

Ready to Progress in Art



“Every child is an artist”
-Pablo Picasso

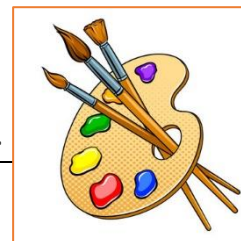
Practical
(Developing technical proficiency)

Theoretical and disciplinary
(The discussion and judgement of artists and their artwork)

	Drawing
EYFS	Children can hold a pencil correctly and make marks with meaning.
Year 1	Children make marks with meaning, experimenting with drawing different lines and using 2D shapes to draw.
Year 2	Children apply some tone to their drawings and experiment with a range of drawing materials, choosing the material they prefer for their own pieces.
Year 3	- Children draw from observation, taking into account size and shape. - They apply tonal shading when drawing to begin to explore with ways in which to make their drawing appear 3D.
Year 4	Children draw still life from observation and begin to use mathematic proportion when drawing to achieve some accuracy with sizing.
Year 5	- Children draw using perspective, mathematical processes, detail and line with increasing accuracy. - Children comment on their pieces, discussing their choices of composition.
Year 6	- Children apply techniques such as expression, sketching and still life with accuracy. - They can use perspective, mathematical processes, detail and line with accuracy. - Children comment on their pieces, discussing their choices of composition, colour and intended effect.

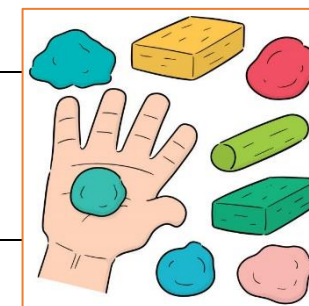


	Painting
EYFS	•Children use paint with different application methods including with a brush, fingers, natural materials.
Year 1	•Children explore colour mixing with confidence, using colours specifically for their pices. •Children choose to use a tools to complete their artwork (such as sponges, paintbrushes, fingers).
Year 2	•Children show some control over painting by creating specific shapes and patterns. •They understand that they can thin the paint by adding water.
Year 3	• Children have a secure knowledge of colour mixing, knowing how to create secondary colours. • Children choose the most appropriate tool for the task (such as a fine paintbrush for detailed marks). • Children know how to lighten colours through adding white.
Year 4	•Children can create a variety of textures using paint. •Children begin to use tone by mixing tints and shades to create 3D effects.
Year 5	•Children experiment with techniques used by other artists and apply these into their own pieces, mixing paint with other materials to achieve a desired effect specified by the artist. •Children work in a sustained way to complete a piece.
Year 6	•Children manipulate paint and painting techniques to suit a purpose based on their experiences. •Children work in a sustained way over several sessions to complete a piece. •Children comment on their pieces, discussing their choices of composition, colour and intended effect.



Sculpture

EYFS	Children can push, pull and twist materials to create a 3D model.
Year 1	- Children use their hands to manipulate a range of modelling materials (such as card and paper) - Children join and fix materials together with some assistance from an adult.
Year 2	- Children use hands and tools with confidence when cutting, shaping and joining materials. - Children fix materials together with increasing independence.
Year 3	- Children shape, join and position materials using an increased variety of ways (such as fold, tie, bind). - Children begin to explore ways in which to ensure models are sturdy considering how tall, thin etc a model may be. - Children begin to show an understanding of carving, shaping, smoothing, rolling clay.
Year 4	- Children can carve and use modelling using wire to create intended effects. - Children become confident in ensuring the stability of their models.
Year 5	- Children plan a 3D piece to communicate a concept, developing an idea in 2D to three dimensions. - Children are considerate of scale when creating their own pieces.
Year 6	- Children combine materials and techniques appropriately to fit with their design idea. - Children use personal plans to construct more complex structures.



Craft and design

EYFS	Children can cut, thread, join and manipulate materials to create a final piece with some support from an adult.
Year 1	Children design something imagined/ invented selecting colours, shapes and materials to suit the purpose.
Year 2	- Children apply cutting, arranging, joining techniques, using a range of materials. - Children can follow a plan for a making process, seeking advice when necessary.
Year 3	Children apply their knowledge of a historical making technique and create their own version of this.
Year 4	Children make choices about making techniques and apply these to their own designs, choosing techniques specifically for their purpose.
Year 5	- Children combine materials to create mixed media pieces with the purpose of giving a message to the world. - Children combine media such as photography and digital art effects with a clear purpose. - Children can explain how their art may be used in creative industries such as architecture, magazines, interior design.
Year 6	- Children consider scale, materials and techniques when creating mixed media pieces. - They create collage in response to a stimulus and show that they can work collaboratively on a larger scale. - Children can justify their choices during the design process, explaining how the work of creative practitioners has influenced the final outcome.



	Artists and artwork
EYFS	Children recognize the painting work of Jackson Pollock and can discuss their likes and dislikes about a piece of artwork.
Year 1	- Children recognize the painting work of Piet Mondrian and discuss his artwork in relation to the term 'abstract.' - They can discuss the use of primary colours and straight lines in his work.
Year 2	- Children can discuss how Clarice Cliff's circle tree painting design consists of bright colours of concentric circles which contrast with the black silhouette of the tree. - They can discuss the use of primary and secondary colours in her work.
Year 3	- Children know that Katsushika Hokusai was a Japanese painter and printmaker and that his most famous piece was The Great Wave Off Kanagawa. - Children understand that Hokusai's images were usually inspired by the Japanese countryside, its people and its legends.
Year 4	- Children know that Andy Warhol was part of the pop art movement and that he explored popular culture in his work as well as fashion design. - They can explain his use of printing (silk screen printing) and discuss how he switched colours around in the prints he made, putting contrasting colours together.
Year 5	- Children can discuss works by artists and architect Zaha Hadid and Friedensreich Hundertwasser. - They can draw similarities between these architects commenting on their use of nature to inspire their designs.
Year 6	- Children are familiar with the work of Claude Monet and know that he was a famous impressionist painter. - Children know that Impressionism was a style that originated in France that aimed to capture moments in time. - Children know that some of Monet's work is referred to as abstract-impressionism.