



Early Years and Key Stage 1

	EYFS	Year 1	Year 2	End of Key Stage Expectations
Drawing	<p>Explores what happens when they mix colours</p> <p>Manipulate materials to achieve a planned effect</p> <p>Constructs with a purpose in mind using a variety of resources.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects. T</p> <p>hey safely use and explore a variety of materials, tools and techniques.</p>	<p>I can create moods in my drawings.</p> <p>I can draw lines of different shapes and thickness, using 2 different grades of pencil.</p> <p>I can create different tones using light and dark.</p> <p>I can show patterns and texture in my drawings.</p>	<p>I can use three different grades of pencil in my drawing (4B, 8B, HB). London</p> <p>I can use charcoal, pencil and pastels.</p> <p>I can create different tones using light and dark.</p> <p>I can show patterns and texture in my drawings.</p> <p>I can use a viewfinder to focus on a specific part of an artefact before drawing it.</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>Experiments with colour, design, texture, form and function. –</p> <p>Children use what they have learnt about media and materials in original ways thinking about uses and purposes.</p>	<p>I can communicate something about myself in my painting.</p> <p>I can create moods in my paintings.</p> <p>I can choose to use thick and thin brushes as appropriate.</p> <p>I can paint a picture of something I can see. KEEPING HEALTHY</p> <p>I can name the primary and secondary colours.</p>	<p>I can mix paint to create all the secondary colours.</p> <p>I can make tints by adding white.</p> <p>I can make tones by adding black.</p>	
Textiles			<p>I can group fabrics and threads by colour and texture.</p> <p>I can weave with fabric and thread.</p> <p>I can use collage to create fire with black silhouettes to represent the building LONDON</p>	
Knowledge		<p>I can describe what I can see and like in the work of another artist. KEEPING HEALTHY</p> <p>I can ask sensible questions about a piece of art.</p> <p>I can create a piece of work in response to another artist's work. KEEPING HEALTHY</p> <p><i>Turner – Journeys (painting of steam trains)</i></p> <p><i>Seurat, Van Gogh, Monet, Sorolla – seaside</i></p> <p><i>Frida Kahlo, Paul Cezanne, Pissarro, Henri Matisse – Still life – Keeping healthy</i></p> <p><i>Edward Weston – still life photographer Keeping Healthy</i></p>	<p>I can say how other artists have used colour, pattern and shape.</p> <p>I can create a piece of work in response to another artist's work.</p> <p>London – Monet (London skyline paintings)</p> <p>Superheroes – Andy Warhol</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.



Key Stage 2

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Drawing	<p>I can show facial expressions in my drawings.</p> <p>I can use my sketches to produces a final piece of work.</p> <p>I can use different grades of pencil shade to show different tones and texture.</p>	<p>I can organise line, tone, shape and colour to represent figures and forms of movement.</p> <p>I can show reflections.</p> <p>I can explain why I have chosen specific materials to draw with.</p>	<p>I can identify and draw simple objects, and use marks and lines to produce texture.</p> <p>I can successfully use shading to create mood and feeling.</p>	<p>I can create sketches communicate emotions and a sense of self with accuracy and imagination.</p> <p>I can explain why I have combined different tools to create their drawings.</p> <p>I can explain why I have chosen specific drawing techniques.</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.</p> <p>I can create a background using a wash.</p>	<p>I can successfully use shading to create mood and feeling.</p> <p>I can create all the colours I need.</p> <p>I can create mood in my painting.</p>			
3 ^D			<p>I can work with real life size materials.</p> <p>I can experiment with and process to design and make 3D form.</p>	<p>I can experiment with and combine materials and processes to design and make 3D form.</p> <p>I can sculpt clay and other mouldable materials.</p>	
Sketch books	<p>I can use my sketch book to express feelings about a subject and to describe likes and dislikes.</p> <p>I can suggest improvements to my work by keeping notes in my sketch book.</p>	<p>I can keep notes about the purpose of my work in my sketch book.</p> <p>I can use my sketch book and compare and discuss ideas with others.</p>	<p>I can keep notes in my sketch book as to how I might develop my work further.</p> <p>I can use my sketch book so it contains detailed notes, and quotes explaining about items.</p> <p>I can combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of my sketch books.</p>	<p>I can use my sketch book so it contains detailed notes, and quotes explaining about items.</p> <p>I can compare my methods to those of others and keep notes in their sketch books.</p> <p>I can adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in my sketch books.</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>I can compare the work of different artists.</p> <p>I can explore work from other cultures.</p> <p>Stanley Dove – sculptor Vivien Mallock - sculptor</p>	<p>I can experiment with different styles which artist have used. I can explain art from other periods of history.</p> <p>I can experiment with different styles which artist have used. 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.</p> <p>Antoni Gaudi – Mosaics Francis Fowke – Architect who designed the Natural History Museum which was built in an Romanesque revival style</p>	<p>I can experiment with different styles which artists have used.</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.</p> <p>I can say what my work is influenced by.</p> <p>Megan Coyle – female collage artist. Robert Smirke – architect who designed the British Museum’s façade in a style inspired by Greek Revival.</p>	<p>I can make a record about the styles and qualities in my work.</p> <p>I can say what my work is influenced by.</p> <p>I can include technical aspects in my work, e.g. architectural design.</p> <p>Paul Nash-WW2 Basil Spence-WW2</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - about great artists, architects and designers in history.