	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing Knowledge (K) Skills (S) Vocabulary	K: To know that marks can be made in different ways.	K: To know how to draw lines of different thickness and simple shapes.	K: To know how to create different tones using one pencil and shading techniques.	K: To know that shading, hatching and cross hatching can be used to create tints and tone.	K: To know the different grades of pencil and how to use these for effect.	K: To know what perspective is and how to show this in drawing.	K: To depict shadow and continue to develop own style of working creatively.
	S: To hold a pencil correctly. *(throughout)* S: To create simple lines and shapes. *(Drawing patterns, drawing spaceships, drawing insects)* S: To choose particular colours for a purpose. *(firework pictures)* S: To safely use and explore techniques, experimenting with texture *(drawing on different textures)*	S: To draw lines of and shapes od different thicknesses, using a wide range of tools such as pastels, crayons, chalk and felt tips. *(London landscapes)* S: To draw simple 2D shapes with increasing accuracy. *(Drawing London landscapes)* S: To colour (own work) neatly following the lines using pencils and crayons. *(throughout)*	S: To add tone (lightness and darkness) and texture to pictures using shading. *(animal sketches, Nancy McCroskey)* S: To explore how a range of media are used, such as pencils, pastels and charcoal to create different effects and texture. *(Links to print making – rubbings)*	S: To explore different techniques of shading (hatching) with pencils to show light and shadow. *(Stonehenge/landscapes drawings)* S: To confidently use a wider range of pencil techniques such as stippling, hatching and cross hatching to show tone and texture. *(Stonehenge)*	S: To experiment with different grades of pencil to show tints and tone and combine this with already known techniques (shading, cross hatching and stippling). (S*ketching Roman God clay models, Animal sketches – Rousseau))*	S: To draw from different viewpoints, considering horizon lines. *(linked with painting, sunsets)* S: To consider the use of perspective to make their drawing proportional. *(sketching canopic jars)*	S: To use a range of media (pencils, oil pastels and chalk pastels) to create shadow and tone *(Frida Kahlo)* S: To use focal points appropriately in their work to help with composition. *(Frida Kahlo)* S: To develop their artistic style through the careful selection of media and techniques. *(throughout, inspired by different artist studies)* S: To decisively choose which drawing skills to use in their creative work. *(throughout)* Foreground, background, subject.
Drawing End Points (E)	E: Can use a range of drawing media, e.g. pencils, crayons, felt tips, etc. to draw simple representations and make marks in different ways.	E: Can use pencil crayons with increased accuracy and control.	E: Can show tone and texture in a piece of work through shading.	E: Can use hatching and shading to create tone and shadow. E: Choose the most appropriate pencil technique for a given task.	E: Can use hatching, cross hatching and stippling for effect. E: Knows how to use different pencil gradings effectively.	E: Can use perspective to ensure their drawings are proportional.	E: Can use focal points to catch the viewer's attention. E: Can consciously select the most appropriate media for the task.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting Knowledge **(K)** Skills **(S)** Vocabulary	K: To gain experience of different painting media and techniques. To know the names of colours (focusing on, but not limited to, primary colours) and be able to select these when paining.	K: To know the primary colours and how to add tints and tones to these. To know about artists that use primary colours effectively.	K:.To know how to create secondary colours from primary colours. To know how to add texture when painting. To know how to add tints and tones without the use of black and white.	K: To know how to create tints and tones when working with watercolours.	K:.To know how to mix the colours they need to work with, with increased accuracy. To know about the work if impressionists and be able to work in this style with the use of oil paints.	K:.To know how to use acrylic paint to create a range of textures. To use a horizon line to help with perspective and proportion. To create 3D paintings through the use of tints and tones.	K: To know which techniques work well for their piece of work and why. To know how to improve their work.
	S: Enjoy using a variety of tools including different sized brushes, sponges, fingers and twigs *(painting with twigs, Jackson Pollok inspired piece, primary colour planets)* S: Recognise and name primary colours and to be able to select the colours they want to use when painting. *(primary colour planets, Jackson Pollok)* S: Explore working with paint on different surfaces and in different ways. *(painting on different surfaces)* Wet, marks, line, texture, smooth, bumpy, soft, hard	S: To be able to create darker and lighter shades of primary colours by adding black and white to ready-made/poster paints. *(Mondiran, Kandinsky and Newman)* S: To begin to control the marks made with paint; knowing how much paint to use, the sizes of brush required for different thickness, etc. *(Mondiran, Kandinsky and Newman)* Thick, thin, line, block, warm, cold	S: To experiment with creating secondary colours by mixing together primary colours. *(colour mixing project, using poster paints)* S: To continue to explore tints and tones through adding white and black to primary and secondary colours. To explore creating tints and tones by adding lighter and darker colours that are not black or white. *(colour mixing project, tints and tones, African Sunsets)* S: To explore a range of techniques used to add texture when painting with watercolours e.g. scratching, adding salt, washing, etc.. *(Jon Klassen illustrations)* Warm, cold, style	S: To explore the work of Andy Warhol, looking at his use of bright colours (primary and secondary) S: Adding tones and tints to watercolours. *(Stonehenge)* S: Adding tone to a paining to create perspective. *(Stonehenge).* Height, width, depth.	S: Confidently control types of marks made and experiment with different effects in textures e.g. blocking, washes, thickened paint. *(Amrita Sher-Gil)* S: To use oil paints to create visible lines and texture in the style of impressionism. *(Amrita Sher-Gil)* S: Use light and dark within painting and use prior knowledge of tints and tones to do so. Mix colour shades with increasing confidence, thinking about which colours complement each other. *(Amrita Sher-Gil)* Foreground, background	S: To experiment with acrylic paint to create different effects. Techniques include washing, pouring, splattering, dabbing and palette knife. *(Pyramid sunset)* S: To use a horizon line to help with proportions. *(Pyramid sunset)* S: To use tints and tones to add shadow and a 3D perspective to painting. *(Pyramid sunset)* Layered, opaque, translucent, blending.	S: Mix colour, shades and tones with confidence, building on previous knowledge and understanding which works well in their work and why. To understand that tertiary colours can be created by mixing secondary colours. *(Landscapes – Monet)* S: To learn the strokes and techniques of impressionists, including pointillism, stippling and short, thick paint strokes.*(Landscapes – Monet)* S: Adapt their work according to their views and describe how they might develop it further. *(throughout)* .
Drawing End Points (E)	E: Has had experience with painting with a range of tools (see above) and can use these to make marks in different ways.	E: Can use paint and paint brushes with increasing accuracy and control. Knows how to make colours lighter and darker using black and white paint.	E: Can name the primary and secondary colours and use primary colours to create secondary colours. Can add tints and tones via a range of techniques. Beginning to add texture when painting.	E: Can add tints and tones when working with watercolours and can use this to add shadow and create perspective when painting.	E: Is aware of an artist and their style and can work in this style (without copying). E:Can mix colours they want to use with increased accuracy through their understanding of primary colours, secondary colours and tints and tones.	E: Is aware of different techniques to add texture when using acrylic paint. E: Can add 3D elements to their work through the use of tints and tones.	E: Children are confident in creating tertiary colours that they want to use within their work. E: Children know about different styles and can use this knowledge to develop their own style through the use of different techniques and media) (see above).

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Print Making Knowledge (K) Skills (S)	K: To know what a print is and experiment with different ways these can be created.	K: To know what a rubbing is and how to create a clear rubbing of their own.	K: To know about relief, rubbings and mono printing. To know how to make clear prints using these techniques.	K: To know how to create their own stamp to create relief printings.	K: To know that stencils can be used to create prints. To know how to create their own stencil using carboard and a scalpel.	K: To know what intaglio printing is and to use this technique to create a clear print.	K: To know what lino printing is and how to create their own clear print.
Vocabulary	S: To create simple pictures by printing from objects. *(2D shape printing)* S: Enjoy taking rubbings: coins, bark, etc. *(rubbings bark)* S: To use stencils to create a simple picture. (*print making using stencils)*	S: To be able to create clear rubbings from a range of different surfaces, e.g. brick, bark, concrete, chairs, etc. *(rainbow fish)* S: To experiment with different media to create rubbings: crayons and pencils. *(rainbow fish scales)* S: To make clear prints from everyday objects, such as Lego, wooden blocks and boxes, and use this to create a picture *(Tudor houses)*	S: To continue to create clear rubbings, experimenting with different media to see which one creates the clearest print: chalk, oil pastels, wax crayons and pencils. *(Season calendar)* S: To use relief printing to print using natural objects (leaves). To select the best objects for purpose, using understanding of what relief printing is to do so. *(Season calendar)* S: To know what mono printing is and create a clear mono print. *(Season calendar)* S: To choose the best printing technique for purpose. *(Season calendar)*	S: To use own printing plate/stamp to create repeated patterns. *(fabric printing)* S: To experiment with colour and position to create repeated patterns. *(fabric printing)*	S: To use tools in a safe way. *(Russian dolls, stencil).* S: To understand how stencils are used to create prints and how this is different from previous printmaking studies (relief, rubbing and mono). S: To have control over a scalpel to cut out a detailed stencil from cardboard. *(Russian dolls, stencil).* S: To experiment with different ways to use their stencil – applying the paint with brushes, sponges, etc. and trying out different paints to see which creates the clearest print. Children can also experiment with using more than one colour.	S: To continue to use tools in a safe way. *(Delft tiles)* S: To design and create own printing plate using polystyrene tiles. *(Delft tiles)* S: To experiment with different media, e.g. poster paint, acrylic, oil paints, etc.to create a clear print. *(Delft tiles)*	S: To use metal bladed tools safely to etch a design on a lino tile.*(William Morris, tile printing).* S: To experiment with different media to see which one creates the most effective and clearest print. *(William Morris, tile printing).*
Drawing End Points (E)	E: To be aware of some of the different print making techniques and experience some of these.	E: To be able to create their own clear rubbings, made from a range of different surfaces (see above)	E: To be aware of a range of printing techniques and how to create a clear print using these. To select which one they would like to use to create their own piece of art.	E: To continue to work on creating clear prints. Children will be able to design and make their own relief printing stamp and use this to create repeated patterns. They will be able to think the use of colour and position to create an interesting repeated pattern.	E: Children will be able to create their own stencil and use this to create a clear print.	E: To be able to explain what intaglio printing is and how it works. Children will have created their own printing tile to create clear prints with.	E: To be able to explain what lino printing is and how it works. Children will have created their own lino printing tile and will have transferred a clear print to a ceramic tile.

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3D design Knowledge (K) Skills (S) Vocabulary	K: To know that they can change the shape of some materials and that they can attach materials to make a design.	K: To know that you can add decoration to clay through impressions. To know how to use equipment safely.	K:.To know that they can create a piece of art that also has a function/purpose. To know how to decorate and improve their 3D designs.	K: To know what an armature is and how to use one. To know how to create different textures using papier mâché.	K:.To know techniques that help us to join pieces of clay securely.	K:.To know a range of techniques that help up to join clay together securely and to select the one that is most appropriate. To know how to use an armature and mod roc to create a 3D design.	K: n/a – DT.
	S: Enjoy a range of malleable media such as clay, salt dough and play dough. *(salt dough mini beasts)* S: Impress and apply simple decoration. *(salt dough mini beasts)* S: Build a construction/sculpture using a variety of objects. *(junk modelling, throughout)*	S: Shape and model materials from observation and imagination. *(clay boomerangs)* S: Continue to manipulate malleable material in variety of ways including rolling, pinching and kneading. *(clay boomerangs)* S: Impress to apply simple decoration.. *(clay boomerangs)* S: Use tools and equipment safely and in the correct way. *(clay boomerangs)*	S: Shape, form, construct and model materials for a purpose. *(pinch pots)* S: Demonstrate experience in impressing patterns and use them where appropriate. *(pinch pots)* S: Evaluate and make improvements to final piece. *(pinch pots)*	S: To use an existing armature (plastic bottle) to model over, using papier mâché. *(volcanos)* S: To experiment with different materials (different types of paper) to create texture. *(volcanos)*	S: Work in a safe, organised way, caring for equipment. *(throughout)* S: Make a slip to join pieces of clay. *(Roman Gods)* S: To select an appropriate armature to model over. *(Faberge Eggs, papier mâché)*	S: Show experience in combining pinch, slabbing and coiling to produce end pieces. *(canopic jars)* S: Develop understanding of different ways of finishing work: glaze, paint, polish. *(canopic jars)* S: Create own armature to model over *(Death mask, using mod roc)*	S:
Drawing End Points (E)	E: Children will have experimented with different malleable materials and understand that they can change their shape. Children will have experimented with junk modelling and will have had some experience in joining objects together.	E: Children will have shaped and decorated a piece of art made of clay.	E: Children will have created a piece of art with a purpose and will have evaluated this to make it better through its structure and decoration.	E: Children will have experienced using an armature and papier mâché. E: Children will have thought about how they can add texture to their work and will have experimented with different techniques.	E: Children will have created 3D designs through a range of techniques (see above) – clay and papier mâché.	E: Children will continue to develop ways to join clay to create a strong 3D design.	E:

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Textiles Knowledge (K) Skills (S) Vocabulary	K: To know some different types of fabrics, e.g. cotton, felt, elastic, wool, etc. and have some experience working with these. To know how to join fabrics together and decorate fabrics.	K: To know some different types of fabrics and describe these. To know how to join fabrics using a needle and thread. To begin to decorate their work.	K.To know how to sort fabrics and select ones fit for purpose. To know how to thread a needle and use this to create a running stitch that is evenly spaced.	K: To know how to add colour to fabric through the use of printing.	K.To know a variety of stitches, building on running stitch. To know how to decorate their work using stitching.		K: To know that different stitches can be used to create different lines and patterns.
	S: Decorate a piece of fabric, using fabric glue (xmas stocking) S: Gain experience in simple weaving, cutting and sticking of fabrics. (lollipop stick puppets, xmas stocking, weaving natural objects). S: To join fabrics together using fabric glue (xmas stockings) buttons, sequins, soft, hard, cut, stick, fix,	S: Begin to identify different forms of textiles: cotton, fabric, felt, etc. (snowflakes) S: Show experience in simple stitch work; using a simple running stitch to join fabric together. (snowflakes) S: To explain how to thread a needle and have a go at this. (snowflakes) S: To add decoration to fabric; adding sequins with fabric glue. (snowflakes)	S: Match and sort fabrics and threads for colour, texture, length, size and shape. (Chinese money wallet) S: Gain confidence in stitching two pieces of fabric; using a running stitch that is evenly spaced to ensure nothing will fall out. (Chinese money wallet) S: Gain experience in weaving; both flat and 3D. (weaving a picture)	S: Gain experience in applying colour with printing. (printing on fabric) S: To show an awareness and name a range of different fabric, and experiment printing on some of these. (printing on fabric)	S: Apply decoration through embroidery; blanket stitch (Anglo Saxon Cloak brooch) S: Becoming confident in applying colour through the use of tie dying.(Tie dye) S: To change and modify threads and fabric to improve work. (throughout)		S: To be able to use a range of stitches (running stitch, back stitch, stem stitch and French knots) to decorate a piece of fabric. (Bayeux tapestry)
Drawing End Points (E)	E: Children will know what fabrics are and will have had experience decorating and joining these together.	E: Children will have learnt a new technique for joining fabrics and will have had experience in stitching.	E: Children will have built on previous experience of a running stitch and will be able to produce one that is evenly spaced.	E: Children will know a new way to decorate their fabric by adding colour and printing.	E: Children will now be aware of a range of different ways they can decorate their work, making it possible for them to combine these techniques.		E: Children will have experimented with a range of different stitches that can be used to decorate a piece of fabric. After practicing these they will be able to select the best technique for what they are trying to produce.