



Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can name the primary colours.</p> <p>Can experiment mixing the primary colours and describe what they can see.</p> <p>Can make collections of different colours by sorting and grouping.</p> <p>Can talk about why/how they have sorted or grouped objects.</p> <p>Can experiment mark making, naming and using a variety of media e.g. oil pastels, chalk and paint</p> <p>Can respond to open-ended questions as they experiment</p>	<p>Can experiment mark making, naming and using a variety of media e.g. oil pastels, chalk and paint</p> <p>Can respond to open-ended questions as they experiment</p> <p>Can name the secondary colours.</p> <p>Can experiment and talk about the differences between colours.</p> <p>How does blue become green?</p> <p>Can mix oil pastels to achieve the right shade by drawing with one colour over another colour in circular motion.</p> <p>Can describe the different shades.</p>	<p>Can mix oil pastels to achieve the right shade by drawing with one colour over another colour in circular motion.</p> <p>Can describe the different shades.</p> <p>Can use white, grey, or black pastels to change the value of a colour and its brightness.</p> <p>Can explain why and how e.g. I have used white to make a lighter shade of green for the leaves.</p> <p>Can use water colour techniques e.g. mixing colours; wet on dry, wet on wet and a background wash.</p> <p>Can explain the process.</p>	<p>Can use water colour techniques e.g. mixing colours; wet on dry, wet on wet and a background wash.</p> <p>Can explain the process.</p> <p>Can apply pressure and blending to create a desired effect when using chalk and oil pastels (fingers/cotton bud/cotton wool).</p> <p>Can explain why and how e.g. I have used more pressure to show the strong, rough bark on the tree.</p> <p>Can explore different types of brushes and apply colour using: dotting and splashing.</p> <p>Can share a point of view.</p>	<p>Can explore different types of brushes and apply colour using: dotting and splashing.</p> <p>Can share a point of view.</p> <p>Can make a colour wheel to show tertiary colours.</p> <p>Can talk about the differences between colours.</p> <p>Can observe colours, and colour to reflect mood.</p> <p>Can express thoughts and feelings.</p>	<p>Can observe colours, and use colour to reflect mood.</p> <p>Can express thoughts and feelings.</p> <p>Can explore warm and cool colours to express and mood and setting.</p> <p>Can explain the differences and how the colours make them feel.</p> <p>Can use a variety of colours and tones to create a piece of work in response to a stimulus e.g. mixing and matching; tint, tone, shade and hue.</p>	<p>Can use a variety of colours and tones to create a piece of work in response to a stimulus e.g. mixing and matching; tint, tone, shade and hue.</p> <p>Can use a harmonious colour scheme (three-five) to create an atmosphere and mood.</p> <p>Can explain their choices and talk about what they would do differently next time.</p> <p>Can explore, discuss and debate the wider social and cultural ideas we associate with certain colours e.g. red – warning, anger or love.</p>	<p>Can explore, discuss and debate the wider social and cultural ideas we associate with certain colours e.g. red – warning, anger or love</p> <p>Can use complimentary colours to create a strong contrast within a piece of artwork.</p> <p>Can present their work and explain choices.</p> <p>Can explain and use appropriate techniques.</p> <p>Can discuss and evaluate the effectiveness.</p>

**Key Vocabulary**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Primary colours and secondary colours</p> <p>Shapes – circles, squares, rectangles,</p> <p>Oil pastels, paints, collage, watercolours, pencil, felt tip.</p> <p>Equal – the same number or amount</p> <p>Bold – easy to notice; attracting attention.</p> <p>Shades – slowly adding black to create a darker colour.</p>		<p>Watercolours</p> <p>Pigment</p> <p>Primary Colours</p> <p>Secondary Colours</p> <p>Shade.</p> <p>Tone</p>	<p>Hue</p> <p>Blending</p> <p>Layer</p> <p>Highlighting</p>	<p>Tint</p> <p>Shade</p> <p>Tone</p> <p>An artist may decide to create a piece of artwork which is monochromatic. This means that the artist uses tints, shades and tones of a single colour.</p>	<p>Influence</p> <p>Recede</p> <p>Vibrant</p> <p>Recap tint, shade, hue from Year 3 Learning Organiser.</p>	<p>Contrast</p> <p>Harmony</p> <p>Composition</p> <p>Tint</p> <p>Shade</p> <p>Tone</p> <p>Hue</p> <p>An artist may decide to create a piece of artwork which is monochromatic. This means that the artist uses tints, shades and tones of a single colour.</p>	<p>Contrast</p> <p>Harmony</p> <p>Composition</p> <p>Complementary</p> <p>Silhouette</p> <p>Nocturnes</p> <p>Analogous</p>