Drawing **(pencil, pens, charcoal, inks, pastels, chalk, ICT)**	Rough, smooth, smudge, draw, shape names, pencil, pen, portrait, straight, colour in
Colour **(Painting, inks, dye, crayon, pastels**	Brush, paint, mix, colour, primary colour, palette
Texture and form **(3D, clay, dough, boxes, wire, paper sculpture, mod roc, textiles, clay, sand, plaster, stone)**	Weave, construct, squish, mould, shape, attach, cut, stick, tape, push, pull, on, next to, behind, in front
Printing **(Found materials, fruit and veg, string, Lino, press printing**	Rub, print, press, place, push
Pattern **(Paint, pencils, textile, clay)**	Symmetrical, repeat, pattern
Developing ideas	Being able to describe what is good about their artwork and describe how they have made it in simple sentences. Describe it with steps of what they have done to achieve it.

Drawing **(pencil, pens, charcoal, inks, pastels, chalk, ICT)**	Rough, smooth, smudge, draw, shape names, pencil, pen, portrait, straight, colour in, charcoal, pastel, observe, texture, tone, shade
Colour **(Painting, inks, dye, crayon, pastels**	Brush, paint, mix, colour, primary colour, palette, crayons, pastels, mixture, multi-coloured, tones, shades, vibrant, dull
Texture and form **(3D, clay, dough, boxes, wire, paper sculpture, mod roc, textiles, clay, sand, plaster, stone)**	Weave, construct, squish, mould, shape, attach, cut, stick, tape, push, pull, on, next to, behind, in front, roll, knead, sculpt, texture, construct
Printing **(Found materials, fruit and veg, string, Lino, press printing**	Rub, print, press, place, push, gouge, scrape, relief printing, brush size, string printing
Pattern **(Paint, pencils, textile, clay)**	Symmetrical, repeat, pattern, textile
Developing ideas	Start to record simple observations and be able to have awareness of how they can develop their artwork further.

Year 1

Drawing **(pencil, pens, charcoal, inks, pastels, chalk, ICT)**	Rough, smooth, smudge, draw, shape names, pencil, pen, portrait, straight, colour in, charcoal, pastel, observe, texture, tone, shade, darker, lighter, blend, smaller, bigger, line, mark making
Colour **(Painting, inks, dye, crayon, pastels**	Brush, paint, mix, colour, primary colour, palette, crayons, pastels, mixture, multi-coloured, tones, shades, vibrant, dull, acrylic, poster paint, watercolour, mono-printing, wash, fade
Texture and form **(3D, clay, dough, boxes, wire, paper sculpture, mod roc, textiles, clay, sand, plaster, stone)**	Weave, construct, squish, mould, shape, attach, cut, stick, tape, push, pull, on, next to, behind, in front, roll, knead, sculpt, texture, construct, join, slip, malleable
Printing **(Found materials, fruit and veg, string, Lino, press printing**	Rub, print, press, place, push, gouge, scrape, relief printing, brush size, string printing, lino, man-made/ natural materials
Pattern **(Paint, pencils, textile, clay)**	Symmetrical, repeat, pattern, textile, warm and cool colours
Developing ideas	Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work.

Year 2

Drawing **(pencil, pens, charcoal, inks, pastels, chalk, ICT)**	Shade, fade, blur, smudge, gradient, grades of pencil, perspective, tone, media
Colour **(Painting, inks, dye, crayon, pastels**	Scratching, dotting, splodging, mixture, apply, colour wheel
Texture and form **(3D, clay, dough, boxes, wire, paper sculpture, mod roc, textiles, clay, sand, plaster, stone)**	Weave, knead, roll, cross hatch, tie-dye, batik, form, texture, malleable, rigid, sculpt, construct
Printing **(Found materials, fruit and veg, string, Lino, press printing**	Relief printing, mono printing, press, drag, place, material
Pattern **(Paint, pencils, textile, clay)**	Pattern, symmetrical, surfaces, textile
Developing ideas	• Use a sketchbook to record media explorations and experimentations and plan colours • Identify interesting aspects of objects as a starting point for work. • Use a sketch book to express feelings and artist techniques about a subject

Year 3

Drawing **(pencil, pens, charcoal, inks, pastels, chalk, ICT)**	Shade, fade, blur, smudge, gradient, grades of pencil, perspective, tone, media, scale, viewpoint, proportion
Colour **(Painting, inks, dye, crayon, pastels**	Scratching, dotting, splodging, mixture, apply, colour wheel, tint, shade, matching
Texture and form **(3D, clay, dough, boxes, wire, paper sculpture, mod roc, textiles, clay, sand, plaster, stone)**	Weave, knead, roll, cross hatch, tie-dye, batik, form, texture, malleable, rigid, sculpt, construct, carve, shape, sculpt
Printing **(Found materials, fruit and veg, string, Lino, press printing**	Relief printing, mono printing, press, drag, place, material, environmental, man-made, interpret
Pattern **(Paint, pencils, textile, clay)**	Pattern, symmetrical, surfaces, textile, tessellation
Developing ideas	• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Express likes and dislikes through annotations

Year 4

Drawing **(pencil, pens, charcoal, inks, pastels, chalk, ICT)**	Viewpoint, scale, proportion, perspective, gradient, shade, merge, light, dark, angles, alter
Colour **(Painting, inks, dye, crayon, pastels**	Hue, tint, tone, shade, texture, purpose, contrast, warm and cool tones
Texture and form **(3D, clay, dough, boxes, wire, paper sculpture, mod roc, textiles, clay, sand, plaster, stone)**	Embellish, attach, sculpt, model, knead, mould, structure
Printing **(Found materials, fruit and veg, string, Lino, press printing**	Relief printing, mono printing, press, drag, place, material, environmental, man-made, interpret
Pattern **(Paint, pencils, textile, clay)**	Pattern, symmetrical, surfaces, textile, tessellation
Developing ideas	• Use sketchbooks to plan a sculpture through drawing • Use the sketch book to plan how to join parts of the sculpture. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Adapt work as and when necessary and explain why.

Year 5

Drawing **(pencil, pens, charcoal, inks, pastels, chalk, ICT)**	Viewpoint, scale, proportion, perspective, gradient, shade, merge, light, dark, angles, alter
Colour **(Painting, inks, dye, crayon, pastels**	Hue, tint, tone, shade, texture, purpose, contrast, warm and cool tones
Texture and form **(3D, clay, dough, boxes, wire, paper sculpture, mod roc, textiles, clay, sand, plaster, stone)**	Embellish, attach, sculpt, model, knead, mould, structure
Printing **(Found materials, fruit and veg, string, Lino, press printing**	Relief printing, mono printing, press, drag, place, material, environmental, man-made, interpret, screen printing
Pattern **(Paint, pencils, textile, clay)**	Pattern, symmetrical, surfaces, textile, tessellation, abstract
Developing ideas	• Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. • Use the sketch book to plan how to join parts of the sculpture. • Annotate work in sketchbook.

Year 6