











ART National Curriculum

EYFS - ELG	<p>Expressive arts and design: Being imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Expressive arts and design: Exploring and using media and materials They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
Key Stage 1	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• 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• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• 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.
Key Stage 2	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">• to create sketch books to record their observations and use them to review and revisit ideas• 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]• about great artists, architects and designers in history.

 <u>Lower KS2 Art</u>	 <i>Uni-structural</i>	 <i>Multi-structural</i>	 <i>Relational</i>	 <i>Extended Abstract</i>
Art Skills	Emerging	Developing	Secure	Exceeding
To master techniques.	Use equipment and tools as demonstrated independently. Make some choices whilst working with a range of materials and techniques.	Combine materials and techniques.	Select and adapt techniques and tools, using them precisely to achieve a desired effect.	Develop a personal style, using a variety of techniques which combine visual and tactile qualities.
To take inspiration from the greats.	Use some ideas of artists in own pieces.	Recognise and begin to replicate techniques used by notable artists and designers.	Adapt techniques to create original pieces influenced by notable artists.	Evaluate how the work of those studied is influential to other artists.
To develop ideas.	Collect information, sketches and resources.	Develop ideas from starting points throughout the, curriculum, exploring ideas in a variety of ways. Adapt some ideas as they develop.	Refine ideas as they progress and apply other techniques to develop modified ideas.	Evaluate artwork using visual language.

 <u>Upper KS2 Art</u>	 <i>Uni-structural</i>	 <i>Multi-structural</i>	 <i>Relational</i>	 <i>Extended Abstract</i>
Art Skills	Emerging	Developing	Secure	Exceeding
To master techniques.	Combine materials and techniques.	Select and adapt techniques and tools, using them precisely to achieve a desired effect.	Develop a personal style, using a variety of techniques which combine visual and tactile qualities.	Analyse and evaluate work to strengthen the visual impact.
To take inspiration from the greats.	Replicate some of the techniques used by notable artists and designers.	Give detail (including in 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 from ancient to modernist periods.
To develop ideas.	Collect information, sketches and resources and present ideas imaginatively.	Develop, extend and refine ideas as they progress, applying other techniques.	Spot the potential in unexpected results as work progresses. Use the qualities of materials to enhance ideas. Comment on artworks with a fluent grasp of visual language.	Begin to develop a critical understanding of artists, architects and designers and apply this understanding to inform work.

	Year 3	Year 4	Year 5	Year 6
Digital Media	To use the printed images I take with a digital camera and combine them with other media to produce art work. To use IT programs to create a piece of work that includes my own work and that of others (using web). To use the web to research an artists, architects or designers style of art.	To present a collection of my work on a slide show. To create a piece of art work which includes the integration of digital images I have taken. To combine graphics and text based on my research.	To create a piece of art work which combines graphics and text based on my research. To scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. To create digital images with animation, video and sound to communicate my ideas.	To use software packages to create pieces of digital art I design. To create a piece of art which can be used as part of a wider presentation.
Painting	To predict with accuracy the colours that I mix. Do I know where each of the primary and secondary colours sits on the colour wheel. To create a background using a wash. To use a range of brushes to create different effects.	To create all the colours I need. To create mood in my paintings. To successfully use shading to create mood and feeling.	To create all the colours I need. To depict emotion accurately through my painting and sketches and justify choices.	To explain what my own style is. To use a wide range of techniques in my work. To explain why I have chosen specific painting techniques.
Printing	To print using a number of colours. To create an accurate print design. To print onto different materials.		To overprint using different colours. I look very carefully at the methods I use and make decisions about the effectiveness of my printing methods.	
Textiles	To use more than one type of stitch. To use sewing to add detail to a piece of work to add texture			To use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.
Drawing	To show facial expressions in my drawings. To use my sketches to produce a final piece of work. To write an explanation of my sketch in notes. To use different grades of pencil shade, show different tones, show tone and texture. To use a viewfinder to focus on a specific part of an artefact before drawing it.	To show facial expressions and body language in my sketches. To identify and draw simple objects, and use marks and lines to produce texture. To organise line, tone, shape and colour to represent figures. To depict reflections (e.g. mirror image). To explain why I have chosen specific materials to draw with.	To identify and draw simple objects, and use marks and lines to produce texture. To organise line, tone, shape and colour to represent figures and forms in movement. To depict reflections including shadow (e.g. water). To explain why I have chosen specific materials to draw with.	My sketches to communicate emotions and a sense of self with accuracy and imagination. To explain why I have chosen specific drawing tools and techniques.
3D	To add onto my work to create texture and shape.	I experiment with and combine materials and processes to design and make 3D form. To sculpt clay and other mouldable materials. To work with life size materials.	I experiment with and combine materials and processes to design and make 3D form.	To create work which is open to interpretation by the audience.
Collage	To cut very accurately. To overlap materials. To experiment using different colours.	To combine visual and tactile qualities. To use mosaic. To use montage.	To combine visual and tactile qualities. To create a fabric collage.	To justify the materials I have chosen. To combine pattern, tone and shape.
Knowledge about artists	To compare the work of different artists, architects and designers. To explore work from other periods of time. Are I beginning to understand the viewpoints of others by looking at images, people and understand how I are feeling and what the artist, architect or designer is trying to express in my work.	To experiment with different styles which artists, architects and designers have used. To explain art and architecture from other periods of history. To explore work from other cultures.	To experiment with different styles which artists, architects and designers have used. To learn about the work of others by looking at my work in books, the Internet, visits to galleries and other sources of information.	To say what my work is influenced by. To include technical aspects in my work, e.g. architectural.