



Art

Early Years and Key Stage 1

	EYFS: Nursery	EYFS: Reception	Year 1	Year 2	End of Key Stage Expectations
Drawing	<p>Through weekly planned topic linked Activities:</p> <p>I can explore colour and how colours can be changed.</p> <p>I can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>I can explore what happens when I mix colours.</p>	<p>Through weekly planned topic linked Activities:</p> <p>I can manipulate materials to achieve a planned effect.</p> <p>I can combine different media to create new effects.</p> <p>I can safely use and explore a variety of materials, tools and techniques.</p> <p>I can create simple representations of events, people and objects.</p>	<p>Turner (steam trains) I can create moods in my drawings. Journeys</p> <p>I can draw lines of different shapes and thickness, using 2 different grades of pencil (H and B). Journeys</p> <p>I can create different tones using light and dark. Seaside</p> <p>I can show patterns and texture in my drawings. Journeys</p>	<p>Andy Warhol (Superheroes) I can use three different grades of pencil in my drawing (4B, 8B, HB). London and Planet Earth</p> <p>I can use charcoal, pencil and pastels. London</p> <p>I can create different tones using light and dark. London and Superheroes</p> <p>I can show patterns and texture in my drawings. London and Superheroes</p> <p>I can use a viewfinder to focus on a specific part of an artefact before drawing it. London</p>	<p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> - 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
Painting	<p>I can experiment to create different textures.</p> <p>I can construct with a purpose in mind, using a variety of resources.</p> <p>I can use simple tools and techniques competently and appropriately.</p>	<p>I can select appropriate resources and adapt work where necessary.</p> <p>I can experiment with colour, design, texture, form and function.</p> <p>I can use what I have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>I can represent my own ideas, thoughts and feelings through art.</p>	<p>Henri Matisse (still life) and Van Gogh (Seaside)</p> <p>I can take inspiration from an artist to express something about myself in my painting. Keeping Healthy</p> <p>I can create moods in my paintings. Keeping Healthy</p> <p>I can choose to use thick and thin brushes as appropriate. Seaside</p> <p>I can paint a picture of something I can see. Toys & Seaside</p> <p>I can name the primary and secondary colours. Toys</p>	<p>Monet (London skyline paintings)</p> <p>I can mix paint to create all the secondary colours. London</p> <p>I can make tints by adding white. London</p> <p>I can make tones by adding black. London</p>	
Textiles				<p>Daniel Harris (Craft Maker - London Cloth Company) I can group fabrics and threads by colour and texture. Planet Earth</p> <p>I can weave with fabric and thread. Planet Earth</p> <p>I can use collage to create fire with black silhouettes to represent the building. London</p>	
Knowledge	<p>Giuseppe Arcimboldo (fruit and veg art) I can construct with a purpose in mind, using a variety of resources. Celebrations</p> <p>Andy Goldsworthy-natural art/photography- I can experiment to create different textures. Growing</p> <p>Wassily Kandinsky- I can use lines to enclose a space, and then begin to use these shapes to represent objects. Maths (SSM)</p>	<p>L.S. Lowry-people I can create simple representations of events, people and objects. Celebrations throughout the World.</p> <p>Mary Delaney-mosaics I can combine different media to create new effects. Seasons</p> <p>Piet Mondrian-straight lines/rectangles I can experiment with colour, design, texture, form and function. Maths (SSM)</p>	<p>Edward Weston (still life photographer) I can describe what I can see and like in the work of another artist. Keeping Healthy/Journeys</p> <p>I can ask sensible questions about a piece of art. Keeping Healthy</p> <p>I can create a piece of work in response to another artist's work. Seaside (Van Goch)</p>	<p>Andy Warhol (Superheroes) and Marvel (Designers) I can create a piece of work in response to another artist's work. Superheroes</p> <p>Alison Lapper (London) and Anish Kapoor (Science) I can say how artists have used materials, colour, pattern and/or shape in sculpture. London and Materials Science Unit London's most iconic sculptures old and new (Trafalgar Square Lions and Alison Lapper's sculpture)</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - 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.



Art

Key Stage 2

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Drawing	<p>Quentin Blake (Roald Dahl English Unit) I can show facial expressions in my drawings. Roald Dahl English Unit</p> <p>I can use my sketches to produce a final piece of work. Roald Dahl English Unit/ Ancient Britain</p> <p>I can use different grades of pencil shade to show different tones and texture (2H to 6H and 2B to 6B). Roald Dahl English Unit/Ancient Britain</p>	<p>London Theatre Costume Design David Walker (Costume Designer) I can organise line, tone, shape and colour to represent figures and forms of movement. Shakespeare/Romans</p> <p>I can show reflections. Shakespeare</p> <p>I can explain why I have chosen specific materials to draw with. Shakespeare</p>	<p>I can identify and draw simple objects, and use marks and lines to produce texture. Invaders and Settlers</p> <p>I can successfully use shading to create mood and feeling. Film (animation) find famous animator SJ</p>	<p>I can create sketches communicate emotions and a sense of self with accuracy and imagination. Sayers Croft</p> <p>I can explain why I have combined different tools to create their drawings. Freedom</p> <p>I can explain why I have chosen specific drawing techniques. Freedom</p>	<p>Pupils should be taught</p> <ul style="list-style-type: none"> - 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. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
Painting	<p>I can say where each of the primary and secondary colours sit on the colour wheel. Ancient Britain</p> <p>I can create a background using a wash. Ancient Egypt and Ancient Britain</p>	<p>Vincent Van Gogh and Deyanira Harris I can successfully use colour to create mood and feeling. Wild Weather/Asia</p> <p>I can create all the colours I need. Wild Weather/Asia</p>	<p>William Hunt I can create mood in my painting. Religious Education unit /Americans</p>	All the World's a stage - Y6 Production (links)	
3D	<p>Ewen Henderson (Ceramic Artist) I can sculpt clay. Ancient Egypt/ Ancient Britain</p>		<p>I can experiment with and process to design and make 3D form. Invaders and Settlers (settlement islands)</p>	<p>Paul Nash (War artist) I can experiment with and combine materials and processes to design and make 3D form. WW2</p> <p>I can sculpt clay and other mouldable materials. WW2</p>	
Sketch books	<p>Carl Warner I can use my sketch book to express feelings about a subject and to describe likes and dislikes. Food Glorious Food</p> <p>I can suggest improvements to my work by keeping notes in my sketch book. Ancient Egypt</p>	<p>I can keep notes about the purpose of my work in my sketch book. Romans and Shakespeare</p> <p>I can use my sketch book and compare and discuss ideas with others. Romans and Shakespeare</p>	<p>I can keep notes in my sketch book as to how I might develop my work further. Ancient Greece</p> <p>I can use my sketch book so it contains detailed notes, and quotes explaining about items. Ancient Greece</p>	<p>I can use my sketch book so it contains detailed notes, and quotes explaining about items. Freedom</p> <p>I can compare my methods to those of others and keep notes in their sketch books. Freedom</p> <p>I can adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in my sketch books. Freedom / All the World's a stage</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas



Knowledge	<p>Carl Warner (Year 3) and Andy Warhol (Year 2 <i>progression of knowledge</i>)</p> <p>I can compare the work of different artists. Food Glorious Food</p>	<p>Francis Fowke (Architect who designed the Natural History Museum which was built in a Romanesque revival style)</p> <p>I can explain art from other periods of history. Romans</p> <p>I can experiment with different styles which artist have used. Wild Weather/Romans</p> <p>Vincent Van Gough and Deyanira Harris</p> <p>I can learn about the work of others by looking at my work in my book, the internet, visit to galleries and other sources of information. Wild Weather</p>	<p>Robert Smirke (Architect who designed the British Museum's façade in a style inspired by Greek Revival)</p> <p>I can experiment with different styles which artists have used. Ancient Greeks and Religious Education unit</p> <p>I can talk about the work of others by looking at my work in books, the Internet, visits to galleries and other sources of information. Ancient Greeks and October Gallery visit for Amazing Americas</p> <p>I can say what my work is influenced by. Ancient Greeks and Religious Education unit</p>	<p>Basil Spence (Architect – Coventry Cathedral WW2 - Modernist/Brutalist style)</p> <p>I can make a record about the styles and qualities in my work and the work of famous architects. WW2</p> <p>Paul Nash (War artist)</p> <p>I can say what my work is influenced by. WW2</p>	<p>Pupils should be taught:</p> <p>- about great artists, architects and designers in history.</p> <p>Designer?</p>
-----------	--	--	---	--	---