

## Subject Specific Planning Documents Art



Use real life  
learning experiences



Encourage a  
love of learning



Enriching  
memorable moments

### Whole School Curriculum Aims

#### **Intent**

##### **The school aims to:**

- Teach the full requirements of the National Curriculum
- Ensure a progressive development of skills and knowledge
- Ensure the art curriculum is fully inclusive and supports children's personal development
- Develop children's individual artistic style and encourage personal response
- Inspire children by learning about how art and design reflects and shapes our culture
- Develop a knowledge of significant and diverse range of artists, craftspeople and designers
- Children will become proficient at skills in drawing, painting, sculpture, textiles and printing through a broad and balanced art curriculum.

#### **Implementation**

##### **Teachers will:**

- Follow the progression of skills and knowledge within the scheme of work
- Where ever possible, art and design lessons should link with other subjects in the curriculum to further inspire and draw upon ideas
- Give children opportunities to develop their skills and techniques in their sketchbooks
- Encourage children to develop their own style and response to stimuli
- Celebrate through display and sharing with the community, children's final pieces at least once a year.





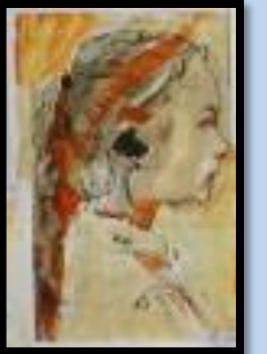





#### **Impact**

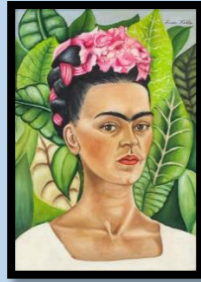






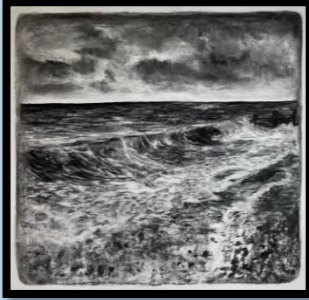

##### **Children will be able to:**

- Use a range of materials and techniques confidently to create drawings, painting, prints, collages, textiles and sculptures.
- Talk about how their work has been influenced by the work of artists, craft makers and designers.
- Make choices about how their work develops, responding positively to feedback and critique.
- Develop their own style of drawing and painting and annotate their work

[Bexton Artists and Designers.pptx](#) - Link for Power Point with lessons for artist studies

Overview of Final Pieces (development work in sketch books)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Self-portraits- We are all different! (Watercolour) 	Houses & Homes- My Dream Home 	Piet Mondrian- artist study 		Andy Goldsworthy (Nature Collages) 
		See drawing & painting skills	See collage skills	See drawing and painting skills		See 3D skills
Year 2	Charcoal cityscapes- Lowry 	3D Tudor Houses 	Matisse Artist Study- linked to Oceans and Blue Planet trip 			Self-portraits ink and wax 
	See drawing skills	See 3D skills				See painting and printing skills.
Year 3	Stone Age- charcoal drawings & clay pots 	Giacometti Sculptures (hunter gathers) 		Andy Warhol Volcano Picture 		Jungle Printing 
	See drawing & 3D skills	See 3D skills		See painting skills		See Printing skills
Year 4		Anglo-Saxon Crosses 	Viking Weaving 		Mountain Collages 	Drawing portraits 

		See 3D skills	See textile skills		See collage skills	See drawing & painting skills
Year 5	<p>Freda Kahlo Artist Study</p> 	<p>Ancient Maya Celebration masks</p> 		<p>Ancient Egypt</p> 	<p>Conway Batik- Mola Artist Study</p> 	
	See drawing and painting skills	See 3D and painting skills	See drawing, painting and collage skill	See 3D skills	See textile skills	
Year 6	<p>Zentangle animals (RE link)</p> 	<p>William Morris block prints</p> 		<p>Ancient Greek Pottery</p> 	<p>Liz Atkin Perspective Work</p> 	<p>Landscapes (Hockney colour study)</p> 
	See drawing & painting skills	See printing skills		See 3D skills	Drawing Skills	See drawing and painting skills

Criteria in blue –assessment focuses (to award above, children need to be able to do all the criteria independently)					
	Know that:	Know how draw:	Know how to paint:	Know how to collage/ printing/ textiles	Know how to create 3D artwork:
Rec			Explore, use and refine a variety of artistic effects to express their ideas and feelings. Children to develop colour mixing techniques to enable them to match the colours they see and want to represent.	Create collaboratively, sharing ideas, resources and skills.	Create collaboratively, sharing ideas, resources and skills. Provide children with a range of construction materials
Key Stage 1 National Curriculum	<b>Key Stage 1 - At Key Stage 1 pupils should be taught:</b> (Collect ideas in Sketchbooks/Journals) -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. -To use a range of materials creatively to design and make products. -To know 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.				
Year 1	Know that Piet Mondrian uses primary colours and 2D shapes  Know that Claude Monet is an impressionistic landscape artist who uses thick paint and pointillism technique.  Know that Andy Goldsworthy creates sculptures from natural surroundings to create patterns and shapes.  Know the <b>primary colours</b> (red, blue and yellow) Know that 'drawn texture' is a visual representation of how something looks and feels -Know that <b>pattern</b> is a series of marks repeated. -Know that <b>pattern</b> in drawings and paintings can be used to represent <b>texture</b> and use adjectives (rough, bumpy, hard, soft) to describe. -Know that different <b>tones</b> of one colour can be represented through different media. -Know the difference between <b>2D &amp; 3D</b> art	<b>Drawing skills:</b> -Use images and symbols to name and describe feelings. <i>-Represent familiar objects by combining shapes.</i> <i>-Add detail to artwork.</i> -Colour own work neatly following the lines. -Draw lines of different sizes and thickness.	<b>Painting skills:</b> <i>-Hold a paintbrush correctly and apply paint with some control</i> -Use thick and thin brushes. -Mix paints from a limited range. -Combining materials and tools and enjoying how to achieve different effects, e.g. different size brushes, rollers, sponges, fingers.	<b>Collage/Printing/Textiles skills:</b> -Use combination of materials that are cut, torn and glued. -Sort and arrange materials. <i>-Join simple objects together</i> <i>-Fold, crumple, tear and overlap papers</i> <i>-Using joining processes such as tying and gluing.</i>	<b>Creating 3D artwork skills:</b> -Use rolled up paper, straws, paper, card and clay as materials. <i>-Replicate shapes in malleable materials, such as sphere, cube, cuboid, cylinder.</i>
		<b>Skills with line &amp; tone:</b> -Identify lines and shapes in different mediums -Experiment/explore lines of different marks using varying media -Produce lines of different thickness using different types of media. <i>-Understand that lines can go in different directions e.g. zig-zags, cross-hatching, waves and begin to develop associated language with this.</i> <i>-Explore moving pencil back and forth to improve pencil marks, lines, curves and outlines.</i> -Vary pressure to make darker and lighter areas. -Produce lines of different tone using different types of media.	<b>Skills with colour:</b> <i>-Mix primary colours to make secondary.</i> -Experiment colour mixing using the primary colours with oil pastels, chalks, wax crayons and pencils. -Select colours for an intended purpose, e.g. green for grass.	<b>Skills with texture:</b> -Investigate textures by describing, naming, rubbing, copying. <b>Skills with pattern:</b> -Replicate different and repeating patterns from observations.	<b>Skills with shape &amp; form:</b> -Practise sketching 2D shapes. <i>-Use a range of modelling materials, squeezing, pinching and rolling them to make familiar or fantasy objects</i>
Year 2	Know that Matisse uses collage.  Know that Lowry created cityscapes using charcoal.  -Know that <b>secondary colours</b> are orange, purple and green. -Know that colours can represent <b>emotions</b> in some forms of artwork. -Know that the dark and light areas are known as <b>tone</b> and that this gives <b>shape &amp; form</b> to a drawn object. -Know that using <b>cross-hatching</b> is a technique using line to add detail	<b>Drawing skills:</b> <i>-Drawing confidently from imagination.</i> <i>-Show pattern and texture by adding dots and lines.</i> <i>-Show different tones by using coloured pencils.</i> -Use drawing as the starting point for work in other materials.	<b>Painting skills:</b> -Adding white to colours to make tints and black to colours to make tones. -Experiment with a variety of tools to create different effects, e.g. brushes, sponges, fingers, twigs <i>-Select and use different brushes to make marks of different thickness</i>	<b>Collage/Printing/Textiles skills:</b> <i>-Joining, positioning and manipulating materials with some independence.</i> <i>-Press, roll, rub and stamp to find prints.</i> -Use objects to create prints	<b>Creating 3D artwork skills:</b> -Use a combination of shapes. -Include lines and texture. <i>-Use techniques such as rolling, cutting, moulding and carving.</i> <i>-Replicate patterns and textures in a 3D form</i>
		<b>Skills with line &amp; tone:</b> -Experiment/explore lines using varying media -Experiment/explore lines of different thickness and tone using a varying media <i>-Explore using the pencil back and forth to improve and refine pencil marks, lines, curves and outlines.</i> -Create marks for a desired outcome e.g. with the use of a viewfinder to use cross-hatching to create a close up of material. -Replicate a range of varying marks e.g. children create their own marking making bank appropriate to their age. -Explain their own mark-making bank using the correct terminology e.g. "this is cross-hatching because lines are crossing in two directions.	<b>Skills with colour:</b> -Create colour wheels. -Show control in the use of colour. -Group colours according to own personal experience and emotion. -Create as many light tones of one colour e.g. adding white into a colour or using less pressure on an oil pastel. <i>-Experiment mixing secondary colours (orange, purple, green) using oil pastels, chalks and wax crayons.</i>	<b>Skills with texture:</b> -Draw textures that represent how something looks and feels. -Mix materials to create texture. -Identify and discuss textures around us. <b>Skills with pattern:</b> <i>-Replicate different and repeating patterns and from observations and imagination.</i> -Draw repeated patterns and explore mirror images. -Make links between patterns/textures and real life objects.	<b>Skills with shape &amp; form:</b> -Sketch shapes 2D shapes/objects/pictures from observations -Recognising that tones gives form to an object – e.g. gets darker at the edge to show a curve. -Use varying pressure to create 4/5 tones

Key Stage 2 National Curriculum	<b>Key Stage 2 - At Key Stage 2 pupils should be taught:</b> (Collect ideas in sketchbooks: Annotate work to explain and elaborate on ideas.) To develop their techniques, using their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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, clay]. To know about great artists, architects and designers in history.				
	Know that:	Know how to draw:	Know how to paint:	Know how to collage/ print/ textiles:	Know how to create 3D artwork:
Year 3	<p>Know that Giacometti creates wire sculptures of the human form.</p> <p>Know that Kandinsky sees colours through music and uses repeated patterns</p> <p>Know <b>primary &amp; secondary</b> colours</p> <p>Know that that paint is used in different ways for different <b>effects</b>.</p> <p>Identify <b>complimentary colours</b> and <b>warm</b> and <b>cold colours</b> and can show these on a colour wheel.</p> <p>-Know and create lines drawn closely together is called <b>hatching</b>.</p> <p>Know what the <b>third dimension</b> is and explain how an artist creates this.</p>	<p><b>Drawing skills:</b></p> <p><i>-Sketch lightly (no need to use a rubber to correct).</i></p> <p>-Use different hardness of pencils to show line, tone and texture.</p> <p><i>-Represent objects with correct proportions.</i></p> <hr/> <p><b>Skills with line &amp; tone:</b></p> <p>-Experiment/explore lines and tone using varying media (pencil, crayon, pastel, charcoal, chalk).</p> <p><i>-Replicate a range of varying marks with increased control e.g. children develop their own marking making banks appropriate to their age.</i></p> <p>Draw continuous lines with intent (long straight lines, wavy lines with equal 'rise and fall'.</p> <p><i>-Apply tone to an object – e.g. gets darker at the edge to show a curve.</i></p> <p>-Use varying pressure to create 6/7 tones.</p> <p>-Sketch 3D shapes/objects from observations to represent form.</p>	<p><b>Painting skills:</b></p> <p>-With guidance, add detail to work.</p> <p><i>-Use a number of brush techniques using thick and thin brushes, to produce shapes, textures, patterns and lines.</i></p> <hr/> <p><b>Skills with colour:</b></p> <p>-Begin to create as many dark tones of one colour without using black.</p> <p><i>-Accurately mix the secondary colours {orange, purple, green} using oil pastels, chalks, wax crayons and pencils.</i></p> <p>-Make some independent decisions about colour.</p>	<p><b>Collage/Printing/Textiles skills:</b></p> <p>-Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>-Make printing blocks (e.g. from coiled string glued to a block).</p> <p>-Colour fabric.</p> <hr/> <p><b>Skills with texture:</b></p> <p>-Apply texture techniques to a simple observational drawing.</p> <p>-Create surface textures with a wide range a media.</p> <p><b>Skills with pattern:</b></p> <p>-Replicate different and repeating patterns from observations, imagination and illustration.</p> <p><i>-Use fine motor control to create intricate patterns and textures e.g. using a view finder to focus in on a particular effect.</i></p>	<p><b>Creating 3D artwork skills:</b></p> <p><i>-Work independently with a wider range of materials to create an individual sculpture</i></p> <p>-Add materials to provide interesting detail.</p> <p>-Shape, form, model and construct malleable and rigid materials</p> <hr/> <p><b>Skills with shape &amp; form:</b></p> <p>-Begin to show an awareness of objects having a third dimension and perspective.</p> <p>-Recognise the impact that the direction of the shading has when creating form.</p> <p><i>-Experiment with various direction when creating form.</i></p>
Year 4	<p>Know that Klee's individual style was influenced by expressionism, cubism, and surrealism. Klee experimented with colour.</p> <p>-Know and create layers of lines in multiple directions is called <b>complex hatching</b>.</p> <p>-Know that dots of varying sizes together is called <b>stippling</b>.</p> <p>-Know what a <b>cross stich</b> and <b>back stich</b> are.</p> <p>-Know about <b>complementary colours</b> found on a colour wheel.</p>	<p><b>Drawing skills:</b></p> <p><i>Annotate sketches to explain and elaborate ideas.</i></p> <p><i>Use shading to show light and shadow.</i></p> <p><i>Use hatching and cross hatching to show tone and texture.</i></p> <hr/> <p><b>Skills with line &amp; tone:</b></p> <p><i>-Experiment with different grades of pencil and other implements to achieve variations in tone.</i></p> <p>-Create different and repeating textures from observations.</p> <p>-Experiment creating lines on small and large scale.</p> <p><i>-Replicate a range of varying marks whilst experimenting with scale e.g. creating zig-zags that get progressively larger.</i></p> <p>-Use dots of varying sizes</p> <p>-Through using stippling tone can be created e.g. the larger the space between the dots the lighter the tone.</p> <p>-Applying tone to a 3D object – e.g. gets darker at the edge to show a curve.</p> <p>-Use varying pressure to create 6-7 tones</p>	<p><b>Painting skills:</b></p> <p><i>-Use watercolour paint to produce washes for backgrounds and then add detail.</i></p> <p>-Experiment with creating mood.</p> <hr/> <p><b>Skills with colour:</b></p> <p>-Continue to create light and dark tones of one colour without the use of black and white.</p> <p><i>-Create their own colour wheel using chosen media.</i></p> <p>-Colour mix to create colour matches e.g. exploring an artist's work.</p>	<p><b>Collage/Printing/Textiles skills:</b></p> <p>Select and arrange materials for a striking effect.</p> <p><i>Ensure work is careful and precise.</i></p> <p>-Create weavings and use layers of two or more colours.</p> <p>-Use plaiting.</p> <p><i>Use precise repeating patterns.</i></p> <p>Shape and stich materials.</p> <p>Use basic cross stich and back stich.</p> <hr/> <p><b>Skills with texture:</b></p> <p><i>-Arrange materials to create a picture with textures and layers</i></p> <p><b>Skills with pattern:</b></p> <p>-Create different and repeating patterns from observations.</p> <p>-Create different and repeating patterns using a theme as a stimulus.</p> <p>-Create own abstract pattern to reflect personal experiences and expression. -Explore and create optical illusions e.g. experimenting with perspective.</p> <p><i>-Replicate patterns observed in natural or built environments.</i></p>	<p><b>Creating 3D artwork skills:</b></p> <p><i>-Use mouldable materials to create a large scale sculpture</i></p> <p>-Include texture that conveys feelings, expression or movement.</p> <hr/> <p><b>Skills with shape &amp; form:</b></p> <p>-Explore 3D form and begin to experiment using rubbers to lighten.</p> <p>-Use pivotal hand motion in the appropriate direction to shade 3D shape e.g. curve direction for a sphere.</p> <p><i>-Construct a sculpture that has natural and manmade objects</i></p>
Year 5	<p>Know that Picasso portraits showed multiple angles at once and used bright colours. (cubism)</p> <p>Know that Mola artists work with hand-made textile that forms part of the traditional women's clothing of the indigenous Guna people from Panamá and Colombia, South America.</p>	<p><b>Drawing skills:</b></p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflections.</p> <p><i>Use lines to represent movement.</i></p> <hr/> <p><b>Skills with line &amp; tone:</b></p>	<p><b>Painting skills:</b></p> <p>Sketch (lightly) before painting to combine line and colour.</p> <p><i>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</i></p> <p>Combine colours to enhance the mood of a piece.</p> <hr/> <p><b>Skills with colour:</b></p> <p><i>-Use colour mixing skills to create depth.</i></p>	<p><b>Collage/Printing/Textiles skills:</b></p> <p>Build up a layer of colours with different materials. Choose from a range of stitching techniques.</p> <p><i>-Use tools in a safe way</i></p> <hr/> <p><b>Skills with texture:</b></p>	<p><b>Creating 3D artwork skills:</b></p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p><i>Use tools to carve and add shapes, textures and pattern.</i></p> <hr/> <p><b>Skills with shape &amp; form:</b></p>

	<ul style="list-style-type: none"> <li>-Know that artists use specific drawing techniques and can talk about the effects of these.</li> <li>-Know that artists use different colours to create <b>atmosphere, moods and emotions</b>. Can give specific examples of these.</li> <li>-Know what <b>composition, scale and proportion</b> are and can give examples of these in paintings.</li> <li>-Know a range of stitching techniques (name them)</li> <li>-Know what works well and needs improving in their own work</li> <li>-Know how artists create the <b>illusion of movement</b> in paintings</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of varying marks whilst experimenting with depth and detail e.g drawing lines closer together will give the effect of depth.</li> <li>-Through using stippling, tone can be created alongside shading.</li> <li><i>-Draw for a sustained period of time at an appropriate level.</i></li> <li>-Use different drawing techniques for different purposes i.e. stippling, hatching, and complex hatching within their own work.</li> <li><i>-Select a specific mark making technique to create depth or detail.</i></li> </ul>	<ul style="list-style-type: none"> <li>-Colour match colours to create a specific atmosphere/mood/emotions.</li> <li>-Discuss why artists use specific colours</li> <li>-Explore the use of pattern and texture in colour e.g. by applying colour through using different techniques.</li> </ul>	<ul style="list-style-type: none"> <li><i>-Create different and repeating textures from observations and imagination.</i></li> <li>-Select the most appropriate texture to create an optical illusion</li> <li>-Mix textures (rough and smooth, plain and patterned).</li> </ul> <p><b>Skills with pattern:</b></p> <ul style="list-style-type: none"> <li>-Create different and repeating patterns from observations and imagination.</li> <li>-Create symmetrical patterns</li> <li>-Select the most appropriate pattern to create an optical illusion</li> </ul>	<ul style="list-style-type: none"> <li>-Use varying pressure of shading to give form and to show depth of field.</li> <li>-Explore 3D form and begin to experiment using rubbers to lighten the tone on an image.</li> <li>-Use varying pressure to create 8 /10 tones.</li> <li>-Use a continuous appropriate pressure to create three dimensional objects e.g. large-scale final pieces.</li> <li>-Use a single focal point and horizon to develop simple perspective in their work.</li> <li><i>-Begin to develop an awareness of composition, scale and proportion in their paintings.</i></li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>-Know that William Morris used black printing and repeated patterns during the Victorian era.</li> <li>-Know that Van Gogh was an Impressionistic artist who used a thick painting techniques to create texture and depth.</li> <li>-Know that an observer's eye will be drawn to darker and lighter shades within a final piece.</li> <li>-Know why (and can give examples why) artists use specific colours e.g. pop artists using solely primary colours.</li> <li>-Know why specific drawing techniques are used to create <b>perspective</b></li> <li>-Know what <b>composition, scale and proportion</b> are.</li> <li>-Know what works well and needs improving in their own work</li> </ul>	<p><b>Drawing skills:</b></p> <ul style="list-style-type: none"> <li><i>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</i></li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionist).</li> <li><i>-Work in a sustained and independent way to develop their own style of drawing.</i></li> </ul> <p><b>Skills with line &amp; tone:</b></p> <ul style="list-style-type: none"> <li>-Use a range of varying marks whilst experimenting with depth, detail, density and space e.g. creating stippling marks closer together will represent a denser object.</li> <li>-Explore the impact of stippling marks using different thickness of media.</li> <li>-Vary pressure to create a desired effect.</li> <li><i>-Draw for a sustained period of time over a number of sessions working on one piece.</i></li> <li>-Use tone skills learnt to create the illusion of space in an image e.g. applying light tones of colour to create the sense of space in an area.</li> <li>-Create balance in a picture by creating tonal contrast.</li> </ul>	<p><b>Painting skills:</b></p> <ul style="list-style-type: none"> <li>Use brush techniques and the qualities of paint to create texture.</li> <li><i>Develop a personal style of painting, drawing upon ideas from other artists.</i></li> </ul> <p><b>Skills with colour:</b></p> <ul style="list-style-type: none"> <li>-Create a colour palette based upon colours observed in the natural or built world.</li> <li>-Use colour-mixing skills to create depth.</li> <li>-Colour match colours to create specific atmosphere/mood/emotions.</li> <li>-Explore the use of pattern and texture in colour e.g. by applying colour using different techniques.</li> <li><i>-Mix colour shades and tones with confidence, whilst building on prior knowledge.</i></li> </ul>	<p><b>Collage/Printing/Textiles skills:</b></p> <ul style="list-style-type: none"> <li>Use ceramic mosaic materials and techniques.</li> <li>Combine visual and tactile qualities.</li> <li>Combine previously learned techniques to create pieces.</li> </ul> <p><b>Skills with texture:</b></p> <ul style="list-style-type: none"> <li><i>-Create different and repeating textures from observations, imagination and illustration.</i></li> </ul> <p><b>Skills with pattern:</b></p> <ul style="list-style-type: none"> <li>Create different and repeating patterns from observations, imagination and illustration.</li> <li>Use pattern and technique to add detail to an image that can be built up over time.</li> <li>Create an accurate pattern showing fine detail.</li> </ul>	<p><b>Creating 3D artwork skills:</b></p> <ul style="list-style-type: none"> <li>Use frameworks (such as moulds or wire) to provide stability and form.</li> <li>Combine visual and tactile qualities.</li> <li>Use clay to practise pinching, coiling and using a slip to add texture and detail.</li> </ul> <p><b>Skills with shape &amp; form:</b></p> <ul style="list-style-type: none"> <li><i>-Create a prototype of a model, e.g. plasticine model</i></li> <li><i>-Confidently create detailed and intricate shapes with malleable materials</i></li> </ul>

**End Points in Year 1**

Drawing	Painting	Collage/Print/Textiles	3D
<ul style="list-style-type: none"> <li>-Represent familiar objects by combining shapes.</li> <li>-Add detail to artwork.</li> <li>-Understand that lines can go in different directions e.g. zig-zags, cross-hatching, waves and begin to develop associated language with this.</li> <li>-Explore moving pencil back and forth to improve pencil marks, lines, curves and outlines.</li> </ul>	<ul style="list-style-type: none"> <li>-Hold a paintbrush correctly and apply paint with some control</li> <li>-Mix primary colours to make secondary.</li> </ul>	<ul style="list-style-type: none"> <li>-Join simple objects together</li> <li>-Fold, crumple, tear and overlap papers</li> <li>-Using joining processes such as tying and gluing.</li> </ul>	<ul style="list-style-type: none"> <li>-Replicate shapes in malleable materials, such as sphere, cube, cuboid, cylinder.</li> <li>-Use a range of modelling materials, squeezing, pinching and rolling them to make familiar or fantasy objects</li> </ul>
<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-A self-portrait with details for features</li> <li>-Experiment with a range of media, e.g. pencils, rubbers, crayons, pastels, charcoal &amp; chalk</li> <li>-Begin to control the types of marks made with the range of media</li> <li>-Evidence of experimenting with the use of line to create different effects</li> <li>-Draw from observation, combining techniques taught.</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Begin to experiment with a range of tools, e.g. brush sizes, fingers, twigs to apply paint.</li> <li>-Begin to show control over the mark making</li> <li>-Evidence of colour mixing skills</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Make simple marks and create a pattern</li> <li>-Use different tools to make marks and prints</li> <li>-Experiment with different materials and their effect, e.g. cork, sponge, cotton reels</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Draw different 2D &amp; 3D shapes</li> <li>-Design the 3D object adding some detail and decoration techniques</li> </ul>

**End Points in Year 2**

Drawing	Painting	Collage/Print/Textiles	3D
<ul style="list-style-type: none"> <li>-Drawing confidently from imagination.</li> <li>-Show pattern and texture by adding dots and lines.</li> <li>-Show different tones by using coloured pencils.</li> <li>-Explore using the pencil back and forth to improve and refine pencil marks, lines, curves and outlines.</li> </ul>	<ul style="list-style-type: none"> <li>-Select and use different brushes to make marks of different thickness</li> <li>-Experiment mixing secondary colours (orange, purple, green) using oil pastels, chalks and wax crayons.</li> </ul>	<ul style="list-style-type: none"> <li>-Press, roll, rub and stamp to find prints.</li> <li>-Joining, positioning and manipulating materials with some independence.</li> <li>-Replicate different and repeating patterns and from observations and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>-Use techniques such as rolling, cutting, moulding and carving.</li> <li>-Replicate patterns and textures in a 3D form</li> </ul>
<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-A self-portrait drawn confidently from imagination</li> <li>-Investigate tone by drawing light/dark lines, patterns &amp; shapes and using different grades of pencils</li> <li>-Draw lines and marks from observations</li> <li>-Demonstrate control over lines and mark making with crayons, pastels, charcoal, chalk, ink and pen.</li> <li>-Draw from observation, combining techniques taught.</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Begin to control the types of marks made in a range of painting techniques, e.g. layering, mixing media and adding texture.</li> <li>-Experimenting with mixing colours in different media</li> <li>-Evidence of using a suitable brush, e.g. for small marks, large spaces,</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Collect textures and patterns to inform other work</li> <li>-Use materials to make a clean printed image</li> <li>-Experiment with overprinting motifs and colour</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Collect different examples of patterns and textures from magazines/ newspapers</li> <li>-Draw 3D shapes to collect ideas for model making</li> </ul>

### End Points in Year 3

Drawing	Painting	Collage/Print/Textiles	3D
<ul style="list-style-type: none"> <li>-Sketch lightly (no need to use a rubber to correct).</li> <li>-Represent objects with correct proportions.</li> <li>-Replicate a range of varying marks with increased control e.g. children develop their own marking making banks appropriate to their age.</li> <li>-Apply tone to an object – e.g. gets darker at the edge to show a curve.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a number of brush techniques using thick and thin brushes, to produce shapes, textures, patterns and lines.</li> <li>-Accurately mix the secondary colours {orange, purple, green} using oil pastels, chalks, wax crayons and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>-Use coiling, overlapping, tessellation, mosaic and montage.</li> <li>-Use fine motor control to create intricate patterns and textures e.g. using a view finder to focus in on a particular effect.</li> </ul>	<ul style="list-style-type: none"> <li>-Work independently with a wider range of materials to create an individual sculpture</li> </ul>
<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Use sketchbooks to collect and record visual information from different sources as well as planning out ideas</li> <li>-Annotate work expressing ideas, likes and dislikes</li> <li>-Draw a self-portrait with correct proportions for the face</li> <li>-Begin to represent facial expressions</li> <li>-Create a mark making bank developing intricate patterns and mark making</li> <li>-Evidence of choosing different pencils for different effects</li> <li>-Draw from observation, combining techniques taught.</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Evidence of washes, blocking colour and using thicker paint effects and creating some textures</li> <li>-Evidence of choosing colours for effect</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Evidence of mono-printing and relief printing</li> <li>-Evidence of three colour printing</li> <li>-Evidence of choosing different objects to create texture in printing</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Use a sketchbook to plan and develop ideas before moving into 3D sculpture</li> </ul>

### End Points in Year 4

Drawing	Painting	Collage/Print/Textiles	3D
<ul style="list-style-type: none"> <li>-Annotate sketches to explain and elaborate ideas. Use shading to show light and shadow.</li> <li>-Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>Use hatching and cross hatching to show tone and texture.</li> <li>-Replicate a range of varying marks whilst experimenting with scale e.g. creating zig-zags that get progressively larger.</li> </ul>	<ul style="list-style-type: none"> <li>-Use watercolour paint to produce washes for backgrounds and then add detail.</li> <li>-Create their own colour wheel using chosen media.</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure work is careful and precise.</li> <li>-Replicate patterns observed in natural or built environments.</li> <li>-Use precise repeating patterns.</li> <li>-Arrange materials to create a picture with textures and layers</li> </ul>	<ul style="list-style-type: none"> <li>-Use mouldable materials to create a larger scale sculpture that has natural and manmade materials</li> <li>-Experiment with various direction when creating form.</li> </ul>
<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Use sketchbooks to collect and record visual information from different sources as well as planning out ideas</li> <li>-Annotate work expressing ideas, likes and dislikes</li> <li>-Draw a self-portrait and use different mark making and tone for effect</li> <li>-Draw for a sustained period of time, developing the drawing through line &amp; tone</li> <li>-Begin to include in their drawings third dimension and perspective</li> <li>-Draw from observation, combining techniques taught.</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Start to develop a painting from a drawing</li> <li>-Show evidence of colour mixing with annotation of the mood/emotion of the colours</li> <li>-Independently choose appropriate colours, shades and tones.</li> <li>-Work in the style of a selecting artist (not copying)</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Evidence of independent repeating patterns</li> <li>-Collect evidence of different patterns and textures in the environment, e.g. magazines, newspapers, photographs</li> <li>-Experiment with textures and layers</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Use a sketchbook to plan and develop ideas before moving into 3D sculpture</li> <li>-Draw pictures of completed sculpture and through written annotations show evidence of understanding the effect of the piece and how it can be improved</li> </ul>



**End Points in Year 5**

Drawing	Painting	Collage/Print/Textiles	3D
<ul style="list-style-type: none"> <li>-Use lines to represent movement.</li> <li>-Draw for a sustained period of time at an appropriate level.</li> <li>-Select a specific mark making technique to create depth or detail.</li> </ul>	<ul style="list-style-type: none"> <li>-Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>-Use colour mixing skills to create depth.</li> </ul>	<ul style="list-style-type: none"> <li>-Create different and repeating textures from observations and imagination.</li> <li>-Use tools in a safe way</li> </ul>	<ul style="list-style-type: none"> <li>-Use tools to carve and add shapes, textures and pattern.</li> <li>-Begin to develop an awareness of composition, scale and proportion in their paintings.</li> </ul>
<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Use sketchbooks to collect and record visual information from different sources as well as planning out ideas</li> <li>-Annotate work expressing ideas, likes and dislikes</li> <li>-Work in a sustained way to create a detailed drawing</li> <li>-Use different techniques for a purpose. Annotate sketches to evidence ideas understanding of effect</li> <li>-Draw a self-portrait, evidence own style of drawing</li> <li>-Begin to use media and techniques (line &amp; tone) to represent movement in figures and forms</li> <li>-Draw from observation, combining techniques taught.</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Confidently control the types of marks made and experiment with different effects and textures. Annotate paintings to evidence understand of the effects.</li> <li>-Choose colours to create atmosphere in a painting</li> <li>-Start to develop their own style, mixing colours, shades and tones with increasing confidence.</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Use sketchbooks to plan how to develop work from different starting points.</li> <li>-Show evidence of evaluating work in response to feedback</li> <li>-Experiment with different marks to represent stiches that will be included in textiles piece</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Use the sketchbook to plan a sculpture through drawing</li> <li>-Use the sketchbook to plan how to join parts of the sculpture</li> <li>-Draw pictures of completed sculpture and through written annotations show evidence of understanding the effect of the piece and how it can be improved</li> <li>-Annotations in sketchbook evidence understanding of techniques taught and their effect</li> </ul>

**End Points in Year 6**

Drawing	Painting	Collage/Print/Textiles	3D
<ul style="list-style-type: none"> <li>-Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>-Work in a sustained and independent way to develop their own style of drawing.</li> <li>-Draw for a sustained period of time over a number of sessions working on one piece.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>-Mix colour shades and tones with confidence, whilst building on prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>-Create different and repeating textures from observations, imagination and illustration.</li> <li>-Create an accurate pattern showing fine detail.</li> </ul>	<ul style="list-style-type: none"> <li>-Create a prototype of a model, e.g. plasticine model</li> <li>-Confidently create detailed and intricate shapes with malleable materials</li> </ul>
<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Use sketchbooks to collect and record visual information from different sources as well as planning out ideas</li> <li>-Annotate work expressing ideas, likes and dislikes</li> <li>-Draw a self-portrait, evidencing a confident style</li> <li>-Work in a sustained and independent way to develop their own style of drawing</li> <li>-Use different techniques for different purposes. Annotations evidence understanding of effect.</li> <li>-Show evidence of composition, scale and proportion in their drawings.</li> <li>-Experiment with simple perspective using a single focal point and horizon.</li> <li>-Draw from observation, combining techniques taught.</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Work in a sustained and independent way to develop their own style of painting. The style may develop through colour, tone and shade.</li> <li>-Show evidence through annotations of evaluating what works well in their painting and what needs to be improved.</li> <li>-Purposely control the types of marks made and show evidence of experimentation with use of colour.</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Collect ideas and inspiration from photographs, magazines, other artists work. Through annotation show development of ideas.</li> <li>-Experiment with overlaying different prints</li> </ul>	<p>Evidence of skills in sketchbooks</p> <ul style="list-style-type: none"> <li>-Use the sketchbook to plan ideas for 3D work, showing evidence of development of ideas through annotations</li> <li>-Take inspiration from pottery work from history, use sketchbook to evidence response to examples</li> <li>-Draw pictures of completed piece and through written annotations show evidence of evaluation and response to feedback</li> </ul>