

## Art and Design Curriculum End Points

EYFS	KS1			KS2		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>By the end of Reception,</p> <p>Children know there are 3 Primary colours and these can mix to make other colours</p> <p>They explore creating lines of different thickness and tone using a range of media.</p> <p>Explore cutting, sticking, joining, wrapping, weaving, and ways of applying paint.</p> <p>They can share and talk about what they have made and how they have made it.</p>	<p>By the end of Year 1</p> <p>Children can talk about preferences of artworks and give a reason</p> <p>Mix primary colours to make secondary moving towards predicting resulting colours.</p> <p>Begin to have more control over the types of marks made with a range of media including pencils and brushes.</p> <p>Sort and arrange materials carefully to create an image</p> <p>Shape and model materials for a purpose including clay.</p>	<p>By the end of Year 2,</p> <p>Children begin to describe the work of notable artists and designers and talk about their styles</p> <p>understand that a variety of colours can be mixed to make different colours, shades and tones</p> <p>Use thick and thin brushes to produce shapes, patterns and lines.</p> <p>Control the types of marks made and can explore tone, patterns, shape and space with a range of media.</p> <p>Use a combination of materials that are cut,</p>	<p>By the end of Year 3,</p> <p>Children can name some famous artists and art movements.</p> <p>Compare works of art and talk about style colour and techniques</p> <p>Use sketchbooks to collect information, record sketches and record preferences for artwork.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively to create warm and cool colours and use</p>	<p>By the end of Year 4,</p> <p>Children can name some famous artists and art movements.</p> <p>Comment on artworks using visual language e.g. line, shape, pattern, colour, texture, form</p> <p>Use sketchbooks to develop ideas, collect information, sketches and resources.</p> <p>Make annotations and evaluations of own work and those of notable artists</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes,</p>	<p>By the end of Year 5,</p> <p>Children can name a variety of artists and can notice differences between different art movements they have been exposed to.</p> <p>Comment on artworks using visual language</p> <p>Use sketchbooks independently to develop ideas, practise techniques, collect information, sketches and resources.</p> <p>Make annotations and evaluations of own work and those of notable artists.</p> <p>Comment on other students sketchbooks</p> <p>Purposely control the types of marks made</p>	<p>By the end of Year 6,</p> <p>Children are able to name a variety of artists and different art movements</p> <p>Comment on artworks using visual language and its influence and impact on history and culture.</p> <p>Use sketchbooks to collect information, sketches and resources and present ideas imaginatively and independently</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Purposely control the types of marks made</p>

	<p>Use a variety of give objects to create prints and build a printed image</p> <p>They can talk about what they have made and how they could improve it.</p>	<p>torn and glued to make an image</p> <p>Know that threads are woven to create a pattern.</p> <p>Weave paper using three colours to create a pattern.</p>	<p>paint to add pattern and detail.</p> <p>Experiment with different media e.g. pen and ink, charcoal.</p> <p>Use different hardness of pencils to show line, tone and texture. Begin to sketch lightly Use basic shading to show light and shadow.</p> <p>Make careful observational drawings.</p> <p>Select and arrange materials for a striking effect. Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage</p> <p>Print using two colours and a variety of materials.</p>	<p>textures, patterns and lines.</p> <p>Mix colours effectively to create warm and cool colours and use paint to add pattern and detail. Experiment with creating mood with colour.</p> <p>They use light and dark within drawing and painting and show understanding of complementary colours.</p> <p>Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly Use hatching and cross hatching to show tone and texture.</p> <p>They develop accuracy when completing</p>	<p>and experiment with different effects, textures, line, tone and pattern to create a piece in a chosen style</p> <p>Create original pieces that show a range of influences.</p> <p>Draw from close observation to capture fine, details using line, tone shade</p> <p>Sketch (lightly) using a variety of shading techniques to create light, shadow and texture eg hatching, cross hatching scumbling, stippling etc</p> <p>How to use simple rules of perspective in drawings of figures and buildings.</p> <p>Mix and use colour to reflect mood and atmosphere. Use paint application techniques</p>	<p>and experiment with different effects, textures, line, tone and pattern to create a piece in a chosen style.</p> <p>Create original pieces that show a range of influences and styles</p> <p>They understand when and how to adapt their artwork appropriately and begin to develop their own style.</p> <p>Draw from close observation to capture fine, details using line, tone shade</p> <p>Sketch lightly using a variety of shading techniques to create light, shadow and texture eg hatching, cross hatching scumbling, stippling etc</p> <p>How to use simple rules of perspective in</p>
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			<p>Create, patterns/ mark, sculptures with a variety of media</p> <p>Record pattern in the environment and Design and make patterns on a range of surfaces (Symmetry)</p> <p>Adapt and refine ideas as they progress.</p>	<p>observational drawings.</p> <p>Select and arrange materials for a striking effect. Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage</p> <p>Create, patterns/ mark, sculptures with a variety of media Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Record pattern in the environment and Design and make patterns on a range of surfaces (Symmetry)</p> <p>They can begin to independently decide which technique would be best to complete a</p>	<p>to create a specific effect.</p> <p>Use brush techniques and the qualities of paint to create texture</p> <p>Know how to select appropriate media and techniques to achieve a specific outcome</p> <p>Show some life-like qualities and real-life proportions.</p> <p>How to create images and scenes through relief printing using card or polystyrene Print with 3 or more colour overlays</p> <p>They adapt their work according to their views and describe how they might develop it further, annotating their work</p>	<p>drawings of figures and buildings.</p> <p>Use the qualities of watercolour and acrylic paints and combine colours, tones and tints to enhance the mood of a piece</p> <p>Use brush techniques and the qualities of paint to create texture</p> <p>Develop a personal style drawing upon ideas from other artists.</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Know how to select appropriate media and techniques to achieve a specific outcome</p> <p>How to create images and scenes through</p>
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				<p>final piece after exploration and modelling of skills</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc.          Use tools to carve and add shapes, texture and pattern.          Combine visual and tactile qualities</p>	<p>relief printing using card or polystyrene          Print with 3 or more colour overlays</p> <p>They adapt their work according to their views and describe how they might develop it further, annotating their work.</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Use tools to carve and add shapes, texture and pattern.          Combine visual and tactile qualities</p>
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