

Art End Points **EYFS VOCAB** **KS1 VOCAB** **LKS2VOCAB** **UKS2 VOCAB**

EYFS	End points / questions	Key Vocabulary
Drawing: Marvellous marks	<p>Know how to use pencils, wax crayons, felt tips or chalk to make marks with some level of accuracy or care. (What different things can we use to make coloured pictures with? What is this? – show felt tip, crayons, pastels, paint etc.)</p> <p>Understand and talk about the marks they have made and represent observations through drawing. (Can you tell me about your drawings, These are your drawings from-name a book they have been looking at – can you tell me the story from your drawings)</p> <p>Know different textures and talk about how they affect the patterns/rubbings made. (What does this fee like – show different textured materials, when might you use this?)</p> <p>Understand the previous drawing mediums used and talk about their preferences. (What different things can we use to make coloured pictures with? What is this? – show felt tip, crayons, pastels, paint etc. Which do you lie using?)</p> <p>Know how to choose colours carefully and talk about their decisions. (Do you know which colours you would use to show it was a cold day, warm day, happy day, sad day?)</p>	pencil, wax crayon, felt tip, chalk, drawing, pattern, temperature, colour, texture, warm, cool
Painting and Mixed Media: Paint my world.	<p>Know how to use the paints to make a finger painting.</p> <p>Know how to identify different textures, feelings and colours. (Do you know which colours you would use to show it was a cold day, warm day, happy day, sad day?)</p> <p>Know how to talk about their work. (Tell me about your work?)</p> <p>Know how to use natural objects to make their own paintbrush. (Tell me about what you have made and how you have made it?)</p> <p>Know how to use tools appropriately, including scissors and glue spreaders, to cut and stick magazine pieces to create their collages. (Show me how to use)</p>	paint, texture, feeling, colour, paintbrush, scissors, glue, collage
Sculpture and 3D: Creation Station.	<p>Know how to talk about the movement or force they are using to manipulate the clay playdough e.g. push, squash, pinch. (Tell me about what you are doing to the playdough/ clay?)</p> <p>Know how to use the tools with confidence. (Can you show me how you use your ...)</p> <p>Know how to use the paintbrushes effectively. (Show me how to use)</p> <p>Know how to talk about the colours they have chosen? Can they name them correctly? (Tell me about the colours you have used. Why have you chosen those colours?)</p> <p>Know how to follow their plans. (Tell me about your plans.)</p> <p>Understand how to reflect upon their designs or make comments about what they think is or isn't working or what they like and dislike about their finished work. (What do you like? What don't you like? What would you change?)</p>	push, squash, pinch, tool, paintbrush, colour, design, play dough
Craft and Design: Let's Get Crafty.	<p>Know how to hold and manipulate scissors correctly to cut straight, wavy and zig zagged lines in paper? (Show me how to use)</p> <p>Know how to demonstrate good fine motor skills when threading? Are they accurate? Can they hold their hand steady? (Thread a bead or piece of pasta onto string)</p> <p>Understand how to carry out some of the joining techniques and demonstrate them independently. (How can you join?)</p> <p>Know how to tear, scrunch and glue the tissue paper to create the desired effect. (Can you explain what you did to make this picture? Why was this done using scissors/ tearing/sticking?)</p> <p>Know how to follow their plans, choosing the correct colours and creating the same design. (Tell me about your plans.)</p> <p>Understand how to reflect upon their designs or make comments about what they think is or isn't working. (What do you like? What don't you like? What would you change?)</p>	Scissors, straight, wavy, zig zag, thread, join, tear, scrunch, glue

Seasonal	End points / questions	
Crafts	<p>Know how to experiment with their own creative ideas, patterns and designs to make a petal mandala. (Show me your Petal Mandala.)</p> <p>Know how to use their fine motor skills to place the petals where they want to complete their design?</p> <p>Know what will happen if they mix certain colours. (What will happen if I mix with ...?)</p> <p>Understand how to use their own creativity to compose and create an autumn wreath. (Show me your wreath?)</p> <p>Understand how to join items to their wreath? Do they realise that some methods are more effective than others? (How can you join?)</p> <p>Know how to use their fine motor skills to thread and hole punch. (Show me how to use)</p> <p>Know how to use the tools provided to create a salt dough decoration. (Show me how to use)</p> <p>Can they tell you about their decoration and talk about their creative choices? (Why have you chosen that?)</p>	<p>Pattern, design, mix, wreath, join, thread, hole punch</p>

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Year 1	End points / questions	Key Vocabulary
Sculpture, drawing and collage	<p>Know how to construct a sculpture for a purpose (What structures do we have in school?)</p> <p>Know how to pinch and roll coils and slabs, carve and join (What's the difference between pinching and carving?)</p> <p>Know how to use an extended variety of drawing tools (When would we use pencil and when crayon?)</p> <p>Understand how to sort and arrange materials, such as images or photos, effectively (What is overlapping?)</p>	<p>push, squash, pinch, tool, join, collage, glue</p> <p>Sculpture, roll coil, slab, carve, overlapping, artist, slip</p>
Painting and collage	<p>End points / questions</p> <p>Understand what primary and secondary colours are (Which colours are not primary or secondary? What are primary colours? What are secondary colours?)</p> <p>Understand the difference in the effect that a thick and thin brush creates and when each would be appropriate (When would you use a thick brush?)</p> <p>Know how to experiment combining different materials to create an effect (Which effect do you prefer and why?)</p>	<p>paint, texture, colour, paintbrush, temperature, texture, warm, cool</p> <p>primary, secondary, effect, combine, tone, artist</p>
Painting	<p>End points / questions</p> <p>(Begin to) understand how to colour mix primary colours (What happens if the primary colours are not equal when you mix them?)</p> <p>Understand how to control the consistency of paint (How can we thicken paint?)</p> <p>Understand how to mix paints to match tones, adding black and white to manipulate (How can you make a colour darker?)</p>	<p>paint, mix, texture, colour, paintbrush, temperature, texture, warm, cool</p> <p>primary, secondary, effect, combine, tone, tint, consistency, artist</p>

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Year 2	End points / questions	Key Vocabulary
Drawing	<p>Know how to draw from observation, focusing on shape and colour (What is pencil pressure?)</p> <p>Know, when drawing from observation, what can be seen and what is obscured (What does 'obscured' mean?)</p> <p>Understand how to develop shape and position (How can you make a shape appear curved?)</p> <p>Understand how to layer colour (When might you layer colour?)</p>	<p>Pencil, drawing, colour</p> <p>Dark, light, pencil pressure, observation, obscured, shape, position, layer, artist</p>
Painting	<p>End points / questions</p> <p>Understand when to use thin and thick brushes for individual pieces of work (When should a thin brush be chosen over a thick one?)</p> <p>Understand how colours carry emotions and temperature, e.g. cold and warm (Which colours show which emotions? Which colour would we use to show a warm/cold temperature?)</p> <p>Know how to mix secondary colours (Which colours do we need to mix secondary colours together to make?)</p> <p>Know when the consistency of paint should be different (How can you change the consistency of paint?)</p>	<p>paint, mix, texture, colour, paintbrush, temperature, warm, cool</p> <p>primary, secondary, effect, combine, tone, tint, consistency, brush strokes, emotions, artist</p>
Printing	<p>End points / questions</p> <p>Know how to use different materials to create printed images, e.g. foam boards and cardboard print blocks (Which materials soak up paint the most?)</p> <p>Know how to use rollers, ink and blocks effectively (How can you prevent ink from spraying on you?)</p> <p>Understand how to, and the importance of, keeping ink away from other areas of workspace (Why is it important to keep these resources separate?)</p>	<p>straight, wavy, zig zag, pattern, paint</p> <p>printing, foam board, print block, roller, ink, artist, repeat</p>

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Year 3	End points / questions	Key Vocabulary
Drawing	<p>Know that pencils vary in hardness (Which letters are used on pencils and what do they stand for?)</p> <p>Know how to represent feeling through human form sketches (Which emotion do these pieces of art show?)</p> <p>Understand how to hatch, cross hatch, stipple and blend using fingers (Which of these methods are the easiest?)</p> <p>Know how to lighten and darken colours using black and white (When might you want a lighter colour?)</p> <p>Understand and appraise the work of a contemporary British artist (What do you like about this artists' work?)</p>	<p>Pencil, drawing, colour</p> <p>Dark, light, pencil pressure, observation, obscured, shape, position, layer, emotion, shading</p> <p>Hardness, sketch, hatch, cross hatch, stipple, blend</p>
Textiles and printing	<p>End points / questions</p> <p>Understand how to use block printing effectively, using pre-dyed fabric (How can we layer prints?)</p> <p>Understand rotation and reflection (What is the difference between rotation and reflection?)</p> <p>Know how to create printed images from a range of different materials, e.g. foamboard, cardboard printing block, corrugated card (Which of the materials give the best effect, in your opinion?)</p> <p>Know how to produce clear and precise prints using blocks with increasing accuracy (How can you ensure bleeding is kept to a minimum?)</p> <p>Understand and appraise the work of a British artist from a significant time period (What do you like about this artists' work? Which time period is this artist from?)</p>	<p>straight, wavy, zig zag, pattern, paint</p> <p>printing, foam board, print block, roller, ink, artist, repeat</p> <p>pre-dyed fabric, rotation, reflection, corrugated card</p>
Digital art	<p>End points / questions</p> <p>Know how to create patterns using ICT (How is ICT different to a collage not using ICT?)</p> <p>Know how to resize and create symmetrical images using ICT (Can you reflect or rotate images?)</p> <p>Understand and appraise art linked to a culture (How does this culture compare to another culture you know?)</p>	<p>Pattern, colour</p> <p>Shape, position, repeat</p> <p>ICT, symmetrical, resize, culture, rotation, reflection</p>

Year 4	End points / questions	Key Vocabulary
Drawing	<p>Know how to use tone, light and shade to make things appear 3D (How can you see where light hits an object?)</p> <p>Understand the effect hatching, crosshatching, stippling and blending can have and when which is more appropriate to use (Which method is the most appropriate for larger drawings?)</p> <p>(Begin) to understand how to draw proportion (What is proportion?)</p> <p>Understand how to, and the difference between, slow and fast sketch (When would you use a fast sketch?)</p> <p>Know how to draw with precision (How can sectioning a drawing help with precision?)</p> <p>Understand how to draw freely to capture movement (Why are lines important to show movement?)</p>	<p>Pencil, drawing, colour</p> <p>Dark, light, pencil pressure, observation, obscured, shape, position, layer, emotion, shading</p> <p>Hardness, hatch, cross hatch, stipple, blend, proportion, sketch, precision</p>
Sculpture	<p>End points / questions</p> <p>Use papier mache to represent ideas (How is papier mache constructed?)</p> <p>Know how to build on previously taught techniques, such as pinch and roll coils and slabs, carving and joining, to create a sculpture that stands up independently (Why might these structures not stand?)</p> <p>Know how to add materials to a sculpture to provide interesting detail, expression and movement (How can you attach materials effectively?)</p> <p>Understand and appraise the work of a variety of culturally-diverse contemporary artists, comparing them to famous non-British artists from history (How do these artists compare to each other?)</p>	<p>push, squash, pinch, tool, join, collage, glue</p> <p>Sculpture, roll coil, slab, carve, overlapping, artist, slip</p> <p>Papier mache, detail, expression, movement</p>
Painting	<p>End points / questions</p> <p>Understand when, and how, to use thick and thin brushes within a piece of art (Which sections of a piece of art should thick and thin brushes be used?)</p> <p>Know that there are a variety of painting techniques, e.g. stippling, dry brush strokes or blending (When would you use these techniques?)</p> <p>Understand how to use primary and secondary colours to enhance mood (Which colours reflect which moods?)</p> <p>Know how to use water colours and how they differ from other paints (Which artists through time have used watercolour and why did they use watercolour?)</p>	<p>paint, mix, texture, colour, paintbrush, temperature, warm, cool</p> <p>primary, secondary, effect, combine, tone, tint, consistency, brush strokes, emotions, artist</p> <p>stipple, mood, watercolours, acrylic, poster paint</p>

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Year 5	End points / questions	Key Vocabulary
Painting	<p>Understand what occlusion is, and paint it with proficiency (Which section should be painted first to proficiently paint the image?)</p> <p>Know how to paint a background and the techniques specific to impressionist paintings (Why would we paint the background first?)</p> <p>Understand how to layer paint (Which paints can you layer most effectively with? How much water do you need?)</p> <p>Use effective brush strokes and techniques for larger flat areas of colour and more detailed foreground objects (What is the foreground?)</p> <p>Use finer brush stroke skills when painting human form (Why should a finer brush be used for human form?)</p> <p>Understand, appraise and take influence from the work of a local modern-artist from a significant historical period (What do you like about this artist's work? Which time period is this artist from?)</p>	<p>paint, mix, texture, colour, paintbrush, temperature, warm, cool</p> <p>primary, secondary, effect, combine, tone, tint, consistency, brush strokes, emotions, artist, layer</p> <p>stipple, mood, watercolours, acrylic, poster paint</p> <p>Occlusion, proficient, impressionist, foreground, background, finer, appraise, human form</p>
Drawing and Sculpture	<p>End points / questions</p> <p>Know how to use all previously taught clay techniques in order to create their own design (What is pinch, carve and coil and how can you successfully join?)</p> <p>Know how to add details to convey expression or movement (What is expression?)</p> <p>Use proportion when drawing (How can sectioning a drawing help?)</p> <p>(Begin to) understand how to draw with occlusion (How is this similar or different to painting with occlusion? What is occlusion?)</p> <p>Use a range of shading techniques previously taught to show tone and texture, focussing on the direction of the source of light (Which techniques are the most effective to show shadow?)</p> <p>Understand, appraise and take influence from the work of an ancient culture (How does this compare to different cultures?)</p>	<p>push, squash, pinch, tool, join, collage, glue, Pencil, drawing, colour</p> <p>Sculpture, roll coil, slab, carve, overlapping, artist, shading, slip, dark, light, observation, shape</p> <p>Papier mache, detail, expression, movement, culture, proportion, sketch, precision</p> <p>Expression, occlusion</p>

<p>Printing</p>	<p>End points / questions</p> <p>Know how to create a detailed polystyrene printing block to use with roller and ink (How can you pierce the polystyrene effectively to show intricate detail?)</p> <p>Know to design and create a motif that can be turned into a printing block (Where have you taken inspiration from for your motif?)</p> <p>Understand there are different methods of printing (What are some methods of printing?)</p> <p>Understand the mechanics of how paint resists the stencilled part of the screen when screen printing (How does screen printing differ to other printing methods?)</p> <p>Understand, appraise and take influence from the work of a European modern artist (What do you like about this artist's work?)</p>	<p>straight, wavy, zig zag, pattern, paint</p> <p>printing, foam board, print block, roller, ink, artist</p> <p>pre-dyed fabric, rotation, reflection, corrugated card</p> <p>Polystyrene, intricate, motif, resist, screen printing, stencil</p>
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Year 6	End points / questions	Key Vocabulary
Photography	<p>Know what macrophotography is (How does macrophotography differ to other types of photography?)</p> <p>Understand how to create illusion of proportion (What is proportion?)</p> <p>Know how to combine textures within a photograph (How can we focus on a foreground or background?)</p> <p>Understand, appraise and take influence the work of a modern-art photographer (What do you like about this artist's work?)</p>	<p>Colour, temperature</p> <p>Artist, tone, observation, obscured, shape, position, layer, emotion, shading</p> <p>Proportion, detail</p> <p>Macro photography, capture, perspective, frame, photographer</p>
Drawing and sculpture	<p>End points / questions</p> <p>Know how to build accuracy when drawing using proportion (Henry Moore sculpture inspired) (Where should you begin when drawing?)</p> <p>Understand how to make things appear 3D, focussing on previously taught skills of hatching, cross-hatching, stippling and blending (Which pencils are most appropriate for these skills?)</p> <p>Understand how to use the chiaroscuro effect (street art initials and Kathe Kollwitz) (How can we blend neatly?)</p> <p>Create a sculpture inspired by a cultural movement (What effect does this sculpture have on your emotions?)</p> <p>Understand how street art represents people (Why do people like street art?)</p> <p>Understand, appraise and take influence from the work of a European artist from a significant historical period who has overcome a cultural difficulty (What do you like about this artist's work? Which time period is this artist from?)</p>	<p>push, squash, pinch, tool, join, collage, glue, Pencil, drawing, colour</p> <p>Sculpture, roll coil, slab, carve, overlapping, artist, shading, slip, dark, light, observation, shape</p> <p>Papier mache, detail, expression, movement, culture, proportion, sketch, precision</p> <p>Expression, occlusion, halo, sculpture, chiaroscuro</p>

Painting	<p>End points / questions</p> <p>Understand competently appropriate brush strokes and techniques for larger flat areas of colour and more detailed foreground objects (How can we ensure we effectively switch between finer brushes and larger ones within one piece of art?)</p> <p>Understand how to use finer brush stroke skills when painting human form (Which type of paint is most effective?)</p> <p>Know how to use over-painting to emphasise contrasts, and qualities of shape and tone (Which paints layer the most effectively?)</p> <p>Understand, and develop preferences, when using acrylic and watercolour paint (Which do you prefer and why?)</p> <p>Understand, appraise and take influence from the work of a modern artist who has overcome physical disability (What do you like about this artist's work?)</p>	<p>paint, mix, texture, colour, paintbrush, temperature, warm, cool</p> <p>primary, secondary, effect, combine, tone, tint, consistency, brush strokes, emotions, artist, layer</p> <p>stipple, mood, watercolours, acrylic, poster paint</p> <p>Occlusion, proficient, impressionist, foreground, background, finer, appraise, human form, contrast</p>
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