

EYFS

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create, collaboratively, sharing ideas, resources and skills.

Year 1

- Explore different methods and materials as ideas develop
- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Use a combination of materials that are cut, torn and glued
- Sort and arrange materials.
- Mix materials to create texture.
- Use rolled up paper, straws, paper, card and clay as materials
- Use techniques such as rolling, cutting, moulding and carving
- Colour (own work) neatly following the lines.
- Show different tones by using coloured pencils.
- Use a wide range of tools to create different textures, lines, tones, colours and shapes.
- Describe the work of notable artists, artisans and designers
- Use some of the ideas of artists studied to create pieces

Year 2

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop
- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Add white to colours to make tints and black to colours to make tones
- Create colour wheels.
- Use a combination of shapes.
- Colour (own work) neatly following the lines.
- Use a wide range of tools to create different textures, lines, tones, colours and shapes.
- Describe the work of notable artists, artisans and designers
- Use some of the ideas of artists studied to create pieces

Year 3

- Develop ideas from starting points throughout the curriculum
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.
- Mix colours effectively.
- Select and arrange materials for a striking effect
- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage
- Use clay and other mouldable materials.
- Add materials to provide interesting detail.
- Use different hardnesses of pencils to show line, tone and texture.
- Annotate sketches to explain and elaborate ideas.
- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others

Do everything in love



1 Corinthians 16:14

Learning to Love, Loving to Learn

St Mary's CE Primary School Art End Points

Year 4

- Develop ideas from starting points throughout the curriculum
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.
- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.
- Ensure work is increasingly precise.
- Use different hardnesses of pencils to show line, tone and texture with increasing effect
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from coiled string glued to a block).
- Make precise repeating patterns.
- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others

Year 5

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Comment on artworks with a fluent grasp of visual language
- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
- Combine visual and tactile qualities
- Use frameworks (such as wire or moulds) to provide stability and form.
- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Use lines to represent movement.
- Use a range of visual elements to reflect the purpose of the work.
- Combine previously learned techniques to create pieces.
- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.

Year 6

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language
- Sketch (lightly) before painting to combine line and colour.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.
- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.
- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Use lines to represent movement.
- Build up layers of colours.
- Use a range of visual elements to reflect the purpose of the work.
- Show precision in techniques.
- Combine previously learned techniques to create pieces.
- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.