

Nursery, Reception, Year 1 only, Year 2 only, Year 1 and 2, Year 3, Year 4, Year 5 and Year 6

Art End Points

EYFS

Nursery:

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and details such as representing a face with a circle and including details.
- Use drawings to represent ideas like movement and loud noises.
- Show different emotions in their drawings and paintings like happiness, sadness and fear etc,
- Explore colour and colour mixing.

Reception:

- 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.
- Use a range of small tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing

Key stage 1

To use a range of materials creatively to design and make products

- use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;
- use a variety of techniques, e.g. rolling, cutting, pinching;
- use a combination of materials that have been cut, torn and glued;
- sort and arrange materials;
- Add texture by mixing materials
- Show pattern by weaving
- Use a dyeing technique to alter colour and pattern
- Decorate textiles with glue or stitching

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To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

- use different materials to draw, for example pastels, chalk, felt tips;
- experiment with different brushes (including brushstrokes) and other painting tools;

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- draw lines of varying thickness
- use shapes, dots and lines to demonstrate pattern and texture;
- Name primary and secondary colours.
- Mix primary colours to make secondary colours (technique).
- Add white and black to alter and tint shades (technique).
- Use key vocabulary

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

- Marc Quinn,
- Michelle Reader,
- Barbara Hepworth,
- Jill Townsley,
- Brendan Jamison
- Eva Rothschild
- Describe the work of a range of sculptors.
- Note the difference between abstract and figurative sculptures.
- Claude Monet
- Vincent van Gogh
- Jean Metzinger

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- Patrick Dougherty
- Martin Hill
- Andy Goldsworthy
- Piet Mondrian
- Mark Rothko
- Paul Klee
- Jackson Pollock
- Robert Delaunay

Key Stage 2

To create sketch books to record their observations and use them to review and revisit ideas

- Show an awareness of space when drawing (3 and 4)
- use sketchbooks to record ideas
- experiment with showing line, tone and texture with different hardness of pencils (3 and 4)
- plan and design a sculpture
- plan and design a collage

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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]

- Use different materials to draw (3 and 4)
- learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;
- use different materials to draw, e.g. pastels, chalk, felt tips;
- use varied brush techniques to create shapes, textures, patterns and lines;
- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; (3 and 4)
- create different textures and effects with paint;
- add materials to the sculpture to create detail;
- use shading to show light and shadow effects; (3 and 4)
- select colours and materials to create effect, giving reasons for their choices
- cut, make and combine shapes to create recognisable forms;
- use clay and other malleable materials and practise joining techniques;
- add materials to the sculpture to create detail (3 and 4)
- select appropriate materials, giving reasons
- use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;
- develop skills in stitching, cutting and joining;
- cut, make and combine shapes to create recognisable forms
- use clay and other malleable materials and practise joining techniques.
- Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- use a variety of tools and select the most appropriate;
- create a colour palette, demonstrating mixing techniques
- use tools and materials to carve, add shape, add texture and pattern;
- develop cutting and joining skills, e.g. using wire, coils, slabs and slips;
- use materials other than clay to create a 3D sculpture
- use a range of mixed media;
- experiment with a range of media by overlapping and layering in order to create texture, effect and colour (5&6)
- depict movement and perspective in drawings
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces
- create and arrange accurate patterns
- add collage to a painted or printed background
- add decoration to create effect

About great artists, architects and designers in history.

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- reflect upon their work inspired by a famous notable artist and the development of their art skills (3 and 4);
- express an opinion on the work of famous, notable artists and refer to techniques and effect (3 and 4).
- Matisse and Cezanne
- use inspiration from famous artists to replicate a piece of work;
- Compare two artists' paintings of fruit and vegetables.
- Name one of Michael Brennand-Wood's artworks.
- Describe facts about Michael Brennand-Wood's life and work.
- Name a 'fruit and vegetable' sculptor.
- Name some of Caravaggio's artwork.
- Describe facts about Caravaggio's life and work.
- Anselm Kiefer, Michelangelo, Salvador Dali and Rembrandt, architect Le Corbusier and designer Coco Chanel
- Julian Opie, Alberto Giacometti and Henry Moore
- give detailed observations about notable artists', artisans' and designers' work;
- offer facts about notable artists', artisans' and designers' lives
- Name some of Leger's artwork.
- Describe facts about Leger's life and work.
- Name some of Hockney's work.
- Tell some facts about Hockney's life and work.
- Name some of Alfred Wallis's artwork.
- Name some of Hokusai's artwork.
- Describe facts about Alfred Wallis's life and work.
- Describe facts about Hokusai's life and work.
- Tell about the photographer Ansel Adams.
- Tell about the artist Helen Frankenthaler.
- Tell about the artist Jean-Michel Basquiat.
- Name some of Brancusi's sculptures.
- Describe facts about Brancusi's life and work.
- Name some of Sweeney's work.
- Tell some facts about Sweeney's life and work
- Talk about the artist Frida Khalo.
- Talk about the artist Joaquin Torres Garcia.
- Talk about the artist Leonora Carrington.
- Talk about the artist Diego Rivera.
- Talk about the artist Beatriz Milhazes.
- Talk about the artist Carlos Paez Vilaro