	<p>Say what they like and dislike about their art work. Talk about how they could improve their art work.</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>If able to -annotate work in sketchbook.</p>



<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p>	<p>Begin to use a variety of drawing tools. Use drawings to tell a story. To be able to use lines to enclose and form shape. Explore different textures. Encourage accurate drawings of people.</p>	<p>Extend the variety of tools, e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Explore different textures. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour.</p>	<p>Experiment with different tools and surfaces. Understand the basic use of a sketchbook and work out ideas for drawings and as a quick record. Discuss the use of shadow, use of light and dark. Experiment with the visual elements; line, shape, pattern and colour.</p>
<p>Vocabulary</p>	<p>Rubbings, chalk, pen, pencil, tracing, pencil, pastels.</p>	<p>Charcoal, ink, self-portrait, shade, sketch, illustrator, illustration.</p>	<p>Photorealism (a painting so detailed it looks like a photo), graphite, sketching.</p>
<p>Colour (Painting, pencils, crayon, pastels)</p>	<p>Experiment with and use primary colours. Naming colours Know the names of different tools that bring colour- pen, pencils, crayons etc. Use a range of tools to make coloured marks on paper. To use colour for the correct purpose.</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Mix secondary colours formally. Create different textures. Name all the colours. Apply colour with a range of tools.</p>	<p>Mix a range of secondary colours, shades and tones. Make as many tones of one colour as possible. Name different types of paint and their properties e.g. poster paint and watercolour. Work on a range of scales e.g. large brush on large paper etc. Darken colours without using black.</p>



Vocabulary	Mix, primary colours, light, dark, shape, thick, thin.	Mix, blend, primary colours and secondary colours.	Colour wash, tint, shade, tonal colour, ombre, silhouette.
Printing (found materials, vegetables, block prints)	Make rubbings. Print with variety of objects. Print with block colours.	Make marks in print with a variety of objects, including natural and made objects. Make rubbings. Build a repeating pattern and recognise pattern in the environment.	Carry out different printing techniques e.g. monoprint, fabric, block, relief and resist printing. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.
Vocabulary	Pattern, print, printing, squares, circles, round.	Repeating pattern, repeating patterns.	Over printing, template, (challenge: tessellation), textile, etching.
Texture (textiles and clay)	Handle, manipulate and enjoy using materials. Sensory experiences. Simple collages. Simple weaving.	Use a variety of techniques, e.g. weaving and collage. Sort according to specific qualities. Know how textiles create things.	Create textured collages from a variety of media. Use overlapping and overlaying to create effects. Use large eyed needles to create running stitches. Use simple appliqué work. Start to explore other simple stitches
Vocabulary	Soft, hard, fabric.	Cloth, textile.	Mixed media.



3D Form (3D work, clay, dough, boxes)	Handle, feel, enjoy and manipulating materials. Constructing using boxes, bricks etc. Shape and model dough and clay. Join materials using glue.	Manipulate clay in a variety of ways, e.g. pinching, rolling. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.	Manipulate clay for a variety of purposes. Understand the safety and basic care of materials and tools. Experiment with, have an awareness of, construct and join recycled, natural and manmade materials more confidently.
Vocabulary	Hard, soft, texture, shape, feathers, grooves, shapers, hessian.	2D shapes, 3D Shapes, air drying clay, clay, sculptor, sculpture, slip (thick mixture of clay and water to join clay together) scrapers, clay cutters.	3D drawing, ceramics, Tudor Style Houses