

# Art Pathway



	Nursery	Reception	Year 1	Year 2	Expectation
<p><b>Drawing</b></p> <p>(Pencil, Charcoal, Inks, Chalk, Pastels, ICT Software)</p>	<p>Uses a comfortable pencil grip with good control</p> <p>Makes marks using a variety of materials on a variety of surfaces</p> <p>Creates closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Draws with more complexity and detail e.g. facial details</p> <p>Uses drawing to represent ideas like movement or loud noises</p> <p>Draws from their imagination and observation</p>	<p>Uses a tripod grip to hold pencils comfortably</p> <p>Uses a range of mark making tools competently, safely and confidently</p> <p>Notices details in the world around them and attempt to define these in their own compositions through colour, texture or shape</p> <p>Explores, uses and refines a variety of artistic effects to express their ideas and feelings</p>	<p>Explore different textures, develop a range of tone using a pencil and use a variety of drawing and sketching techniques</p> <p>Experiment with marks, line, form, observational drawing - building on previous experience</p> <p>Observes shape, form, proportion and features of the human body</p>	<p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil</p> <p>Understand tone through the use of sketching pencils</p> <p>Look at drawings and begin to use of light and dark</p> <p>Sketch to make quick records of something</p>	<p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p>
<p><b>Vocabulary</b></p>	<p>draw, line, shape</p>	<p>thick, thin, zig zag, wavy, bold</p>	<p>sketch, hatching, cross hatching, blending, light, dark, tone, proportion</p>	<p>media, realistic, strokes, techniques, shading</p>	

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<p><b>Colour</b></p> <p>(Painting, Ink, Dye, Textiles, Pencils, Crayon, Pastels)</p>	<p>Explores colour and colour mixing</p> <p>To apply colour using a range of tools on a variety of surfaces</p> <p>To apply colour using a variety of methods including streaking, rolling, dripping, dabbing, splattering</p>	<p>Develops colour-mixing techniques to enable them to match the colours they see and want to represent</p> <p>Continue to explore applying colour with a range of tools on a variety of surfaces</p>	<p>Know the primary and secondary colours</p> <p>Discuss warm and cold colours</p> <p>Know how to mix 2 primary colours to make secondary colours</p> <p>Find collections of colours- different sorts of green, blue, purple etc.</p>	<p>Make as many tones of one colour as possible using primary colours and white</p> <p>Darken colours without using black</p> <p>Learn the complimentary colours</p> <p>Mix colour to match those of the natural world- colours that might have a less defined name</p> <p>Uses colour to create moods in their drawings</p>	<p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p>
<p><b>Vocabulary</b></p>	<p>mix</p>	<p>primary colours</p>	<p>secondary colours, warm, cold, vibrant</p>	<p>tint, tone, lighten, darken, complimentary, mood</p>	
<p><b>Printing and Pattern</b></p>	<p>Uses a variety of objects to print onto different surfaces</p>	<p>Continues to use a variety of objects to print onto different surfaces</p>	<p>Observe patterns in the natural and man-made world</p> <p>Experiment creating repeating patterns on paper using drawing or</p>	<p>Experiment by arranging, repeating, overlapping, regular and irregular patterning to create abstract art</p>	<p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p>

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<p>(Found materials, fruit/veg, wood blocks, press print, string) (Paint, pencil, textiles, clay, printing)</p>		<p>Awareness and discussion of patterns around them</p>	<p>printing or printing their own design</p> <p>Use equipment and media correctly, to produce a clean image</p> <p>Create patterns and pictures by printing from objects using more than one colour</p> <p>Use appropriate language to describe tools, process etc.</p>		
<p><b>Vocabulary</b></p>	<p>print, press, lift</p>	<p>surface</p>	<p>natural, man-made, repeat, transfer, image, block, repeat, geometric</p>	<p>layer, overlap, regular, irregular</p>	
<p><b>3D Form</b>  (3D experiences-rigid and</p>	<p>Explores different materials and textures freely</p> <p>Decides which materials to use to express ideas</p>	<p>Uses different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p>	<p>Use both hands and tools to build</p> <p>Uses materials to make their own creations learning to join them in</p>	<p>Expression of personal experiences and ideas in work</p> <p>Shape and form from direct observation</p>	<p><b>To use a range of materials creatively to design and make products</b></p>

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<p>malleable materials)</p>	<p>Joins different materials</p> <p>Develops their own ideas and then decide which materials to use to express them</p> <p>Investigates the qualities of materials e.g. clay, play-dough, salt dough etc. to develop manipulative skills using hands and tools</p>	<p>Constructs with a purpose in mind using a variety of resources</p> <p>Refines own ideas by building on prior knowledge</p>	<p>varied ways to represent their own ideas</p> <p>Explores methods of altering the shape of materials using different modelling techniques such as rolling, kneading, coiling etc.... and making marks on the surface</p> <p>Use materials to make known objects for a purpose</p> <p>Discussion of weight and texture</p>	<p>Use a range of decorative techniques: applied, impressed and painted</p> <p>Use range of tools for shaping, mark making etc.</p> <p>Replicate patterns and textures in a 3D</p>	<p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p> <p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p>
<p><b>Vocabulary</b></p>	<p>roll, shape, pull, press</p>	<p>model, knead, join, coil, pinch</p>	<p>construct, impression, carve, score, slip, blend</p>	<p>modify, sculpture, figurative</p>	
<p><b>Evaluation</b></p>	<p>Explains their ideas and why they have materials to use to express them</p>	<p>Explains how they have refined their ideas by building on prior knowledge</p>	<p>Use appropriate language to describe tools, process they have used and why they have used them</p>	<p>Talk simply about own work and that of other artists</p>	<p><b>Learn about the work of a range of artists, craft makers and designers, describing the differences and</b></p>

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			Use art vocabulary to evaluate	Begin to make simple thoughts about own work and that of other artists	<b>similarities between different practices and disciplines, and making links to their own work</b>
<b>Vocabulary</b>	what, how	opinion, like, dislike	explain, improve	develop, reflect	
<b>Artists</b>	Uses the work of artists as inspiration for their own work	Can discuss the work of artists  Can use the work of an artist as inspiration for their own work	Explore the work of an artist who uses colour and make links to their own work  Explore the work of an artist who uses anatomy and make links to their own work	Continue to explore the work of an artist who uses colour and make links to their own work  Continue to explore the work of artists who uses anatomy and make links to their own work  Talk simply about own work and that of other artists  Begin to make simple thoughts about own work and that of other artists	<b>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</b>
<b>Vocabulary</b>	artist	like, dislike	emotion, portrait, abstract, observation, subject, composition	period, style, technique	