



Year 1

COMPONENT SKILL

To explore and develop art and design ideas.

(Exploring & Developing)

To question, make observations and to offer feedback about their art and design work.	To ask and answer questions about the starting points for their own work, and develop their ideas through whole class discussions.
	To provide positive feedback to their own and other's finished artwork.
To use sketchbooks to record ideas, and to review, revisit.	To record and explore ideas from first hand observation, experience and imagination through use of sketchbooks.
To use different methods to improve artwork and to develop ideas.	To identify what they might change in their current work or develop in their future work.
To use key vocabulary that demonstrates their knowledge and understanding of exploring and developing ideas.	See vocabulary list below.

COMPONENT SKILL

To use drawing techniques to express their ideas and experiences.

(Drawing)

To develop fine motor skills to control pencils with increasing skill.	To experiment with varying grips for pencils when drawing.
	To select grip and pencil type for deliberate effect.
To be confident in using a variety of tools, media and surfaces.	To use a variety of drawing tools including, pencils, rubbers, crayons, pastels, felt tips and chalk.
	To use sketchbooks to gather and collect artwork.
	To colour neatly, following the lines.
To use a variety of techniques to create effects.	To explore the use of line, shape and colour.
	To draw lines of varying thickness.
	To observe and draw landscapes, faces and objects.
To use key vocabulary that demonstrates their knowledge and understanding of drawing.	See vocabulary list below.

COMPONENT SKILL

To use painting techniques to express their ideas and experiences.

(Painting)

To name the primary and secondary colours and to mix colours effectively using correct language such as, tint, shade, primary and secondary.	To begin to name the primary and secondary colours.
	To begin mixing primary colours to make secondary colours.
	To add white and black to alter tints and shades.
To be confident in using different brushes, a range of paints and other painting tools.	To use a variety of tools, including thin and thick brushes.
	To use different types of paints including poster paint, water colour paint and ceramic paint.
To use a variety of techniques to create shapes, textures, patterns and lines.	To create different textures by mixing paint with flour, sawdust, sand, etc.
To use key vocabulary that demonstrates their knowledge and understanding of painting.	See vocabulary list below.
COMPONENT SKILL To use sculpting techniques to express their ideas and experiences. (Sculpting)	
To be confident in using a variety of tools and materials for sculpting.	To construct, build and join simple objects including rigid and malleable materials (clay, dough, boxes, card, junk and paper).
	To use materials to make known objects for a purpose including junk models and assemblages.
	To begin to understand the safety and basic care of materials and tools.
To use a variety of techniques and shapes to create effects.	To manipulate clay in a variety of ways including rolling, kneading, shaping, cutting, marking and pinching – clay poppies and under the sea thumb pots.
	To use a range of decorative techniques: impressed, painted, applied.
	To explore shape, form and texture.
To use key vocabulary that demonstrates their knowledge and understanding of sculpting.	See vocabulary list below.
COMPONENT SKILL To use collage and textile techniques to express their ideas and experiences. (Collage & Textiles)	
To select and use a range of materials to create effect.	To make collages and textile work using fabric, paper, pasta, beans and larger tactile materials.
	To sort and arrange materials.
To develop skills in stitching, cutting and joining.	To use a combination of materials that are cut, torn and glued.
	To learn how to thread a needle, cut, glue and trim material.
To be confident using a variety of techniques and	To use a variety of techniques, including weaving, plaiting, sewing and finger knitting.

media to create texture, effect and colour.	To mix materials to create texture.
To use key vocabulary that demonstrates their knowledge and understanding of collage and textile.	See vocabulary list below.
COMPONENT SKILL To use printing techniques to express their ideas and experiences. (Printing)	
To select and use a range of materials to create effect.	To use a variety of tools, materials and objects to create prints.
	To press, roll, rub and stamp using various materials to make prints.
To use a range of techniques to explore colour, shape, texture and pattern.	To use a variety of printing techniques including wax resist printing, block printing and monoprint.
	To make rubbings.
	To build a repeating pattern and to notice patterns in the environment.
To use key vocabulary that demonstrates their knowledge and understanding of printing.	See vocabulary list below.
COMPONENT SKILL To study and learn from the works of famous artists, craftspeople and designers, from different cultures and backgrounds. (Artists, Craftspeople & Designers)	
To use inspiration from well-known artists to replicate a piece of work.	To know how to create a piece of art in response to the work of another artist.
To describe and express opinions about work of famous artists.	To describe the work of famous, notable artists and designers (describe what can be seen) and to express an opinion about a piece of art.
To use key vocabulary that demonstrates their knowledge and understanding of the work of other artists.	See vocabulary list below.
COMPONENT SKILL To evaluate and develop their work and that of others using the language of art, craft and design. (Evaluating)	
To select and record from first hand observation, experience and imagination.	To talk about their work as they make it, and to articulate their understanding of the subject or theme of their artwork.
	To talk about the use of colour in their artwork and to link this to colour properties (primary and secondary colours) as well as to the work of artists they have studied.
	To identify colour, line and shape; and comment on the appearance of these using key language (e.g. curved lines)

To ask and answer questions about the starting points for their work and select ideas to use in their own work.		To generate basic questions about the content of the artwork they are producing and begin to select ideas of how their artwork will be produced based on the brief.		
To review what they and others have done, to compare ideas and to say how they feel about them.		To begin to talk about and give opinions on your own work and the work of others, e.g. describing something they like about it; listening carefully to other pupils’ opinions; and being respectful of other pupils’ idea and feelings.		
		To identify what they might change in their current work or develop in their future work.		
		To use appropriate Y1 vocabulary associated with different media and processes.		
To explore a range of artists, craftspeople and designers from different periods in time, cultures and backgrounds; the artwork they created and the purpose of their art.		To explore the differences and similarities in the work of artists, craftspeople and designers and make links to their own work.		
Vocabulary				
Exploring & Developing	Drawing	Painting	Sculpting	Collage & Textiles
work work of art design improve idea	portrait self-portrait line drawing detail landscape pastels drawings line bold size space	primary colours secondary colours tints shades bold brushstroke watercolour wash	sculpture model work work of art 3D Sculptor Shape Materials texture form	collage cut place arrange textiles fabric weaving woven loom alternate over under decoration crayons apply
Printing	Artists, Craftspeople & Designers			
rubblings colour pattern shape printing printmaking resist printing objects.	John Sibbick, Greg Paul Charles Knight (T1 - Paleoartists); Henri Matisse (T1 – Focus Artist) Pablo Picasso (T2 - Cubism) Emile Carlsen (T3 - Ocean Artist) Mark Adam			

	Webster (T3 – Abstract Artist) Yayoi Kusama (T5 – Polka Dot Art – Focus Artist)
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