

<p><u>EYFS</u></p> <p><u>Development Matters</u></p>	<p>Nursery:</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. <p>Reception:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p><u>Early Learning Goal</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>
	<p>Key Stage 1:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • 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. <p>Key Stage 2:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example pencil, charcoal, paint and clay. • About great artists, architects and designers in history.
<p><u>As an artist, I will explore the key concepts of...</u></p>	<p>INSPIRATION - I will be inspired by great artists and creative works from different places and times.</p> <p>EXPERIMENTATION— I will explore a range of skills, tools and materials. I will evaluate and develop my skills.</p> <p>EXPRESSION - I will use creativity to express my thoughts, feelings and ideas and to represent the world around me.</p>

Airedale Infant and Junior School
Threshold Concepts Attainment Map in Art and Design

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Expression</p> <p><u>Developing Ideas</u></p>	<p>I can talk about my ideas</p> <p>I can answer simple questions about my artwork</p>	<p>I can talk about my artwork and explain the process I have used.</p> <p>I can begin to make suggestions of how to improve my own work.</p>	<p>I can use a sketch book to plan and develop simple ideas.</p> <p>I can give an opinion on a piece of both my own and other artwork</p>	<p>I can use a sketch book to record and try out ideas, plan colours and materials</p> <p>I can use artwork to help identify interesting features and use them in my work</p>	<p>Use a sketch book to express feelings about a subject.</p> <p>Make notes in a sketch book about techniques used by artists.</p> <p>Annotate ideas for improving their work</p>	<p>Use sketch books to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work.</p> <p>Express likes and dislikes through annotations.</p> <p>Use a sketch book to adapt and improve original ideas.</p>	<p>Use sketch books to collect and record visual information from different sources including digital as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Keep notes to indicate their intentions / purpose on a piece of work.</p> <p>Adapt work as and when necessary and explain why</p>	<p>Use sketch books to collect and record visual information from different sources including digital as well as planning and collecting source material.</p> <p>Keep notes which consider how a piece of work may be developed further.</p>
<p>Experimentation</p> <p><u>Drawing</u></p>	<p>I can give meanings to the marks that I make</p> <p>I can hold a pencil in a tripod grip</p> <p>I can show feelings and emotions in my drawings</p> <p>I can draw straight lines that represent shapes and objects</p> <p>I can draw curved lines that represent shapes and objects</p>	<p>I can hold a pencil with increasing control</p> <p>I can hold a pencil using a tripod grip</p> <p>I can draw a detailed drawing using straight and curved lines that represent shapes and objects.</p>	<p>I can experiment with a variety of media; pencils, rubbers, crayons, pastels, chalks, charcoal, pen, felt tips.</p> <p>I can show accuracy and care when drawing</p> <p>I can use a pencil to create light/ dark, thick/ thin lines</p>	<p>I can create different effects using light and dark and shading in 3 tones</p> <p>I can layer different media e.g. pastels, crayons, felt tips, charcoal and ballpoint</p> <p>I can use a range of drawing techniques such as hatching, scribbling, stippling & blending to create light / dark.</p>	<p>Develop intricate patterns / marks with a variety of media.</p> <p>Draw from close observation</p> <p>Accurate drawings of people – particularly faces.</p>	<p>Draw for a sustained period of time.</p> <p>Develop intricate patterns using different grades of pencil to create lines and marks.</p> <p>Identify and draw the scale and proportion.</p> <p>Accurate drawings of whole people.</p> <p>Use media and techniques (line, colour, tone) to show representation of movement in figures and forms.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Show consideration in the choice of pencil grade</p> <p>Develop close observation skills using a view finder.</p> <p>Produce increasingly accurate drawings of people including proportion and placement.</p> <p>Show understanding of perspective</p>	<p>Work in a sustained and independent way to develop their own style of drawing.</p> <p>Effect of light on objects and people from different directions</p> <p>Produce increasingly accurate drawings of people including facial expressions.</p> <p>Developed concept of perspective</p>
<p>Threshold</p> <p><u>Concept</u></p>	<p>I can hold a pencil in a tripod grip</p> <p>I can give meanings to the marks that I make</p>	<p>I can hold a pencil with increasing control</p> <p>I can draw a detailed drawing using straight and curved lines that represent shapes and objects.</p>	<p>I can use a pencil to create light/ dark, thick/ thin lines</p>	<p>I can use a range of drawing techniques such as hatching, scribbling, stippling & blending to create light / dark.</p>	<p>Develop intricate patterns / marks with a variety of media</p>	<p>Develop intricate patterns using different grades of pencil to create lines and marks.</p> <p>Identify and draw the scale and proportion</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Produce increasingly accurate drawings of people including proportion and placement.</p>	<p>Work in a sustained and independent way to develop their own style of drawing.</p> <p>Developed concept of perspective</p>

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<u>Experimentation</u> <u>Painting</u>	I can hold a paintbrush with a tripod grip I can mix primary colours to create a secondary colour I can show feelings and emotions in my paintings I can give meaning to the marks I make	I can hold a paintbrush with good control I can name the primary and secondary colours I can select the correct 2 primary colours to mix and create a secondary colour. I can talk about what I can see when colour mixing.	I can make tints using white and tones by adding black to make lighter and darker shades of primary and secondary colours I can show how people feel and create moods in artwork I can experiment with different sized paintbrushes to create thin and thick strokes	I can create texture through layering of paint. I can create tints and tones, and use the vocabulary of primary and secondary colours accurately I can select and use different sized paintbrushes to create different strokes/ effects	Use light and dark within painting and explore complementary colours. Mix colours, shades, tints and tones with increasing confidence Understand how to create a background using a wash. Use different types of brushes and techniques- dotting, scratching, splashing	Develop a painting from a drawing. Use light and dark within painting and show understanding of complementary colours.	Mix and match colours to create atmosphere and light effects. Use texture in colour – blocking in, washes, thickened paint.	Work in a sustained and independent way to develop their own style of painting. Further the use of texture in colour – blocking in, washes, thickened paint.
<u>Threshold Concepts</u>	I can hold a paintbrush with a tripod grip I can give meaning to the marks I make	I can hold a paintbrush with good control I can select the correct 2 primary colours to mix and create a secondary colour.	I can make tints using white and tones by adding black to make lighter and darker shades of primary and secondary colours	I can create tints and tones, and use the vocabulary of primary and secondary colours accurately	Use light and dark within painting and explore complementary colours.	Use light and dark within painting and show understanding of complementary colours.	Mix and match colours to create atmosphere and light effects.	Work in a sustained and independent way to develop their own style of painting.
<u>Experimentation</u> <u>Sculpture</u>	I can hold and explore dough tools I can hold play dough tools with increasing control	I can use clay tools safely. I can select the correct clay tools I need to create an effect.	I can experiment with a variety of media such as clay, papier-mache, salt dough, Modroc. I can use materials to make known objects for a purpose. I can manipulate malleable materials using rolling pinching, and kneading.		Join two parts successfully. Produce more intricate surface patterns and textures. Use pinch, slab, coil techniques to produce sculpture. Continue to explore carving.		Show experience in combining pinch, slabbing and coiling to produce end pieces. Gain experience in modelling using e.g. newspaper frame for Modroc. Use recycled, natural and manmade materials to create sculptures confidently and successfully joining.	
<u>Threshold Concepts</u>	I can hold and explore dough tools	I can select the correct clay tools I need to create an effect.	I can manipulate malleable materials using rolling pinching, and kneading.		Use pinch, slab, coil techniques to produce sculpture.		Show experience in combining pinch, slabbing and coiling to produce end pieces.	

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<u>Experimentation</u> <u>Printing</u>	I can explore using printing tools.	I can take rubbings (brick, coin, leaf etc) I can create simple pictures by printing objects. I can develop simple patterns.		I can use ink/paint to print patterns onto fabric. I can use different printing techniques e.g. rolling, stamping, pressing and rubbing		Print pictures using different printing techniques. (relief, impressed, mono) 3 colour printing Colour mixing through overlapping colour prints		Overlaying colours and prints with other media. Show experience in a range of mono printing techniques.
<u>Threshold Concept</u>	I can explore using printing tools.	I can create simple pictures by printing objects.		I can use different printing techniques e.g. rolling, stamping, pressing and rubbing		Print pictures using different printing techniques. (relief, impressed, mono)		Show experience in a range of mono printing techniques.
<u>Inspiration</u>	<u>Look at and respond to artwork</u>	Look and talk about what they have produced, describing simple techniques and media.	Look at and talk about their own work and that of other artists expressing their likes and dislikes and noting similarities and differences	Explore the work of a range of artists, craft makers and designers making links to their own work. Express thoughts and feelings about a piece of art	Discuss own and others work expressing thoughts and feelings and using knowledge of other artists and techniques. Respond to art from other cultures and periods of time.	Discuss and review own and others work, expressing thoughts and feelings, and identifying modifications / changes.	Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identifying modifications / changes and see how they can be developed further.	Compare the different styles and approaches Identify artists who have worked in a similar way to their own.
<u>Focus Artists</u>	Mark Rothko Kandinsky Matisse	Jackson Pollock Piet Mondrain Van Gogh	Andy Warhol Joan Miro Andy Goldsworthy	Yvonne Coomber Henri Rousseau Jean Metzinger				

Art KS1 Vocabulary

Drawing	<p><u>EYFS</u> Horizontal, vertical curved, straight, wavy, line, curved shape, cross, nose, mouth, ears, body.</p>	<p><u>Year 1</u> Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Nature, Made environment.</p>	<p><u>Year 2</u> Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment, Comparison, Still life.</p>
Painting	<p><u>EYFS</u> Primary and secondary colour names, mixing, palette, brush, sponge, lighter, darker, mix, nature, collage, transient art, joining.</p>	<p><u>Year 1</u> Primary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, bright</p>	<p><u>Year 2</u> Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. different shades of red, green, blue, yellow, Bright, Pointillism, Colour wash.</p>
Collage	<p><u>EYFS</u> Shape, cut, equipment, hard, soft, bumpy, smooth, squashy, rough, fluffy, bobbly, scaly, circle, stick, materials, attach, collage, joining.</p>	<p><u>Year 1</u> Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Thread, Fur, Tweed, Silk, Satin, Net, Weave</p>	<p><u>Year 2</u> Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p>
Sculpture	<p><u>EYFS</u> Construct, assemble, build, create, large, wood, plastic.</p>	<p><u>Year 1</u> Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue, Stone, Shell, Wood, metal.</p>	<p><u>Year 2</u> Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach, Statue, Stone, Metal, Curve, Form, Clay, Impress, Texture.</p>
Printing	<p><u>EYFS</u> Print, pattern, repeating, spotty, stripy.</p>	<p><u>Year 1</u> Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth.</p>	<p><u>Year 2</u> Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Monprint, Two-tone print.</p>
Express, Investigate and Explore	<p><u>EYFS</u> Senses, touch, taste, smell, hear, similar, different, sort, group, big and small.</p>	<p><u>Year 1</u> Senses, materials, media, thoughts, feelings, differences, similarities, artists, craft makers, designers, images, artefacts, sketches, cultures, historical periods, techniques.</p>	<p><u>Year 2</u> Senses, materials, media, thoughts, feelings, differences, similarities, artists, craft makers, designers, images, artefacts, sketches, cultures, historical periods, techniques.</p>

Art LKS2 Vocabulary

Drawing	<p><u>Year 3</u> Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve.</p>	<p><u>Year 4</u> Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality.</p>
Painting	<p><u>Year 3</u> Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middleground.</p>	<p><u>Year 4</u> Scenery, Rural, Urban, Townscape, Seascape, Representational, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.</p>
Collage	<p><u>Year 3</u> Tie and dye, Natural, Synthetic, Vat, Bunching, Dip, Soak, Resist, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Stem stitch, Shrunken, Wool tops, Carding, Tease, Matting.</p>	<p><u>Year 4</u> Daub, Stamp, Emblem, Motif, Ornamentation, Geometric, Stylised, Abstract.</p>
Sculpture	<p><u>Year 3</u> Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.</p>	<p><u>Year 4</u> Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.</p>
Printing	<p><u>Year 3</u> Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image.</p>	<p><u>Year 4</u> Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder.</p>
Express, Investigate and Explore	<p><u>Year 3</u> Art, art work, record, sketchbook, detail, question, observe, refine, compare, similarities, differences, inspiration, ideas, styles, artist, crafts person, designer, develop, explore, opinions, reasons, Interpretation, meaning, effectiveness.</p>	<p><u>Year 4</u> Art, art work, record, sketchbook, detail, question, observe, refine, compare, similarities, differences, inspiration, ideas, styles, artist, crafts person, designer, develop, explore, opinions, reasons, Interpretation, meaning, effectiveness.</p>

Art UKS2 Vocabulary

Drawing	<p><u>Year 5</u></p> <p>Viewpoint, Distance, Direction, Angle, Perspective, Bird’s eye view, Alter, Modify, Interior, Exterior, Natural form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality.</p>	<p><u>Year 6</u></p> <p>Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight.</p>
Painting	<p><u>Year 5</u></p> <p>Traditional, Representational, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense.</p>	<p><u>Year 6</u></p> <p>Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading.</p>
Collage	<p><u>Year 5</u></p> <p>Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.</p>	<p><u>Year 6</u></p> <p>Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic.</p>
Sculpture	<p><u>Year 5</u></p> <p>Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief.</p>	<p><u>Year 6</u></p> <p>Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance.</p>
Printing	<p><u>Year 5</u></p> <p>Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure.</p>	<p><u>Year 6</u></p> <p>Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p>
Express, Investigate and Explore	<p><u>Year 5</u></p> <p>Art, art work, record, sketchbook, detail, question, observe, refine, compare, similarities, differences, inspiration, ideas, styles, artist, crafts person, designer, develop, explore, opinions, reasons, Interpretation, meaning, effectiveness, movement, era, influences, critique, elements</p>	<p><u>Year 6</u></p> <p>Art, art work, record, sketchbook, detail, question, observe, refine, compare, similarities, differences, inspiration, ideas, styles, artist, crafts person, designer, develop, explore, opinions, reasons, Interpretation, meaning, effectiveness, movement, era, influences, critique, elements.</p>