

Key: O = Oracy skills. LT = Learning Technologies. PSE = Personal, social and emotional skills. MC = Metacognitive skills

## Art & Design End Points

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
<b>1) Art and Design Curriculum Map</b>							

<b>Explore and develop competences</b> <ul style="list-style-type: none"> <li>a) <b>Mark making skills through formal elements (line, colour, shape, texture, tone)</b></li> </ul>	<p>To recognise and describe basic visual elements such as colour, pattern, line, texture, form.</p> <p>To experiment with basic mark making skills (mainly drawing and painting) to explore the basic formal elements (line, colour, shape, texture, tone)</p> <p>To experiment with a variety of mark making.</p>	<p>To recognise, describe and replicate basic visual elements using simple techniques</p> <p>To experiment with the major formal elements of art (line, shape, texture, pattern, colour, tone) through a variety of mark making techniques.</p>	<p>Painting -- Inspirational Artist -- Vincent Van Gogh</p> <p>Drawing -- Inspirational artist -- Piet Mondrian</p> <p>Painting -- Inspirational Artist -- Vincent Van Gogh</p> <p>Sculpture and Digital Media --Inspirational Artist -- Michael Wiford and James Sterling</p>	<p>Drawing -- Inspirational Artist -- Matthew Cisick</p> <p>Painting -- Inspirational Artist -- Claude Monet</p> <p>Sculpture with natural objects -- Inspirational Artist -- Andy Goldsworthy</p>	<p>Collage -- Inspirational Artist -- LS Lowry</p> <p>Painting -- Inspirational Artist -- Georgia O'Keefe</p> <p>Sculpture with natural objects -- Inspirational Artist -- Brian Chan</p>	<p>Art in History - Stone age paintings Drawing-- Inspirational Artist -- John Foster</p> <p>Print / textiles -- Inspirational Artist -- William Morris</p> <p>Inspirational Artist - Katsushika Hokusai Collage -- Inspirational Artist -- Antoni Gaudi</p>	<p>Drawing -- Inspirational artist -- Dia Azzawi &amp; Frida Kahlo</p> <p>Painting -- Inspirational Artist -- Peter Thorpe</p> <p>Digital Media Photography -- Inspirational Artist -- Ansell Adams</p>	<p>Painting &amp; graffiti drawing -- Inspirational Artist -- Banksy and Paul Curtis</p> <p>Textiles -- Inspirational Artist -- Pablo Picasso</p> <p>Sculpture Inspirational artists - Anthony Gormley</p>

### COMPETENCIES

<b>Explore and develop competences</b> <ul style="list-style-type: none"> <li>a) <b>Mark making skills through formal elements (line, colour, shape, texture, tone)</b></li> </ul>	<p>To recognise and describe basic visual elements such as colour, pattern, line, texture, form.</p> <p>To experiment with basic mark making skills (mainly drawing and painting) to explore the basic formal elements (line, colour, shape, texture, tone)</p> <p>To experiment with a variety of mark making.</p>	<p>To use visual elements such as colour, pattern, line, texture, form, tone and talk about what they think and feel about their work.</p> <p>To recognise the use of visual elements (see previous) in the work made by other artists, designers and crafts people to express ideas and purposes in their art work.</p>	<p>To comment on how the visual elements have been used by other artists, designers and crafts people to express ideas and purposes in their art work.</p>	<p>To be able to compare, contrast and comment on how the visual elements have been used by artists, designers and crafts people to express ideas and purposes in their art work.</p>	<p>To be able to discuss and apply methods and approaches (used by student or other artists) manipulating visual elements that can be matched to ideas and relate to context and purpose.</p>	<p>To select (combine) materials, processes, visual and tactile elements including (colour, pattern, texture, line, tone, shape and form) appropriate to their ideas and intentions.</p>

### EXPLORE & DEVELOP IDEAS

<b>Explore and develop competences</b> <ul style="list-style-type: none"> <li>a) <b>Mark making skills through formal elements (line, colour, shape, texture, tone)</b></li> </ul>	<p>To experiment with basic mark making skills (mainly drawing and painting) to explore the basic formal elements (line, colour, shape, texture, tone)</p> <p>To experiment with a variety of mark making.</p>	<p>To explore ideas and mark making skills using the formal elements (line, shape, etc.) as graphic representation or symbol. Eg: the same shape can have different meanings according to the context.</p>	<p>To explore more than one idea/method using different techniques</p>	<p>To explore ideas and mark making skills using the formal elements (line, shape, etc.) as graphic representation or symbol. Eg: the same shape can have different meanings according to the context.</p>	<p>To use a variety of approaches and techniques while mark making. Explore and experiment with ideas, information and resources to develop their ability to communicate their intentions.</p>	<p>To take some creative risks when exploring and experimenting with the appropriate formal elements and mark making techniques developing a range of ideas and skills matching their intentions.</p>

		To be able to ask and answer questions about similarities and differences of famous artists' art work.	To be able to ask and answer questions about famous artists's work that inform the starting points for their own practical work.	To be able communicate ideas and meanings about their work and other artists' work. (verbally and visually)	To collect information about famous artists's work (context and context) in order to make informed choices about their work.	To collect relevant information (content and context) and resources to help develop ideas and starting points for their own art work.	To select relevant information (content and context) and resources to help develop suitable ideas and techniques for their own art work.	To use their critical understanding to select and advance their own methods and ideas based on the prior knowledge of the famous artists's work and techniques.
<b>INVESTIGATE &amp; MAKE</b>								
<b>a) To master techniques and Materials</b>	To identify simple art techniques and processes.	To use different techniques and materials (including combinations such as mixed media).	To experiment with a variety of materials and processes to communicate ideas and feelings.	To investigate the nature of different materials, techniques and processes showing some understanding of composition.	To develop some of their practical skills using the qualities of the materials (visual and tactile qualities), processes for different purposes. To use drawing, painting and sculpture with a range of materials e.g. pencils, charcoal, clay	To investigate and develop a range of practical skills using the qualities of the materials and processes appropriate to their intentions and ideas with creativity and experimentation .	To use technical knowledge and composition to manipulate materials and processes appropriate to their intentions and ideas with creativity and experimentation .	To apply their technical knowledge and skills to manipulate effectively materials and processes appropriate to their intention and purpose.

### End of Key Stage Expectations

		End KS1	End Lower KS2	End Upper KS2
<b>To master techniques</b>		<b>Painting</b> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<b>Painting</b> <p>Use a number of brush techniques using thick and thin brushes to produce shapes; textures, patterns and lines.</p> <p>Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p>	<b>Painting</b> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> </ul>

- 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.
- Collage**
- Use a combination of materials that are cut, torn and glued.
  - Sort and arrange materials
  - Mix materials to create texture.
- Sculpture**
- Use a combination of shapes.
  - Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
  - Use techniques such as rolling, cutting, moulding and carving.
- Drawing**
- Draw lines of different sizes and thickness.
- Collage**
- Select and arrange materials for a striking effect.
  - Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.
- Sculpture**
- Creat and combine shapes to create recognisable forms (eg shape made from nets or solid materials).
  - Include texture that conveys feelings, expression or movement.
  - Use clay and other mouldable materials.
- Add materials to provide interesting detail.
- Drawing**
- Use different hardnesses of pencils to show line, tone and texture.
- Collage**
- Mix textures (rough and smooth, plain and patterned).
  - Combine visual and tactile qualities.
  - Use ceramic mosaic
- Sculpture**
- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
  - Use tools to carve and add shapes, texture and pattern.
  - Combine visual and tactile qualities.
  - Use frameworks (such as wire or moulds) to provide stability and form.
  - Use frameworks (such as wire or moulds) to provide stability and form.
- Drawing**

- Colour (own work) neatly following the lines.

Annotate sketches to explain and elaborate ideas.

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)

- Show pattern and texture by adding dots and lines.

Sketch lightly (no need to use a rubble to correct mistakes).

- Use a choice of techniques to depict movement, perspective, shadows and reflection.

- Show different tones by using coloured pencils.

Use shading to show light and shadow.  
Use hatching and cross hatching to show tone and texture.

- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

#### **Print**

- Use repeating or overlapping shapes.
- Mimic print from the environment (e.g. wallpapers).

Use layers of two or more colours.  
Replicate patterns observed in natural or built environments.

#### **Print**

- Use objects to create prints (e.g. fruit, vegetables or sponges).
- Press, roll, rub and stamp to make prints.

Make printing blocks (eg from coiled string glued to a block).

- Build up layers of colours.

#### **Textiles**

- Use weaving to create a pattern.
- Join materials using glue and/or a stitch.
- Use plaiting.

#### **Textiles**

Shape and sketch materials.  
Use basic cross stitch and back stitch.

- Create an accurate pattern, showing fine detail.
- Use a range of visual elements to reflect the purpose of the work.

#### **Textiles**

- Use dip dye techniques.

Colour fabric

- Show precision in techniques.

Create weaving

- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.

<b>b) Producing and developing artwork/artefacts</b>	To create an art piece using simple drawing and painting techniques.	To create an art piece using a variety of techniques.	To select the appropriate techniques in order to design/make images and artefacts.	To demonstrate some control over making images or artefacts.	To realise/communicate ideas with more success through making	To make artefacts and designs that suits the purpose and student intentions.  <b>4) EVALUATE</b>
<b>a) Critical Understanding</b>	To respond in different ways to what they saw/heard/felt/smelt and begin to notice patterns.	To communicate what they liked best or least about a final product or performance. O. LT	To identify and begin to describe similarities, differences or patterns looking at art pieces.	To describe and start to give reasons for similarities, differences, patterns while analysing art pieces.  To identify focus features using shared criteria. O LT	To generate criteria to assess a final product/art work.  To identify strengths, weakness giving reasons.  To compare final product of more than 1 artist using clear criteria. O. LT.	To analyse the overall intended effect or purpose of an art piece and suggest how this could be improved/modified.  To give reasons as to why particular features were used. O LT  To evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts. O LT
<b>b) Self and peer critique</b>	To express feelings and/or preferences about their own work or that of a peer. O	To look closely at their final product with another student or teacher and say what they like and/or don't like about it.	To describe their final product or the process and identify strengths and weakness.	To explain whether it was different to expected.	To identify strengths and weakness in their final product with some teacher support and give simple reasons.  To use given criteria to evaluate the process or journey to arrive at final outcome.  To discuss and consider ways to adapt and refine their work.	To prepare and use criteria to evaluate their own final product/performance or that of a peer.  To generate success criteria to evaluate their steps in the process of completing the final product/outcome.  To analyse and evaluate their work.
<b>c) Analytical understanding and making improvements</b>	To try simple ways/techniques to explore an idea. Use simple words to describe the action and final result.	To explore different techniques to make art and identify differences. To use simple words to describe what they have done and how . O	To make simple suggestions to improve the quality of their final product/performance based on evaluation with teacher support.	To compare improved work with initial work and/or plan and express preference. - To ask where and how do I get help?	To evaluate the final outcome identifying WWW and EBI independently. LT	To question which parts of the process could be improved to have maximum impact on final product and suggest improvements.  To adapt and refine the work reflecting on purpose, meaning and how it may be developed further

## National Curriculum:

... evaluate and analyse creative works using the **language** of art, craft and design.

... know about great artists, craft makers and designers, and understand the historical and cultural development of their art

forms.

<b>Materials</b>	<b>Composition</b>	<b>Line</b>	<b>Colour</b>	<b>Tone</b>	<b>Texture</b>	<b>Shape</b>	<b>Mood, Emotions and Forms</b>	
Canvas	2D, 3D, 4D	Flowing	Alive	Dramatic	Airy	Geometric	Similar	Diagram
Clay	Abstract	Continuous	Blend	Gentle	Bristly	Rectilinear*	Arrangement	Drawing
Ink	Arrangement*	Blurred	Bold	Harsh	Brushstroke	Asymmetrical*	Atmospheric*	Illustration*
Media/medium	Background	Bold	Bright	Shadowy	Bumpy	Circular	Cheerful	Landscape
Metal	Balanced	Contour	Calm	Shady	Feathery	Curved	Communicate	Painting
Oil paint	Balanced	Cross-hatch	Clashing	Subtle	Fine	Diagonal	Compare	Portrait
Paper	Chaotic	Curved	Cold	Warm/cold	Fluffy	Empty	Confused	Printing
Pastel	Chaotic	Delicate	Complementary*		Fuzzy	Heavy	Contrast	Sculpting
Pencil	Close-up	Diagonal	Contrasting		Gritty	Hollow	Curious	Sculpture
Print	Closeup	Edge	Cool		Leathery	Horizontal	Different	Still life
Stone	Cone of vision*	Flowing	Dark		Metallic	Irregular	Dramatic	Technique
Watercolour	Distance	Heavy/light	Deep		Powdery	Oblique*	Dreamy/dreamlike	Textiles
Wood	Fixed point of view	Horizontal	Delicate		Prickly	Pointed	Exciting	
	Focus	Looping	Dull		Rough	Rectangular	Express	
	Foreground	Scratchy	Earthy		Rubbery	Regular	Expressive	
Images	Shading	Glowing			Sandy	Rigid	Friendly	

Infinity	Sharp	Harmonious	Silky	Round	Frightening
Middle ground	Simple	Hue	Smooth	Shallow	Happy
Natural/unnatural	Smudged	Intense	Tactile	Symmetrical*	Intriguing
Naturalism*	Soft / hard	Light	Uneven	Vast	Joyful
Observation	Straight	Monochrome*	Wooden	Vertical	Lonely
Organised	Thick	Natural		Wide	Observation
Organised	Thin	Pale			Opinion
Perspective*	Vertical	Pale			Peaceful
Realistic/Unrealistic	Wavy	Pastel			Pleasant
Reflection		Pigment			Relaxed
Scene		Primary			Sad
Scene		Secondary			Shocking
Space		Shade			
Vanishing point*		Soft			
Visual		Subtle			
		Tint			
		Tranquil			

Application	Pattern	Clay	GREY	GREEN	YELLOW	BROWN	BLUE	ORANGE
Carve	Intricate	Bone dry						
Construct	Irregular	Ceramics *						
Manipulate	Simple	Coil/coiling	RED	PINK	BLACK	TAN		

		Cherry, Rose, Jam Rose, Fuchsia, Pur Ebony, Crow, Char Beige, Camel, Oat,
Model	Complicated	Firing*
Sculpt	Continuous	Form
	Decorative	Glaze
	Overlapping	Hollowing
	Plain	Kiln
	Random	Kneading
	Repeated	Modelling
	Spiral	Pinching
	Striped	Plasticity
	Swirling	Pottery
	Tessellation*	Scoring
	Zig-zag	Slab
		Slip













PURPLE

WHITE

Mauve, Violet, Pearl, Alabastē

