

Danson Primary School- Art and Design – Painting & Mixed Media

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	<ul style="list-style-type: none"> I can explore different ways to use paint and a range of media according to my interests and ideas. 	<ul style="list-style-type: none"> I can explore my own ideas using a range of media. 	<ul style="list-style-type: none"> I begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 	<ul style="list-style-type: none"> I can generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. 	<ul style="list-style-type: none"> I can generate ideas from a range of stimuli, using research and evaluation of techniques to develop my ideas and plan more purposefully for an outcome. 	<ul style="list-style-type: none"> I can develop ideas more independently from their own research. I can explore and record my plans, ideas and evaluations. 	<ul style="list-style-type: none"> I can draw upon my experience of creative work and my research to develop my own starting points for creative outcomes.
Sketchbooks	N/A	<ul style="list-style-type: none"> I can use sketchbooks to explore ideas in an open-ended way. 	<ul style="list-style-type: none"> I can experiment in sketchbooks, using drawing to record ideas. I can use sketchbooks to help make decisions about what to try out next. 	<ul style="list-style-type: none"> I can use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. 	<ul style="list-style-type: none"> I can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. 	<ul style="list-style-type: none"> I can confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. 	<ul style="list-style-type: none"> I can use a systematic and independent approach to research, test and develop ideas and plans using sketchbooks.
Making skills (including formal elements)	<ul style="list-style-type: none"> I can explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) I can use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. I can use mixed-media scraps to create child-led artwork with no specific outcome. 	<ul style="list-style-type: none"> I can experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces. I can explore colour mixing. I can play with combinations of materials to create simple collage effects. Select materials based on their properties, e.g. <i>shiny, soft</i>. 	<ul style="list-style-type: none"> I can use some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint. I can create a range of secondary colours by using different amounts of each starting colour or adding water. I can make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects. 	<ul style="list-style-type: none"> I can use a variety of painting techniques, including applying drawing skills, using knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks. I can mix colours with greater accuracy and begin to consider how colours can be used expressively. I can modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. 	<ul style="list-style-type: none"> I can explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. I can use greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. 	<ul style="list-style-type: none"> I can apply paint with control in different ways to achieve different effects. I can experiment with techniques used by other artists and apply ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials. I can develop painting from a drawing or other initial stimulus. I can explore how collage can extend original ideas. I can combine a wider range of media, e.g. <i>photography and digital art effects</i>. 	<ul style="list-style-type: none"> I can manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. I can work in a sustained way over several sessions to complete a piece. I can analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. I can consider materials, scale and techniques when creating collage and other mixed media pieces. I can create collage in response to a stimulus. I can work collaboratively on a larger scale.
Knowledge of Artists	<ul style="list-style-type: none"> I can look at and talk about art. 	<ul style="list-style-type: none"> I can describe similarities and differences between practices in Art and design, 	<ul style="list-style-type: none"> I can talk about art I have seen using some appropriate subject vocabulary. 	<ul style="list-style-type: none"> I can use subject vocabulary to describe and compare creative works. 	<ul style="list-style-type: none"> I can use subject vocabulary confidently to 	<ul style="list-style-type: none"> I can research and discuss the ideas and approaches of artists 	<ul style="list-style-type: none"> I can describe, interpret and evaluate the work, ideas and processes

		e.g. between painting and sculpture, and link these to their own work.	<ul style="list-style-type: none"> I begin to make links between pieces of art. 	<ul style="list-style-type: none"> I can use my own experiences to explain how artworks may have been made. 	<p>describe and compare creative works.</p> <ul style="list-style-type: none"> I can use my own experiences of techniques and making processes to explain how art works may have been made. 	<p>across a variety of disciplines.</p> <ul style="list-style-type: none"> I can describe how the cultural and historical context may have influenced an artist's creative work. 	<p>used by artists across a variety of disciplines.</p> <ul style="list-style-type: none"> I can describe how the cultural and historical context may have influenced their creative work.
Evaluating and Analysing	<ul style="list-style-type: none"> I can talk about my artwork, stating what I feel I did well. 	<ul style="list-style-type: none"> I can describe and compare features of my own and other's artwork. 	<ul style="list-style-type: none"> I can explain my ideas and opinions about my own and other's artwork, giving reasons. I begin to talk about how I could improve my own work. 	<ul style="list-style-type: none"> I can confidently explain my ideas and opinions about my own and other's artwork, giving reasons. I can use sketchbooks as part of the problem-solving process and make changes to improve my work. 	<ul style="list-style-type: none"> I can use a more complex vocabulary when discussing my own and other' art. I can evaluate my work more regularly and independently during the planning and making process. 	<ul style="list-style-type: none"> I can discuss the processes used by myself and by other artists, and describe the particular outcome achieved. I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work. 	<ul style="list-style-type: none"> I can give reasoned evaluations of my own and others' work which takes account of context and intention. I can independently use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.
Vocabulary	Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick	Mixing, Primary colour, secondary colour	Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone	Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism	Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multimedia, Justify, Research, Evaluate, Represent, Atmosphere, Art medium	Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking
National Curriculum	<p>Development Matters Three and Four Year Olds Explore colour and colour-mixing.</p> <p>Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Early Learning Goals 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>	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revise 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, clay] To know about great artists, architects and designers in history.' 				