

ART

Y7

To be able to make accurate observational drawings of the overall shape and include some of the main detail.  
To be able to show some ability to draw showing an understanding of form, tone and shade.  
To make judgements that support a personal response to the work of other artists (style and context)

To mix secondary colours and tertiary colours.  
To apply at least three different tones appropriate to the pencil or paint work.  
To visually *adapt*, refine, analyse and evaluate your work to produce work of good quality *and* take account of the response of your audience.

To be imaginative with materials and take risks.  
To be able to use a range of different art materials appropriately and with some control.

To be able to demonstrate some different techniques in their work.  
To be imaginative with materials and take risks.  
  
To be able to use arrange of different art materials appropriately and with some control

To be imaginative with materials and take risks.  
*To explore ideas and use materials to develop a project with independence and confidence, with skill in handling visual and tactile qualities.*



Y6

To be able to explain why they have combined different tools to create their drawings.  
  
To use graded pencils to show their understanding about how they are graded.  
  
To explain why they have chosen specific drawing techniques.  
  
To explain how measurement can inform composition and scale.

Choose appropriate paint, paper and implements to adapt and extend their work.  
Carry out preliminary studies, test media and materials and mix appropriate colours.  
  
Show an awareness of how paintings are created (composition) considering the foreground and background in their drawings.

To design, plan and create a sculpture form an artist works.  
To use a range of natural or manmade materials and recognise their limitations.  
  
Create sculpture and constructions with increasing independence being aware of safety when using certain material and tools.

To explore and be awareness of the potential of the uses of material. E.g. felting wool.  
To use different techniques, colours and textures etc when designing and making pieces of work.  
To be expressive and analytical to adapt, extend and justify their work.



Y5

To be able to identify and draw simple objects, and use marks and lines to produce texture.  
Will successfully use shading to create mood and feeling.  
To use composition and scale to show how things can be made to look far away.  
To use viewfinders to show development of ideas.

Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  
To work on preliminary studies to test media and materials for collage work.

Describe the different qualities involved in modelling, sculpture and construction.  
Develop skills in making thumb pots and coil building to create a coil pot.  
Plan a vessel /vase through drawing and other preparatory work.

Explain a few techniques, inc' the use of poly-blocks, mono and resist printing.  
Choose the printing method appropriate to task.  
Build up layers and colours/textures.  
Organise their work in terms of pattern, repetition, symmetry or random printing styles.



Y4

To organise line, tone, shape and colour to represent figures and forms of movement. To be able to transfer them on to a larger scale.  
To explain why they have chosen specific materials to draw with.  
To write an explanation of their sketch in notes and show facial expressions and body language in their sketches.

Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.  
Choose paints and implements appropriately.  
Plan and create different effects and textures with paint according to what they need for the task.  
Show increasing independence and creativity with the painting process.

Make informed choices about the 3D technique chosen.  
Show an understanding of shape, space and form.  
Plan, design, make and adapt models.  
Talk about their work understanding that it has been sculpted, modelled or constructed.  
Use a variety of materials.

To be able to thread a needle and use simple stitches.  
To use textiles as a means of extending work already achieved.  
Collect visual information from a variety of sources, describing with vocabulary based on the visual elements.



Y3

To identify and draw simple objects and use marks and lines to produce texture.  
To begin to be aware of shape and space when drawing and draw for longer periods of time.  
To use their sketchbooks to show the progression to a final piece of work.

Mix a variety of colours and know which primary colours make secondary colours.  
Use a developed colour vocabulary.  
Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.

Join clay adequately and work reasonably independently.  
Construct a simple clay base for extending and modelling other shapes.

Print using a variety of materials, objects and techniques including layering.  
Talk about the processes used to produce a simple print to explore pattern and shape, creating designs for printing.

	To start to use different grades of pencil shade to show different tones and texture.	Work confidently on a range of scales e.g. thin brush on small picture etc.			
Y2	To show patterns and texture in their drawings. To be able to recognise basic geometric shapes within the environment and in the work of artists. To use three different grades of pencil in their drawing (4B, 8B, HB) To use charcoal, pencil and pastels. To create different tones using light and dark.	Mix a range of secondary colours, shades and tones. Experiment with tools and different size of brushes. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc.	Manipulate clay for a variety of purposes, including figures and models. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.		Use a variety of techniques, inc. weaving, tie-dyeing or fabric crayons. Create a mixed media piece of work from a variety of media.
Y1	To communicate something about themselves in their drawing. To draw using pencils, graphite sticks, oil pastels and crayons. To create moods in their drawings. To be able to draw lines of different thickness and shapes explaining how they can express feelings and moods.	Use a variety of tools and techniques including the use of different brush sizes and types. To mix primary colours to find secondary colours. To be able to match colours to artefacts and objects. To use different types of paint to explore and create different textures e.g. use of sawdust.	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.	Make marks in print with a variety of objects, including natural and made objects  Make rubbings. Use the simple mon print technique.  Build a repeating pattern and recognise pattern in the environment.	
R	Explores what happens when they mix colours, - Manipulate materials to achieve a planned effect - Constructs with a purpose in mind using a variety of resources. - Experiments to create different textures. - Understands that different media can be combined to create new effects. - They safely use and explore a variety of materials, tools and techniques. - They experiment with colour, design, texture, form and function. - Children use what they have learnt about media and materials in original ways thinking about uses and purposes.	Experiencing and using primary colours predominantly – to ensure they know their names. Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons. Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.	Handling, feeling, manipulating materials. Constructing and building from simple objects. Pulls apart and reconstructs. Able to shape and model from observation and imagination. Impress and apply simple decoration. Simple language created through discussion of feel, size, look, smell etc.	Make rubbings showing a range of textures and patterns. Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects. Able to work from imagination and observation. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.	Handling, manipulating and enjoying using materials.  Simple collages, using paper, pasta, beans and larger tactile things.  Selects, sorts, tears and glues items down.  Needs adding to intent

**Drawing**

**Painting**

**3D**

**Printing**

**Textiles**