

National Curriculum Art

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

Key stage 1

Pupils should be taught to:

- a range of materials creatively to design and make products
- 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
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between practises and disciplines, and making links to their own work

Key stage 2

Pupils should be taught 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.

Pupils should be taught:

- 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)
- about great artists, architects and designers in history

Learning Objective	Activity	Expressive arts and design			Expressive Art and Design Skills
		30 – 50 months	40-60+ months/ Early Learning Goal	Exceeding	Vocab
<ul style="list-style-type: none"> AD1.1 Use a range of materials creatively to design and make products AD1.2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination AD1.3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. AD1.4 Learn 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. 	<p>All about me Using paints self portrait of ourselves in our uniforms.</p> <p>My family pencil portrait.</p> <p>Autumn Leaf printing. Clay hedgehogs</p> <p>Eid Creating Mendhi patterns</p> <p>Diwali Create own Diwali patterns and shapes using different media and materials</p> <p>Bonfire Bonfire and firework paintings using art straws. 3D bonfire models using cocktail sticks.</p> <p>Funnybones Collaging the funnybones characters using straws</p> <p>Remembrance Day Creating poppies using paints and tissue paper.</p> <p>Elmer Colour Mixing Artist: Wassily Kandinsky</p>	<p>Speaking (30-50 months)</p> <ul style="list-style-type: none"> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Builds up vocabulary that reflects the breadth of their experiences. <p>Moving and Handling (30-50 months)</p> <ul style="list-style-type: none"> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. <p>Writing (30-50 months)</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. <p>Exploring and using media and materials (30-50 months)</p> <ul style="list-style-type: none"> Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. 	<p>Speaking (40-60+ months)</p> <ul style="list-style-type: none"> Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>Speaking (ELG)</p> <ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. <i>-They can recognise and describe key features of their own and others’ work.</i> <i>-They can explain what they are doing.</i> <p>Moving and Handling (40-60+ months)</p> <ul style="list-style-type: none"> Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Begins to use anticlockwise movement and retrace vertical lines. <p>Moving and Handling (ELG)</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Writing (40-60+ months)</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. <p>Exploring and using media and materials (40-60+ months)</p> <ul style="list-style-type: none"> Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. 	<p>Speaking (Exceeding)</p> <p>Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p> <p><i>-Shows interest in and describe what they think about the work of others.</i></p> <p>Moving and Handling (Exceeding)</p> <p>They hold paper in position and use their preferred hand for writing, using a correct pencil grip. Using pencil with excellent control.</p> <p>Exploring and using media and materials (Exceeding)</p> <p>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p><i>-Experiments with an open mind.</i></p> <p><i>-Can try out a range of materials and</i></p>	<p>Drawing: Line, straight, curve, thick, thin, shade, weight</p> <p>Painting: Primary colours: red, yellow, blue Secondary colours: green, purple, orange. Tertiary colours: brown, violet, cyan, turquoise, burgundy etc. Cool and warm colours. Mix, light, dark Design, brush strokes,</p> <p>Printing: Design, block</p> <p>Textiles: Texture,</p>

	<p>Owl Babies Observational owl drawings using pastels.</p> <p>The Christmas Story Christmas story drawings using pencils</p> <p>Wintry Worlds Creating polar bears using cotton wool, paints and glue. 3D igloos using sugar cubes. Penguin drawings and paintings.</p> <p>Chinese New Year Creating a 3D dragon. Painting animals in the race.</p> <p>Valentine's Day Creating Valentine's Day cards</p> <p>Mothers Day Mother's Day cards and portraits</p> <p>Easter Easter cards and Easter Egg making</p> <p>World Book Day Painting World Book Day characters</p> <p>People Who help us Jobs and hobbies paintings</p> <p>Living Things</p>	<ul style="list-style-type: none"> • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. <p>Being Imaginative (30-50 months)</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 	<ul style="list-style-type: none"> • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Exploring and using media and materials (ELG) Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative (40-60+ months)</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. <p>Being Imaginative (ELG) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><i>processes and recognise that they have different qualities.</i></p> <p>Being Imaginative (Exceeding) Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p>	<p>rough, smooth, soft, hard</p> <p>3D: 2 dimensional, 3 dimensional, shape</p> <p>Collage: Cut, tear, layer</p> <p>ICT: Edit, change, improve</p> <p>Knowledge: Style, mood,</p>
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		<p>Amazing animals pictures</p> <p>Growing and Planting Flower and plant observational drawings</p> <p>The Very Hungry Caterpillar Create a paper mache caterpillar</p> <p>Butterflies Creating symmetrical butterflies using 2D shapes.</p> <p>Tadpoles Tadpole life cycle drawings</p> <p>Dear Zoo Animal portraits</p> <p>Father's Day Creating Father's Day cards</p> <p>Healthy Living Week Creatin rainbow fruit patterns using fruit</p> <p>Handa's surprise Fruit art observational drawings using watercolours.</p>				
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**End of year skills
within each year
group**

Skills

Generating Ideas

*Skills of Designing and
Developing Ideas*

Making

*Skills of Marking Art,
Craft and Design*

Evaluating

*Skills of Judgement
and Evaluation*

**Knowledge and
understanding**

*Acquiring and applying
knowledge to inform
progress*

By the end of EYFS pupils should be able to:

Generating Ideas

Skills of Designing and Developing Ideas

1. Work purposefully responding to colours, shapes, materials etc.
2. Create simple representations of people and other things

Making

Skills of Marking Art, Craft and Design

3. Work spontaneously and enjoy the act of making/creating
4. Sustain concentration and control when experimenting with tools and materials

Evaluating

Skills of Judgement and Evaluation

5. Recognise and describe key features of their own and others' work

By the end of EYFS pupils should be able know:

Knowledge and understanding

Acquiring and applying knowledge to inform progress

6. That art, (design and craft) is made by artists exhibiting care and skill and is valued for its' qualities
7. How to explain what they are doing

Learning Objective	Activity	Art Skills			Vocab
		Working Towards	Working At	Working Above	
<ul style="list-style-type: none"> AD1.1 Use a range of materials creatively to design and make products AD1.2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination AD1.3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space AD1.4 Learn 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. 	<p>Holidays AD1.1, 1.2, 1.3, 1.4 Drawings using pencils and pencil crayons, painting. Exploring the colour wheel. Artist Georges Seurat</p>	<p>Beginning to use a range of media and materials to draw giving meanings to the different marks made by exploring with pointillism.</p> <p>Begin to have an understanding of using colours for purpose and how colours can be mixed to make other colours.</p> <p>Begin to understand about the work of Georges Seurat</p>	<p>Experiments with an open mind using a range of media and materials including pencils, pencil crayons and paints effectively using colour, shape, curves and line for purpose. Can make thick and thin markings on their paper. Can use small dots to create a picture using pointillism.</p> <p>Has a good understanding of the primary colours and how these can be mixed to make further colours.</p> <p>Shows interest in and describes what they think about the work of others.</p> <p>Shows an understanding of the work of Georges Seurat and can talk about how the artist has used techniques to create the art work. Can ask sensible questions about a piece of art.</p>	<p>Experiments and explores with a range of different materials and uses effectively to draw for purpose. Uses pointillism with more accuracy.</p> <p>Use vocabulary in detail with a detailed understanding of using drawing to record ideas and experiences.</p> <p>Understands a range of primary, secondary and tertiary colours and how these can be mixed to create other colours.</p> <p>When looking at their work and the work of others they can express clear preferences and give some reasons for these.</p> <p>Demonstrates a detailed understanding of the work of Georges Seurat and how the techniques and skills have been used using an appropriate vocabulary (knowing the names of tools and colours they have used).</p>	<p>Drawing: Line, straight, curve, thick, thin, shade, weight</p> <p>Painting: Primary colours: Red, yellow, blue. Secondary colours: Green, purple, orange Tertiary colours: Brown, violet, cyan, turquoise, burgundy etc.</p> <p>Cool and warm colours</p> <p>Mix, light, dark design, brush, strokes</p> <p>Printing: Design, block</p> <p>Textiles: Texture, rough, smooth, soft, hard 3D: 2 dimensional, 3 dimensional, shape</p> <p>Collage: Cut, tear, layer ICT: Edit, change, improve Knowledge: Style, mood</p>
	<p>Day + Night AD1.1, 1.2, 1.3, 1.4 Shading and Painting Creating Diva lamps using clay Owl collage Artist Van Gogh</p>	<p>Beginning to use a shading technique to create a day and night effect.</p> <p>Beginning to develop some art techniques such as using colour for purpose. Beginning to create different textures through cutting and tearing paper and card when creating an owl collage.</p> <p>Beginning to cut, roll and coil using clay to create diva lamps and using different design techniques such as using pattern and shape.</p> <p>Begin to understand about the work of Van Gogh.</p>	<p>Uses a range of media and materials including pencils and paints and effectively using design techniques such as shading, colour, pattern and texture.</p> <p>Can cut and tear paper and card effectively to create a collage.</p> <p>Uses clay effectively to cut, roll, coil and sculpt to create diva lamps. Uses a variety of design techniques such as pattern and shape in order to achieve the intended result.</p> <p>Uses vocabulary correctly to describe their piece of art work and the different techniques they have used.</p> <p>Shows interest in and describes what they think about the work of others.</p> <p>Shows an understanding of the work of Van Gogh and can talk about how the artist has used techniques to create the art work. Can ask sensible questions about a piece of art.</p>	<p>Experiments and explores with a range of different material and uses a variety of different design techniques effectively and creatively.</p> <p>Uses vocabulary accurately to explain their understanding of using different design techniques in detail and why they have chosen them.</p> <p>When looking at their work and the work of others they can express clear preferences and give some reasons for these.</p> <p>Demonstrates a detailed understanding of the work on Van Gogh and explain how Van Gogh has used different techniques and skills using an appropriate vocabulary (knowing the names of tools and colours they have used).</p>	

	<p>Plants + Animals AD1.1, 1.2, 1.3, 1.4 Sketching, bark, rubbings, painting bridge Sculpting using air-drying clay Artist Claude Monet</p>	<p>Beginning to use a range of media and materials to draw and paint giving meanings to the different marks made.</p> <p>Beginning to add texture by using tools.</p> <p>Beginning to explore with some techniques such as colour, shape and texture whilst using media such as bark.</p> <p>Beginning to understand the work of Claude Monet</p>	<p>Uses a range of media and materials including pencils, pencil crayons and paints effectively using colour, shape, texture and lines for purpose. Can use thick and thin brushes as appropriate.</p> <p>To confidently make different shapes using clay by cutting, rolling and coiling material.</p> <p>Uses vocabulary correctly and has a good understanding of how to use different techniques for different purposes.</p> <p>Shows interest in and describes what they think about the work of others.</p> <p>Shows an understanding of the work of Claude Monet and can talk about how the artist has used techniques to create the art work. Can ask sensible questions about a piece of art.</p>	<p>Experiments and explores with a range of different materials and uses effectively to draw and paint for purpose.</p> <p>Deliberately chooses to use particular techniques for a given purpose (when sculpting with clay).</p> <p>Use vocabulary in detail with a detailed understanding of drawing and painting in different ways.</p> <p>Uses vocabulary accurately to explain their understanding of using different design techniques in detail and why they have chosen them.</p> <p>When looking at their work and the work of others they can express clear preferences and give some reasons for these.</p> <p>Demonstrates a detailed understanding of the work on Claude Monet and explain how he used different techniques and skills using an appropriate vocabulary (knowing the names of tools and colours they have used).</p>	
	<p>Buildings AD1.1 3D house pictures, colour mixing. Using boxes to create Artist Friedrich Hundertwasser</p>	<p>Beginning to use a range of media and materials to design and make products.</p> <p>Beginning to have an understanding of using colours for purpose and how colours can be mixed to make other colours.</p> <p>Beginning to make different kinds of shapes.</p> <p>Beginning to understand the work of Friedrich Hundertwasser.</p>	<p>Uses a range of media and materials effectively in order to create 3D shapes.</p> <p>Use vocabulary correctly and has a good understanding of the primary colours and how these can be mixed to make further colours.</p> <p>Shows an understanding of the work of Friedrich Hundertwasser and can talk about how the artist has used techniques to create the art work. Can ask sensible questions about a piece of art.</p>	<p>Experiments and explores with a range of different materials and uses effectively to create 3D shapes most suitable for the purpose.</p> <p>Understands a range of primary, secondary and tertiary colours and how these can be mixed to create other colours.</p> <p>Demonstrates a detailed understanding of the work of Friedrich Hundertwasser and explain how he used different techniques and skills using an appropriate vocabulary (knowing the names of tools and colours they have used).</p> <p>Understands that different forms of creative works are made by artists from all cultures and times.</p>	

		<p>Be Healthy AD1.2, 1.3 Drawings using pencils, create healthy food plate.</p> <p>Designs linked to current topics for be healthy e.g Wimbledon-tennis t-shirt, World Cup.</p>	<p>Beginning to use drawing to share their healthy food experiences and give meaning to the marks they have made.</p> <p>Begin to have an understanding of using colours for purpose and how colours can be mixed to make other colours.</p>	<p>Uses pencils and pencil crayons effectively to draw different shapes for each fruit. Can draw lines of different thickness.</p> <p>Use vocabulary correctly and has a good understanding of the primary colours and how these can be mixed to make further colours. Can choose the correct colours for a purpose and explain why.</p>	<p>Experiments and explores with pencils and pencil crayons effectively to draw for purpose. Can explain why they have chosen to draw a certain shape.</p> <p>Use vocabulary in detail with a detailed understanding of drawing in different ways.</p> <p>Understands a range of primary, secondary and tertiary colours and how these can be mixed to create other colours.</p>	
<p>End of year skills within each year group</p> <p>Skills</p> <p>Generating Ideas <i>Skills of Designing and Developing Ideas</i></p> <p>Making <i>Skills of Marking Art, Craft and Design</i></p> <p>Evaluating <i>Skills of Judgement and Evaluation</i></p> <p>Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i></p>	<p>By the end of Year 1 pupils should be able to:</p> <p>Generating Ideas <i>Skills of Designing and Developing Ideas</i></p> <ol style="list-style-type: none"> 1. Recognise that ideas can be expressed in art work 2. Experiment with an open mind (<i>for instance, they enthusiastically try out and use all materials that are presented to them</i>) <p>Making <i>Skills of Marking Art, Craft and Design</i></p> <ol style="list-style-type: none"> 3. Try out a range of materials and processes and recognise that they have different qualities 4. Use materials purposefully to achieve particular characteristics or qualities <p>Evaluating <i>Skills of Judgement and Evaluation</i></p> <ol style="list-style-type: none"> 5. Show interest in and describe what they think about the work of others <p>By the end of Year 1 pupils should know:</p> <p>Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i></p> <ol style="list-style-type: none"> 6. How to recognise and describe some simple characteristics of different kinds of art, craft and design 7. The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use 					

Learning Objective	Activity	Art Skills			Vocab
		Working Towards	Working At	Working Above	
<ul style="list-style-type: none"> AD1.1 Use a range of materials creatively to design and make products AD1.2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination AD1.3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space AD1.4 Learn 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. 	<p>Celebrations AD1.2, 1.3 to use drawing, sketching, painting and sculpture to develop and share their ideas, experiences and imagination AD 1.2 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space AD 1.3</p> <p>Queen Portrait Artist -Lucian Freud</p>	<p>Beginning to use drawing using different grades of pencil.</p> <p>Beginning to develop art techniques such as using colour. Begin to create different ones using light and dark.</p> <p>Beginning to draw lines of different shapes and thickness.</p> <p>Shows interest in and describe what they think about the work of others' portraits.</p> <p>Beginning to recognise and describe how Lucian Freud uses specific techniques and skills and begins to use these in their own work.</p>	<p>Uses pencils to record ideas and experiences and uses different grades of pencil for appropriate effect.</p> <p>Can create different tones using light and dark effectively.</p> <p>Can draw lines of different shapes and thickness.</p> <p>Can evaluate their own portrait by making clear preferences and give some reason for these.</p> <p>Can explain the different techniques and skills that Lucian Freud has used and understand where these have come from.</p>	<p>Shows confidence when using different grades of pencil and can explain why they have chosen to use them in different parts of their work.</p> <p>Uses vocabulary accurately to explain their understanding of using line and colour and show this through their piece of work.</p> <p>Takes the time to reflect upon their own work by describing what they like and dislike about their portrait and what they could do in order to improve it.</p> <p>Can describe in detail the work of Lucian Freud and how their work is similar or different to that of Lucian Freud.</p>	<p>Drawing: Horizontal, Landscape, sketch, thumbnail sketches, vertical</p> <p>Painting: Medium, tint, shades, tones</p> <p>Printing: Pattern, repetition,</p> <p>Textiles: Symmetry, texture</p> <p>3D: 2 dimensional, 3 dimensional, shape, Proportion,</p> <p>Collage: Layer</p> <p>ICT: Symbol</p> <p>Knowledge:</p>
	<p>Dressing Up AD1.1, 1.2, 1.3, 1.4 to use a range of materials creatively to design and make products AD 1.1 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination AD 1.2 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space AD 1.3 about the work of a range of artists, craft makers and designers, describing the differences and</p>	<p>Beginning to use a range of materials creatively to design and make products.</p> <p>Beginning to develop a wide range of art and design techniques such as using colour, pattern and shape when printing.</p> <p>Beginning to create print using pressing, rolling, rubbing and stamping.</p> <p>Shows interest in and describe what they think about the work of others' printing designs.</p> <p>Beginning to print in the style of Andy Warhol and describe some simple characteristics of his work.</p>	<p>Uses a range of media and materials creatively and effectively to design and make products.</p> <p>Can use a range of art and design techniques such as colour, pattern and shape.</p> <p>Can evaluate their own printing by making clear preferences and give some reason for these.</p> <p>Uses appropriate vocabulary correctly and has a good understanding of how to create different prints.</p> <p>Shows an understanding of the work of Andy Warhol and how art is made from different cultures and times.</p>	<p>Experiments and explores with a range of different materials and uses effectively to paint for purpose.</p> <p>Uses vocabulary accurately to explain their understanding of printing and how they have used printing within their own piece of work.</p> <p>Takes the time to reflect upon their own work by describing what they like and dislike about their printing and what they could do in order to improve it.</p> <p>Can describe in detail the work of Andy Warhol and how their work is similar or different to that of Andy Warhol.</p>	<p>ICT: Symbol</p> <p>Knowledge:</p>

		<p>similarities between different practices and disciplines, and making links to their own work. <i>AD 1.4</i> Symmetrical design collage.</p> <p>Artist: Andy Warhol</p>				
		<p>Transport AD 1.4 Talk 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. Collage materials to create transport.</p> <p>Artist –Frida Kahlo Portraits</p>	<p>Beginning to cut and tear paper and card effectively to create a group collage.</p> <p>Shows interest in and describe what they think about the work of others' collage designs.</p> <p>Can describe some simple characteristics of Frida Kahlo's work.</p>	<p>Can use collaging techniques such as fringing, curling and scrunching to create a group collage.</p> <p>Uses vocabulary correctly and has an understanding of how to create a collage using different techniques.</p> <p>Can evaluate their own collage by making clear preferences and give some reason for these.</p> <p>Can talk about the work of Frida Kahlo and can talk about the skills and techniques she has used.</p>	<p>Can experiment with, and test the qualities of a range of different materials and techniques for collaging and can select these appropriately to create their own work.</p> <p>Takes the time to reflect upon their own work by describing what they like and dislike about their collage and what they could do in order to improve it.</p> <p>Can describe in detail about the work of Frida Kahlo and can explain how they have used similar of different techniques in their own work.</p>	
		<p>Where we Live AD 1.2, 1.3 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</p> <p>Artist - Lowry – Paint and Pastels</p>	<p>Beginning to use paint and pastels to create a landscape.</p> <p>Beginning to develop a range of art and design techniques such as using colour for purpose.</p> <p>Can describe some simple characteristics of Lowry's work.</p>	<p>Can use paint and pastels effectively to create a landscape in response to Lowry's work.</p> <p>Deliberately chooses to use colour for a given purpose.</p> <p>Uses appropriate vocabulary to talk about the techniques and processes used (knows the tools and colours they have used).</p> <p>Can talk about the work of Lowry and can talk about the skills and techniques he has used.</p>	<p>Experiments and explores with a range of different materials such as paints and pastels and selects appropriately to create their own work.</p> <p>Use vocabulary in detail and can explain how to use some of the tools and techniques they have chosen to work with.</p> <p>Demonstrates a detailed understanding of the work of Lowry and explain how they have used similar or different techniques in their own work.</p>	

End of year skills within each year group

Skills

Generating Ideas

Skills of Designing and Developing Ideas

Making

Skills of Marking Art, Craft and Design

Evaluating

Skills of Judgement and Evaluation

Knowledge and understanding

Acquiring and applying knowledge to inform progress

By the end of Year 2 pupils should be able to:

Generating Ideas

Skills of Designing and Developing Ideas

1. Try out different activities and make sensible choices about what to do next
2. Use drawing to record ideas and experiences

Making

Skills of Marking Art, Craft and Design

3. Deliberately choose to use particular techniques for a given purpose
4. Develop and exercise some care and control over the range of materials they use (*for instance, they do not accept the first mark but seek to refine and improve*)

Evaluating

Skills of Judgement and Evaluation

5. When looking at creative work, express clear preferences and give some reasons for these (*for instance, be able to say "I like that because..."*)

By the end of Year 2 pupils should be able know:

Knowledge and understanding

Acquiring and applying knowledge to inform progress

6. That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times
7. and be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary (*for instance, they know the names of the tools and colours they use*)

Learning Objective	Activity	Art Skills			Vocab
		Working Towards	Working At	Working Above	
<ul style="list-style-type: none"> AD1.1 Use a range of materials creatively to design and make products AD2.1 To create sketch books to record their observations and use them to review and revisit ideas AD2.2 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] AD2.3 About great artists, architects and designers in history 	<p>Puppets AD1.1, 2.1 Designing own puppets. Analyse and design. Sewing puppets, joining fabric together.</p>	<p>Beginning to use my sketch book to design my puppet and express my ideas to produce a final piece of art.</p> <p>Beginning to use one type of stich to create a puppet.</p> <p>Beginning to join fabric together.</p> <p>Expresses preferences when looking at different puppets and gives some reasons for these.</p> <p>Beginning to use appropriate vocabulary to talk about the materials and techniques they have used.</p>	<p>Can use my sketch book for planning and shaping ideas.</p> <p>Can use more than one type of stitch.</p> <p>Can join fabric together to create a puppet shape. Can use sewing to add detail to my piece of work.</p> <p>Can reflect upon their own puppet making and say that they like and dislike and what they could do to improve it.</p> <p>Uses vocabulary accurately to explain how to use some of the materials and techniques they have used.</p>	<p>Uses sketchbook purposefully to improve understanding, inform ideas and plan for an outcome.</p> <p>Can attach different elements using stitching, using loop stitch, straight stitch, running or cross-stitch</p> <p>Regularly reflects upon their work and uses comparisons with the work of other pupils and artists to identify how to improve.</p> <p>Uses vocabulary in detail and knows about, and can demonstrate how the tools they have chosen to work with should be used effectively and with safety.</p>	<p>Drawing: Blending, crosshatch.</p> <p>Painting: Bleeding, Complementary colours, Harmonious colours Intensity wash</p> <p>Printing: Block Opaque</p> <p>Textiles: Back stitch, blanket stitch</p> <p>3D: Clay-Additive technique, Scoring, slab, slip, wedging</p> <p>Collage: Mixed media</p> <p>ICT:</p> <p>Knowledge: Transparent, translucent, resist, opaque</p>
	<p>Dinosaurs AD2.2, 2.3 Using pencils to sketch and draw dinosaurs. Study HB pencils, shading. Uses straws to collage. Painting dinosaurs then create using clay. Artist – Charles Knight</p>	<p>Beginning to explore shading, using different grades of pencil to achieve a range of light and dark tones.</p> <p>Beginning to cut straws of different sizes to create a skeleton for a dinosaur.</p> <p>Beginning to use a range of brushes when using paint.</p> <p>Beginning to use clay to make own sculpture.</p> <p>Expresses preferences when looking at different dinosaur art work and gives some reasons for these.</p> <p>Beginning to explore the work of Charles Knight and know this is from another period of time by using appropriate vocabulary.</p>	<p>Use different grades of pencils to create different tones, shades and textures and understand how to use them for appropriate effect.</p> <p>Can cut straws of different sizes with scissors and arrange /stick these on a surface for a purpose (skeleton for dinosaur).</p> <p>Can independently select appropriately a range of brushes to create their own work</p> <p>Can use clay to create own sculpture and can add onto my work to create texture and shape.</p> <p>Can reflect upon their own dinosaur art work and say that they like and dislike and what they could do to improve it.</p> <p>Uses vocabulary accurately to talk about the work of Charles Knight and can talk about the skills and techniques he has used.</p>	<p>Confidently uses different grades of pencil and applies the technical skills to improve the quality of their work.</p> <p>Confidently creates different sized straws with scissors and can arrange these with precision and say why they have chosen to do it in this way.</p> <p>Applies technical skills when using paint brushes and can select different paintbrushes for different purposes.</p> <p>Investigates the nature and quality of clay and the processes that are used systematically.</p> <p>Regularly reflects upon their work and uses comparisons with the work of other pupils and artists to identify how to improve.</p> <p>Uses vocabulary in detail to talk about and describe some of the key ideas, techniques and working practises of Charles Knight.</p>	

	<p>Mayan – Chocolate printing. Fresco painting.</p>	<p>Can use collaging techniques such as fringing, curling and scrunching to create a group collage.</p> <p>Expresses preferences when looking at different art work and gives some reasons for these.</p> <p>Beginning to explore Fresco art work and know this is from another period of time by using appropriate vocabulary.</p>	<p>Can select and use appropriately a variety of different materials and techniques for their collage and show awareness of colour blocking and texture.</p> <p>Can reflect upon their own Mayan art work and say that they like and dislike and what they could do to improve it.</p> <p>Uses vocabulary accurately to talk about the work of Fresco and can talk about the skills and techniques he has used.</p>	<p>Can confidently apply the technical skills they are learning in order to improve the quality of their work.</p> <p>Regularly reflects upon their work and uses comparisons with the work of other pupils and artists to identify how to improve.</p> <p>Uses vocabulary in detail to talk about and describe some of the key ideas, techniques and working practises of Fresco.</p>	
<p>End of year skills within each year group</p> <p>Skills</p> <p>Generating Ideas <i>Skills of Designing and Developing Ideas</i></p> <p>Making <i>Skills of Marking Art, Craft and Design</i></p> <p>Evaluating <i>Skills of Judgement</i></p>	<p>By the end of Year 3 pupils should be able to:</p> <p>Generating Ideas <i>Skills of Designing and Developing Ideas</i></p> <ol style="list-style-type: none"> 1. Gather and review information, references and resources related to their ideas and intentions. 2. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. <p>Making <i>Skills of Marking Art, Craft and Design</i></p> <ol style="list-style-type: none"> 3. Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. 4. Select, and use appropriately a variety of materials and techniques in order to create their own work. <p>Evaluating <i>Skills of Judgement and Evaluation</i></p> <ol style="list-style-type: none"> 5. Take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before</i> 				

and Evaluation

Knowledge and understanding

Acquiring and applying knowledge to inform progress

6. *explaining to their teacher what they like and what they will do next.*

By the end of Year 3 pupils should be able know:

Knowledge and understanding

Acquiring and applying knowledge to inform progress

7. About and describe the work of some artists, craftspeople, architects and designers.
8. And be able to explain how to use some of the tools and techniques they have chosen to work with.

Learning Objective	Activity	Art Skills				Vocab
		Working Towards	Working At	Working Above		
<ul style="list-style-type: none"> AD2.1 To create sketch books to record their observations and use them to review and revisit ideas AD2.2 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] AD2.3 About great artists, architects and designers in history 	<p>Monarchs AD2.1, 2.2 Queen Elizabeth 1. Using pencils to draw facial expressions.</p>	<p>Beginning to use pencil to show facial expressions and body language in my sketches.</p> <p>Beginning to explore with strategies for creating facial features.</p> <p>Beginning to use a sketchbook for planning and shaping ideas.</p> <p>Can reflect upon their work and say what they like and dislike about their work.</p> <p>Beginning to use vocabulary in order to explain how they have used some of their tools and techniques.</p>	<p>Uses different grades of pencil to create line, tone, shape and marks (facial expressions) with care to represent things seen, imagined or remembered.</p> <p>Can use different strategies for creating facial features in in my work.</p> <p>Can use sketchbook to purposefully improve understanding, inform ideas and plan for an outcome (facial expressions).</p> <p>Regularly reflects upon their work and uses comparisons with the work of other pupils and artists to identify how to improve.</p> <p>Uses vocabulary correctly and knows about, and can demonstrate how the tools they have chosen to work with should be used effectively and with safety.</p>	<p>Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.</p> <p>Confidently uses their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>Confidently uses sketchbook for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Regularly analyses and reflects on their progress taking account of what they hoped to achieve.</p> <p>Uses vocabulary in detail to describe the processes they are using and how they hope to achieve high quality outcomes.</p>	<p>Drawing: still life, tone, vanishing point, guidelines</p> <p>Painting: Middle ground, depth, design</p> <p>Printing: Reflection</p> <p>Textiles:</p> <p>3D: form, free form</p> <p>Collage:</p> <p>ICT: Design</p> <p>Knowledge: Organic, perspective, composition , context, contour lines, contrast, focal point, foreground, genre, impressionism.</p>	
	<p>Rainforests AD2.1, 2.2, 2.3 Leaf art. Colour printing using pastels and wax. Using different grade pencils. Repeating patterns. Reflections.</p>	<p>Beginning to use different pencils to create shade and texture.</p> <p>Beginning to use and explore with different techniques (wax resist).</p> <p>Beginning to use vocabulary in order to explain how they have used some of their tools and techniques.</p>	<p>Can use different pencils effectively and knows which ones to use to create different shades and textures.</p> <p>Can use the wax resist technique effectively to create a leaf scene with reflection.</p> <p>Regularly reflects upon their work and uses comparisons with the work of other pupils and artists to identify how to improve.</p> <p>Uses vocabulary correctly and knows about, and can demonstrate how the tools they have chosen to work with should be used effectively and with safety.</p>	<p>Can confidently investigate and exploit the potential of new and unfamiliar materials.</p> <p>Uses wax to effectively reflect their ideas and intentions.</p> <p>Regularly analyses and reflects on their progress taking account of what they hoped to achieve.</p> <p>Uses vocabulary in detail to describe the processes they are using and how they hope to achieve high quality outcomes.</p>		
	<p>Volcanoes and Earthquakes AD2.2, 2.3 Drawing before and after eruption of a</p>	<p>Beginning to use charcoal and oil pastels to show contrast.</p>	<p>Can use charcoal and oil pastels effectively to show contrast.</p> <p>Regularly reflects upon their work and uses</p>	<p>Uses charcoal and oil pastels to effectively reflect their ideas and intentions.</p>		

	<p>volcano. Using colour before then charcoal after to show contrast. Artist – Andy Warhol</p>	<p>Beginning to use different techniques uses by Andy Warhol to create a piece of art work in his style.</p>	<p>comparisons with the work of other pupils and artists to identify how to improve.</p> <p>Uses vocabulary correctly to talk about the different techniques and working practices used by Andy Warhol and can talk about how they have used these in their own work.</p>	<p>Regularly analyses and reflects on their progress taking account of what they hoped to achieve.</p> <p>Can research and discuss the ideas of Andy Warhol, taking account of his particular cultural context and intentions.</p>	
	<p>Romans AD2.1, 2.2 Design mosaic. Making mosaic using tiles.</p>	<p>Beginning to use sketchbook in order to design a ceramic Roman mosaic and border.</p> <p>Beginning to combine visual and tactile qualities.</p> <p>Beginning to use tiles to create their own ceramic Roman mosaic.</p>	<p>Can use sketchbook to design a ceramic Roman mosaic and border and can use it to adapt and improve my original ideas.</p> <p>Can investigate and combine visual and tactile qualities of materials and processes.</p> <p>Can use tiles effectively to create their own ceramic Roman mosaic.</p>	<p>Confidently uses sketchbook for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Can combine visual and tactile qualities of materials and processes effectively and can match these qualities to the purpose of the work.</p>	

End of year skills within each year group

Skills

Generating Ideas

Skills of Designing and Developing Ideas

Making

Skills of Marking Art, Craft and Design

Evaluating

Skills of Judgement and Evaluation

Knowledge and understanding

Acquiring and applying knowledge to inform progress

By the end of Year 4 pupils should be able to:

Generating Ideas

Skills of Designing and Developing Ideas

1. select and use relevant resources and references to develop their ideas.
2. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. *(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)*

Making

Skills of Marking Art, Craft and Design

3. investigate the nature and qualities of different materials and processes systematically.
4. apply the technical skills they are learning to improve the quality of their work. *(for instance, in painting they select and use different brushes for different purposes)*

Evaluating

Skills of Judgement and Evaluation

5. regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.

By the end of Year 4 pupils should be able know:

Knowledge and understanding

Acquiring and applying knowledge to inform progress

6. about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.
7. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.

Learning Objective	Activity	Art Skills			Vocab
		Working Towards	Working At	Working Above	
<ul style="list-style-type: none"> AD2.1 To create sketch books to record their observations and use them to review and revisit ideas AD2.2 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] AD2.3 About great artists, architects and designers in history 	<p>Through the Ages AD2.2 Using pencils to draw. Sketching people moving into different positions – moving to straight.</p>	<p>Beginning to organise line to represent figures and forms in movement and proportion.</p> <p>Uses a sketchbook to improve understanding, inform ideas and plan for an outcome.</p> <p>Can reflect upon work and can compare with others.</p>	<p>Can organise line, shape and colour to represent figures and forms in movement and proportion.</p> <p>Confidently uses sketchbook for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Uses vocabulary accurately and has a good understanding of how to represent figures in movement.</p> <p>Regularly analyses and reflects on their progress taking account of what they hoped to achieve.</p>	<p>Independently selects and effectively uses relevant processes in order to create successful and finished work.</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p> <p>Uses technical vocabulary and techniques for modifying the qualities of different materials and processes.</p> <p>Provides a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and contexts behind the work.</p>	<p>Drawing: Horizon line Painting: Action painting Printing: Reflection Textiles:</p> <p>3D: Foreshortening Collage:</p> <p>ICT:</p> <p>Knowledge: Negative space, aerial, perspective, art elements, chiaroscuro, drybrush</p>
	<p>Settlements AD2.3 Using pencils to sketch. Design and make a building out of wood.</p>	<p>Beginning to identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Uses a sketchbook to improve understanding, inform ideas and plan for an outcome.</p> <p>Beginning to experiment with materials and processes to design and make 3D form.</p>	<p>Can identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Confidently uses sketchbook for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Can experiment with and combine materials and processes to design and make 3D form.</p> <p>Can use vocabulary to describe the processes they are using.</p>	<p>Independently takes action to refine their skills in order to improve their mastery of techniques.</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p> <p>Uses technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>	
	<p>Ancient Greece AD2.2, 2.3 Making clay Greek pots. Design then make clay pot. Paint clay pot.</p>	<p>Beginning to experiment with materials and processes to design and make 3D form.</p> <p>Uses a sketchbook to improve understanding, inform ideas and plan for an outcome.</p>	<p>Can experiment with and combine materials and processes to design and make 3D form.</p> <p>Confidently uses sketchbook for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Can sculpt effectively using clay and other</p>	<p>Independently takes action to refine their skills in order to improve their mastery of techniques.</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p>	

		<p>Beginning to sculpt clay and other mouldable materials.</p> <p>Beginning to become familiar with the work of others (Ancient Greeks) by using sources of information.</p>	<p>mouldable materials.</p> <p>Understands and can talk about the work of others (Ancient Greeks) by looking at my work in books, the internet and other sources of information.</p>	<p>Can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked,</p>	
	<p>Castle Hill AD2.2, 2.3 Uses pencils and charcoal to create Castle Hill and surrounding area in Roger Davies style of art. Use acrylic paints. Artist – Roger Davies</p>	<p>Beginning to use pencils and charcoal to shade to create mood and feeling.</p> <p>Beginning to paint in the style of Roger Davies, using acrylic paints.</p> <p>Can describe some of the key ideas of Roger Davies.</p>	<p>Can use pencils and charcoals effectively to shade to create mood and feeling.</p> <p>Can identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Can discuss the ideas and approaches of Roger Davies taking account of his particular cultural context and intentions.</p>	<p>Uses pencil confidently to communicate emotion and a sense of self with accuracy and imagination.</p> <p>Independently takes action to refine their skills in order to improve their mastery of techniques.</p> <p>Can describe, interpret and explain the work, ideas and working practices of Roger Davies taking account of the influence of the different historical, cultural and social contexts in which they worked,</p>	
	<p>Mission to Mars AD2.2, 2.3 Charcoal and pastel pictures, creating a picture in Peter Thorpe's style. Printing rockets Artist – Peter Thorpe</p>	<p>Beginning to use charcoal and pastels in the style of Peter Thorpe.</p> <p>Can print using at least four colours.</p> <p>Can reflect upon work and can compare with others.</p>	<p>Can use charcoal and pastels in the style of Peter Thorpe and experiment with the different styles he has used.</p> <p>Can create an accurate print design that meets a given criteria, using a number of colours.</p> <p>Can discuss the ideas and approaches of Peter Thorpe taking account of his particular cultural context and intentions.</p> <p>Regularly analyses and reflects on their</p>	<p>Can explain why they have chosen their specific technique in relation to charcoal and oil pastels.</p> <p>Can look carefully at the methods they use and make decisions about the effectiveness of their printing methods.</p> <p>Can describe, interpret and explain the work, ideas and working practices of Peter Thorpe taking account of the influence of the different historical, cultural and social</p>	

				<p>progress taking account of what they hoped to achieve.</p>	<p>contexts in which he worked, Provides a reasoned evaluation of both their own and Peter Thorpe's work which takes account of the starting points, intentions and contexts behind the work.</p>	
		<p>Day of the Dead AD2.2, 2.3 Flowered Patterns, symmetrical, intricate detail, bright colours. Artist – David Lozeau</p>	<p>Beginning to use and organise line, shape and colour to represent a symmetrical pattern.</p> <p>Can reflect upon work and can compare with others.</p> <p>Can describe some of the key ideas of David Lozeau.</p>	<p>Can use and organise line, shape and colour to represent a symmetrical pattern which effectively represents their ideas and intentions.</p> <p>Can discuss the ideas and approaches of David Lozeau taking account of his particular cultural context and intentions.</p> <p>Regularly analyses and reflects on their progress taking account of what they hoped to achieve.</p>	<p>Can explain why they have chosen their specific drawing technique.</p> <p>Can describe, interpret and explain the work, ideas and working practices of David Lozeau taking account of the influence of the different historical, cultural and social contexts in which he worked,</p> <p>Provides a reasoned evaluation of both their own and David Lozeau's work which takes account of the starting points, intentions and contexts behind the work.</p>	
<p>End of year skills within each year group</p> <p>Skills</p> <p>Generating Ideas <i>Skills of Designing and Developing Ideas</i></p> <p>Making <i>Skills of Marking Art, Craft and Design</i></p> <p>Evaluating <i>Skills of Judgement and Evaluation</i></p> <p>Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i></p>	<p>By the end of Year 5 pupils should be able to:</p> <p>Generating Ideas <i>Skills of Designing and Developing Ideas</i></p> <p>1. engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>2. confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Making <i>Skills of Marking Art, Craft and Design</i></p> <p>3. confidently investigate and exploit the potential of new and unfamiliar materials (<i>for instance, try out several different ways of using tools and materials that are new to them</i>)</p> <p>4. use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>Evaluating <i>Skills of Judgement and Evaluation</i></p> <p>5. regularly analyse and reflect on their progress taking account of what they hoped to achieve</p> <p>By the end of Year 5 pupils should be able know:</p> <p>Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i></p>					

6. research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.

7. how to describe the processes they are using and how they hope to achieve high quality outcomes

Learning Objective	Activity	Art Skills			Vocab
		Working Towards	Working At	Working Above	
<ul style="list-style-type: none"> AD2.2 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] AD2.3 About great artists, architects and designers in history 	In the News AD2.2, 2.3 Painting and Sketching. Pointillism. Shading. Creating art gallery to evaluate. CFPM Artist – Georges Seurat	<p>Can combine pattern, tone and shape that reflect their ideas and intentions.</p> <p>Can explain the processes they have used.</p> <p>Beginning to use pointillism in the style of Georges Seurat.</p>	<p>Can use a wide range of techniques in their work to communicate emotion and a sense of self using pointillism. Uses tiny dots of varying colour to create an image.</p> <p>Can explain their own style and what their work is influenced by.</p> <p>Can create work which is open to interpretation by the audience.</p> <p>Provides a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and contexts behind the work.</p> <p>Can use vocabulary correctly to describe, interpret and explain the work, ideas and working practices of Georges Seurat taking account of the influence of the different historical, cultural and social contexts in which he worked.</p>	<p>Can investigate, combine and manipulate materials and images, taking account of purpose and audience. To create subtle variations in colour to generate depth in their work using pointillism.</p> <p>Can analyse and evaluate their own and others' work, express opinions and make reasoned judgements.</p> <p>Can adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.</p> <p>Provides good knowledge and understanding around the continuity and change in the purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world.</p>	
	Maquettes/ Discrete AD2.2, 2.3 Create their own model/sculpture using a variety of different materials.	<p>Beginning to create models on a range of scales.</p> <p>Beginning to include both visual and tactile elements in their work.</p> <p>Beginning to justify the materials they have chosen.</p> <p>Can explain the processes they have used.</p>	<p>Independently takes action to refine their skills in order to improve their mastery of pointillism. (to create a pattern through distinct spots of colour to create a clear image).</p> <p>Can include both visual and tactile elements in their work by selecting and using relevant processes to create successful and finished work.</p> <p>Can justify the materials they have chosen.</p> <p>Provides a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and contexts behind the work.</p>	<p>Can apply and extend their experience of range of materials and processes, refining their control of tools and techniques.</p> <p>Can analyse and evaluate their own and others' work, express opinions and make reasoned judgements.</p> <p>Can adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.</p> <p>Provides good knowledge and understanding around the visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences.</p>	

	<p>End of year skills within each year group</p> <p>Skills</p> <p>Generating Ideas <i>Skills of Designing and Developing Ideas</i></p> <p>Making <i>Skills of Marking Art, Craft and Design</i></p> <p>Evaluating <i>Skills of Judgement and Evaluation</i></p> <p>Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i></p>	<p>By the end of Year 6 pupils should be able to:</p> <p>Generating Ideas <i>Skills of Designing and Developing Ideas</i></p> <ol style="list-style-type: none"> 1. independently develop a range of ideas which show curiosity, imagination and originality 2. systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i> <p>Making <i>Skills of Marking Art, Craft and Design</i></p> <ol style="list-style-type: none"> 3. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques 4. Independently select and effectively use relevant processes in order to create successful and finished work <p>Evaluating <i>Skills of Judgement and Evaluation</i></p> <ol style="list-style-type: none"> 5. provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work <p>By the end of Year 6 pupils should be able know:</p> <p>Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i></p> <ol style="list-style-type: none"> 6. how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. 7. about the technical vocabulary and techniques for modifying the qualities of different materials and processes. 					

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