

South Avenue Primary School

Art and Design End Points



Art Curriculum Intent	<p>At South Avenue Primary School, we believe that Art and Design is a vital and integral part of the children’s education which develops learning and results in the acquisition of knowledge and skills.</p> <p>We have designed our Art and Design curriculum with the intent to promote the child’s physical, mental, cultural, moral and spiritual development to become an ambitious, encouraging and resilient young person who has a passion for learning and achieving. The curriculum is designed to: fulfil the National Curriculum Art and Design Programmes of study, to provide a broad and ambitious curriculum which develops children’s appropriate subject knowledge, skills and understanding in various techniques and materials. This is achieved by recognising the child’s prior learning, allowing the child to express their individual creativity through observing, recording, opportunities for first-hand experiences and from imagination, whilst developing competency in controlling a variety of materials, tools, develop self-reflection skills, build resilience and become creative, critical thinkers in a meaningful way. Additionally, we believe it enables children to develop curiosity and a natural wonder of the world around them, therefore linking strongly with our school values and to develop life-long skills such as; experimenting and exploring, practicing, perseverance, resilience and evaluating whilst gaining a sense of pride. The focus is in providing opportunities, developing responsibilities and experiences to extend their horizons for later life.</p>							
	Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making (Skills and techniques)	Drawing	<p>Holds a pencil correctly. Explores and creates marks using a variety of materials.</p>	<p>With pencil, they can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines</p>	<p>With pencil, they can make different marks with increasing control: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines</p>	<p>They can experiment and use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral.</p> <p>With pencil, they can use pressure to create hard and soft lines and use soft lines.</p>	<p>They can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral to begin to create tone.</p> <p>With pencil, they can use pressure to create hard and soft lines and use soft lines for a planned effect.</p>	<p>They can use different types of lead pencil and thickness of pencil to use make marks for a purpose such as tone or shading.</p> <p>With pencil, they can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser.</p>	<p>They can use different types of lead pencil and thickness of pencil to use make marks for a purpose such as tone or shading.</p> <p>With pencil, they can use hard and soft lines to record detail in the distance, foreground & create shadow with increasing control and accuracy.</p>

With coloured pencil, they can begin to keep within the lines of a picture when adding colour and begin to colour in the same direction.	With coloured pencil, they can keep within the lines of a picture when adding colour and colours in the same direction.	With coloured pencil, they can keep within the lines of a picture when adding colour and colours in the same direction with increased accuracy.	With coloured pencil, they can block colour, by applying pencil strokes in the same direction, with increasing control of pressure.	With coloured pencil, they can block colour by applying pencil strokes in the same direction, applying different pressures to begin controlling depth.	With coloured pencil, they can layer colours to create depth of colour and tone.	With coloured pencil, they can layer colours to create depth of colour and tone for a planned purpose.
With wax crayon, they can push down to make marks for meaning.	With wax crayon, they can push down to make bold and strong lines and begin to apply less pressure to make soft lines.	With wax crayon, they can push down to make bold and strong lines and apply less pressure to make soft lines.	With wax crayon, they can plan and use different pressure to produce a picture working from light to dark.	With wax crayon, they can plan and use different pressure to produce a picture working from light to dark with increased accuracy.	They can prepare a surface to create an wax crayon image. e.g. colouring in a solid area; applying a top layer of black paint mixed with washing-up liquid; by scraping into the surface with a sharp tool.	They can prepare a surface to create an wax crayon image. e.g. colouring in a solid area; applying a variety of layers of wax crayons to create tone.
With pastel/charcoal, they begins to make faint, soft lines and apply more pressure to make stronger lines.	With pastel/charcoal, they make faint, soft lines and apply more pressure to make stronger lines.	They can use charcoal pieces to create: different lines, large sweeping movements.	With pastel/charcoal, they can vary the thickness of lines.	With pastel/charcoal, they can vary the thickness of lines for a chosen effect.	With pastel/charcoal, they can use the tip to create detail.	With pastel/charcoal, they can use the tip to create finer detail with increasing accuracy.
		With pastel/charcoal, they make faint, soft lines and apply more pressure to make stronger lines.	With pastel/charcoal, they can use the side to build up layers of colour.	With pastel/charcoal, they can use the side to build up layers of colour.	With pastel/charcoal, they can use blending and overlaying colours to create soft backgrounds, using fingers to smudge.	With pastel/charcoal, they can use blending and overlaying colours to create soft backgrounds, using fingers to smudge.
		With pastel/charcoal, they can blend and smudge.	With pastel/charcoal, they can work on a soft paper to create an image with a set coloured background.	With pastel/charcoal, they can work on a soft paper to create an image with a set coloured background.	With pastel/charcoal, they can work on top of a	With pastel/charcoal, they can work on top of a
		They can use charcoal pieces to create: different lines, large	With pastel/charcoal, they can work on top of	With pastel/charcoal, they can work on top of a		

			sweeping movements.	a background to create detail.	background to create detail.		
	They can use different types of pen to make different marks and lines.	They can use different types of pen to make different types of marks and lines	They can use different types of pen including felt tip & ball point pen to make different types of marks and fine lines.	With pen, they can make a variety of lines free-flowing, sweeping, broken, faint & hard with a variety of pen types.	With pen, they can make a variety of lines free-flowing, sweeping, broken, faint & hard with a variety of pen types with increasing control.	They can use pens to record minute detail.	They can use pens to record minute detail with increased degree of accuracy.
Painting	They can hold a large brush correctly with good control.	They can hold a brush correctly and use different types and sizes of brush.	They can hold a brush correctly, use different types and sizes of brush with increasing control.	They can hold a brush correctly, use different types and sizes of brush with increasing control.	They can select the brush size, type depending on the task and becomes more skilful with controlling strokes.	They can select the brush size, type depending on the task and becomes more skilful with controlling strokes.	They can select the brush size, type depending on the task and becomes more skilful and accurate with strokes.
	They can use a paint brush to explore different brush techniques e.g stroke, dab, sponge.	They can use a paint brush to make different marks: dab, smooth, wash, sponge, stipple, stroke.	They can use a paint brush to make different marks with increasing control: dab, smooth, wash, sponge, stipple, stroke with a purpose.	They can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.	They can use a paint brush apply different strokes and different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.	They can create layers of paint to add detail to background colours and increasing control.	They can create layers of paint by creating tonal paintings and to add detail to background colours.
Colour	They explore mixing primary colours to create secondary colours.	They can mix primary colours to create secondary colours.	They mix and refine colours to create more sophisticated colours.	They mix colours to make own paint from natural pigments.	They mix colours to make own paint from natural pigments that match the purpose.	They mix colours to make own paint from natural pigments that match the purpose.	They develop colour mixing and tonal shading with colour to make accurate skin tones and shades.

					They can mix and match colours for purpose to create tints and shades such as skin tones, backgrounds.	They can control paint and water, with the correct amount, to mix paint of different thicknesses.	They can mix and match colours for purpose to create tints and shades such as skin tones, backgrounds. They can control paint and water, with the correct amount, to mix paint of different thicknesses.	They develop the ability to create a variety of accurate skin tones. They can load a brush with the correct amount of paint and water to create different thicknesses of washes.
	Materials, craft and sculpture	They can experiment with a variety of materials to create a simple representation of events, people and objects from life or imagination.	They can make a model using natural and man-made materials to show a simple idea or using his/her imagination.	They can make a model using natural and man-made materials to show a simple idea or using his/her imagination.	They can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.	They can make a 3D sculpture using clay or a range of materials with increasing control e.g. modroc, papier mache.	They can choose materials to create a 3D sculpture.	they can choose materials to create a 3D sculpture with detail to express an idea or emotion.
			They can explain how they are making his/her sculpture.	They can explain how they are making his/her sculpture and why they have used materials.			They can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying.	They can make a 3D sculpture using a range of joining methods with more refined details e.g. gluing, stitching, weaving, tying
Generating Ideas	Sketch books (Developing and applying ideas)	They can record their thoughts and feelings in the way they select. This can be recorded within a sketchbook and other ways.	They uses a sketch book to record ideas and experiment with some materials.	They uses a sketch book to record thoughts, ideas and develop skills and experiment with materials.	They uses a sketch book to generate ideas, expressing thoughts and observations. Uses sketch books to record experimentation with various materials.	They uses a sketch book for recording ideas for materials and composition, planning and refining ideas. Uses sketchbooks to develop skills and techniques through various media.	They uses a sketch book to explore ideas for meeting a design brief and develops and discusses ideas through sketches. Uses sketchbooks to enhance knowledge of skills and techniques using various media.	They uses a sketch book to make personal investigations of interests and record observations. Develops and discusses ideas through sketches. Uses sketchbooks to record experiments with various media and try out techniques and processes before applying it.

	Inspiration of others and ideas	They generates original ideas and forms of expression that relates to their own interests and has meaning to themselves.	They generates original ideas by looking at other artists' works.	They develops ideas from other artists' work and sources. Studies natural forms around them and relating it to their own art work.	They develops ideas from other artists' work and sources with increasing understanding. Expressing original thoughts and ideas about the art of others.	They develops ideas from other artists' work and sources relating to other artists previously studied. Using literary sources to convey ideas through art.	They develops ideas using the work of artists to explore own ideas. Expressing ideas and feelings about familiar products.	They develops ideas using the work of artists' and learning ways the artist represents their ideas through painting. Developing personal, imaginative responses to a theme.
Knowledge of artists	Independent Artists	They can begin to say something they like or dislike about well-known artists and designers.	They can describe differences and similarities between well-known artists and designers.	They can describe differences and similarities between well-known artists and designers, and previously studied artists work.	he/she can create images in the style of an artist from history.	he/she can create images in the style of an artist from history whilst developing the correct style.	he/she can use observational skills to replicate images by well-known artists and explain how their work is similar/different.	he/she can use observational skills to replicate images by well-known artists and explain how their work is similar/different.
		They can describe some aspects of how their own work is similar and/or different to the work of well-known artists and designers.	They can describe how their own work is similar and/or different to the work of well-known artists and designers.	They can describe how their own work is similar and/or different to the work of well-known artists and designers with particular focus of the formal elements.	Art in Context/History they can discuss and describe well known artists' work and explain how their work is similar and/or different to their own and other artists.	Art in Context/History they can discuss and describe well known artists' work and explain how their work is similar and/or different to their own and other artists.	They can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different.	They can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different.
				They can discuss and describe well known architects work and explain how their work is similar/different.	They can discuss and describe well known architects work and explain how their work is similar/different.	They can explore the impact of well-known artists' work on the society at the time.	They can explore the impact of well-known artists' work on the society at the time relating it to previous artists and their historical presence.	
						They can explore the impact of well-known architects' work on the society at the time.	They can explore the impact of well-known architects' work on the society at the time.	
Art history								

Formal elements	Line	They use simple lines to form a picture they can describe and that has meaning to themselves.	They use, experiment and express themselves using line to represent a landscape and water. Learns the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy.	They create portraits by controlling and defining their use of line for expression. Draws lines with increased skill, awareness and control.	They express themselves using line in different ways to express geometric and organic forms.	They use their knowledge of line and symmetry to draw accurate shapes. They analyse and describe the use of line within artists' work.	They are able to extend and express drawings using a developing understanding of line.	They develop the ability to create a continuous line drawing, developing control, expression, shape, form, detail and articulating their deepening knowledge of line to create portraits. They adapt the techniques of other artists to create abstract drawings.
	Colour (See above for additional information)	They identify colours and begin to understand how to mix colours to create others.	They learn the names of the primary colours and that they can be mixed to make secondary colours.	They continue to develop their knowledge of mixing primary colours to create secondary colours (paint and pastels).	They experiment with and discuss the pigments in natural products to make different coloured paints and effects.	They describe how great artists mixed and applied paint when looking at various medias.	They select and mix colours to depict own thoughts, feelings and intentions.	They express feelings, emotions and events through colour mixing and chosen colours.
		They begin to explain why they chose a colour for a particular purpose.	They create and describe different shades of one colour using paint.	They describe their use of colour to begin to achieve a specified intention.	They have an awareness of manipulating paint increases to achieve more accurate colours and shades.	They manipulate colour and pattern to create prints.	They define and use more complex colours.	They select colours to accurately reflect objects in a still life composition.
			They are able to choose and begin to justify why appropriate colours to reflect a theme and purpose.	They are able to choose and justify why appropriate colours to reflect a theme and purpose.	Articulating their understanding of application of colour to paint sculptural forms.	They analyse and describe the use of colour within artists' work.	They analyse and describe the use of colour within the artists' work and begin to describe why they may have used the colours.	They analyse and describe the use of colour within the artists' work and describe why they may have used the colours. More accurately recreating colours used by chosen painters.
Form and Space	They create 3D models that have a meaning and a purpose to themselves, with some correct features.	They practically learn about form and shape by creating 3D sculptures inspired by nature and animals. Develops language and understanding of form and space through whole class sculptures.	They extend their ability to articulate 3D form and space through practical activities.	They develop their ability to describe and model form in 3D using a range of materials.	They further extend their ability to describe and model form and space in 3D using a range of materials.	They make progress in their ability to describe and model form and space in 3D using a range of materials.	They are able to convey, express and articulate a message or emotion through 3D sculpture.	

				They begin to create 3D drawings.	They create 3D drawings with increasing accuracy.	They create 3D drawings with increasing accuracy.	They create 3D drawings with increasing accuracy considering other formal elements including tone.	They create 3D drawings with increasing accuracy and flare, whilst considering other formal elements including tone.
						They analyse and describes the use of form within artists' work.	They analyse and describes the use of form within artists' work and uses this within their own sculptures.	They analyse and evaluates an artists' use of form and uses this within their own sculptures.
	Texture	They use a variety of materials combined together to form a variety of textures. Begins to describe why these have been chosen.	They select, describe and uses appropriate materials to create different textures.	They identify and describe different textures. Selects and uses appropriate materials to create textures.	They identify and describe different textures with increasing range of adjectives. Selects and uses appropriate materials to create textures.	They describe and use a range of materials to express more complex textures.	They develop knowledge and understanding of more complex texture through practical making activities.	They develop knowledge and understanding of more complex texture and combining textures through practical making activities.
					They analyse and describe the use of texture within artists' work.	They analyse and describe the use of texture within artists' work.	They analyse and describe the use of texture within artists' work.	They understand and describes how artists manipulate materials to create texture in a range of artwork.
	Shape	They create 2D shapes using a variety of materials and can identify these. Creates pictures using these shapes and begins describing the purpose.	They create abstract compositions using various shapes, which they identify, make and describe their use of shape for print.	They compose geometric designs by adapting and synthesising the work of others, which they can describe the use of shape.	They composes geometric designs by adapting and synthesising the work of others, which they can describe the use of shape with increased accuracy.	he/she expresses geometric compositions using mathematical shapes and 3D materials.	he/she composes original designs by adapting and synthesising the work of others.	he/she sketches the key shapes objects from different angles when drawing still life.
					They identify 2D shapes within images and objects, whilst identifying, drawing and labelling simple shapes found in everyday objects.	They analyse and describe the use of shape within artists' work.	They and evaluate an artists' use of shape.	They imitate the techniques of other artists, they use simplified shapes and lines to create more abstract

								drawings with increased accuracy.
				They create and form shapes from 3D materials.				
Tone	They begin to identify darker and lighter colours/ shades and use some correctly for a purpose.	They begin to understand that tone refers to the lightness or darkness of something.	They understand what tone means and experiments with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created.	They apply and blend pencil and/or charcoal to create more sophisticated areas of tone.	They develop the application and blends of pencil and/or charcoal creating a variety of tones to achieve different effects.	They develop an increasing sophistication in the use of tone to describe objects when drawing from observation.	They have an increased awareness of how to use tone to describe light and shade, contrast and shadow.	
		They develop understanding of use of different tints and shades to create simple tone in their work.	They use tone to create 3D form when drawing.	They learn and apply four simple rules of shading, and develops skill and control when using tone.	They understand how to develop tone to create a 3D effect.		They deliberately manipulates tone to portray emotions - using the 'chiaroscuro' technique.	
Pattern	They can identify similarities and differences, and begins to identify a pattern within nature from observation.	They develop an understanding of patterns in nature from observation.	They identify and relate manmade and natural repeating patterns.	They identify and explain how the manmade and natural repeating patterns relate.	They explain, create original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns. These can relate to natural and/or manmade patterns.	They explain, create original outcomes that are more complex using colour, pattern, geometric, repeating and symmetrical patterns.	They analyse and evaluate an artists' use of tone. Applies chosen techniques within their own work.	They use knowledge and understanding of patterns, whilst identifying this in others' works, to then create and represent feelings and emotions.

	They develop an understanding of simple repeating patterns and continues them.	They design and make patterns in a range of materials to develop their understanding.	They create a pattern of their choosing and learns a range of techniques to express their knowledge of repeating and nonrepeating pattern.	They construct patterns through craft methods to further their knowledge and understanding.	They analyse and describe the use of pattern within artists' work and begins to construct their own in relation to the artists' work.	They construct images through various methods to further their knowledge and understanding.	They extend and articulates their knowledge of pattern from multiple sources to create sophisticated original artwork, whilst relating it to artists' work.
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National Curriculum

NC- KS1 Subject content: Children should be taught:	Process of Art
To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Skills and techniques
	Generating ideas
	Formal elements
	Formal elements

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Skills and techniques
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.	History of art
	Knowledge of artists
	Evaluating

NC- KS2 Subject content: Children should be taught:	Process of Art
To create sketch books to record their observations and use them to review and revisit ideas.	Generating ideas Skills and techniques
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [For example, pencil, charcoal, paint, clay].	Skills and techniques Formal elements
About great artists, architects and designers in history.	History of art
	Knowledge of artists
	Evaluating

Process of Art

This has been linked to the areas of the National Curriculum (See above for each key stage group)

Process of Art

Skills and techniques
Generating ideas
Formal elements
History of art
Knowledge of artists
Evaluating

Skills that should be taught

Please refer to the overall progression document.

Skills in Art	Meaning?
Experiment	suggests a more explicit desire to extend the boundaries of the art in terms of materials or techniques.

Explore	suggests to delve deeper into something or investigate it further to create meaning.
Analyse	means to study the elements that make up the artwork.
Invent/design	means to enhance or have purpose to progress in something.
Create/produce	means to make something that has been designed through a thought process.
Develop	means to create improvement in what has been made. This may mean to enhance it for a purpose.
Evaluate	means to critique what has been produced to identify what has worked well or what may need to be developed.