GLADSTONE ROAD PRIMARY SCHOOL
END OF YEAR EXPECTATIONS
ART

EYFS		YEAR 1		YEAR 2	
Drawing and Sketchbooks		**Drawing and Sketchbooks**		**Drawing and Sketchbooks**	
Fine Motor development: Hold writing tools using a tripod grip for greater accuracy.		Explore lines and patterns made by a drawing tool.		Describe the work of a range of artists, including the differences and similarities and make links to their own work.	
How to apply pressure to create softer/stronger lines when using pencils, pencil crayons and chalk pastels.					
Creating with Materials: Chalk pastels can be used effectively on black card to create the illusion of light (firework craft)		Use colour (pastels, chalks) to develop spiral drawings.		Mark make: using graphite, soft pencil and handwriting pen.	
		To begin to use a sketch and talk about its purpose.		Use drawing to develop and share their ideas, experiences and imagination.	
		Practice observational drawing.			
		Present your own artwork, reflect and share verbally ("I enjoyed… This went well").		Verbally share responses to artist's work.	
Surface and colour		**Surface and colour**		**Surface and colour**	
Creating with materials: Mix primary colours to make green and orange. Mix primary colours to make brown and purple		Look at the work of artists who draw, sculptors, and painters (Paul Klee and Emma Burleigh)		Understand that some painters (Van Gogh, Cezanne) use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.	
				Mix primary colours together to make secondary colours of different shades.	
Know what paintbrush is needed for the desired effect (thin, thick, bristly)		Know that watercolour is a media which uses water and paint.		Create my own still life drawing.	
Fine Motor Development: Hold a paintbrush effectively using a tripod grip		Use a variety of brushes, holding them in a variety of ways to make watercolour marks.		Talk about artists' work,and share my views verbally ("I liked…").	
		Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.		Share my own artwork (journey and any final outcome).	
		Reflect upon the artists' work and share your response verbally ("I liked…"). Present your own artwork.			
Working in Three Dimensions		**Working in Three Dimensions**		**Working in Three Dimensions**	

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Fine Motor Development: Use scissors to cut a straight line		Talk about the work of artists who draw, sculptors, and painters.		Understand the role of an architect and when we add materials to make a structure, it is called Construction.	
				Explore the work of an architect (Hundertwasser) and learn to dissect their work to help build understanding.	
Begin to cut curved lines using scissors		Draw an observational drawing from paused film, observing detail using pencil, graphite, handwriting pen.		Use drawing exercises to focus an exploration of observational drawing combined with experimental mark making, using soft pencil.	
Creating with Materials: Cam construct a paper lantern by cutting vertical lines in paper and using glue to fix the structure		Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.		Use a range of materials to design and make products	
Can create stick puppets from a variety of resources without templates.		Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.			
Different materials have different 'properties' and how this influences the creation process i.e. recognise card is stronger than paper when creating a 3D structure.		To know that sculpture is the name sometimes given for artwork which exists in 3D.		Use Design through Making philosophy to playfully construct towards a loose brief.	
How to cut along a curved line to develop accuracy in final product outcomes.		Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed… This went well").			
Know the term 'artist' means a person who creates art and this can take form in many ways such as paintings, drawings, sculptures and collages.				Transform found objects into sculpture, construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure	
How to offer a simple evaluation of their creation and whether it is fit for purpose.				Verbally share responses to artists work.	

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YEAR 3		YEAR 4	
Drawing and Sketchbooks		**Drawing and Sketchbooks**	
Understand that charcoal is a drawing medium that lends itself to gestural marks.		Describe the work of artists (Laura Carlin and Shaun Tan) and how they interpret narrative texts (NC).	
Look at the work of an artist who uses gestural marks which convey movement (Laura McKendry and Edgar Degas)			
Make charcoal drawings which explore Chiaroscuro (light and dark).		Create drawings using charcoal and chalk which convey drama and mood from a staged scene.	
Explore making gestural drawings with charcoal using the whole body.			
Make marks using charcoal using hands as tools.		Use a variety of drawing media including charcoal and pencil to make observational and experimental drawings.	
		Practise drawing skills to improve their mastery of art	
		Continue to use sketch books to record their observations and use them to review and revisit ideas.	
Surface and colour		**Surface and colour**	
Explore an artwork to focus on exploration - Roman Empire - Roman invasion of Britain. - The Bayeux Tapestry (1066)		Explain that artists (Shaheen Ahmed) work with pattern for different reasons.	
Make visual notes using a variety of media.			
Use mono print or screen print over collaged work to make a creative response to an original art piece.		Use pattern including repetition, sequencing, symmetry.	
Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative response to an original artwork.		To begin to create pattern, working with tessellations, repeat pattern or folding patterns.	
Working in Three Dimensions		**Working in Three Dimensions**	
Understand that many makers (Quentin Blake) use other artforms as inspiration, such as literature, film, drama or music.		Explain that a plinth is a device for establishing the importance or context of a sculptural object.	
Understand that when we make sculpture by moulding with our fingers it is called modelling.		To improve their mastery of art and design techniques of sculpture using clay	
		To improve their mastery of art and design techniques using pencil and colour to provide context for their sculpture	
Use Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure.		To construct a sculpture with a range of materials (fabric/ clay/ wire)	

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Use paint/mixing of colours, to experiment, design or complete the sculpture inspired by literature.			
Make an armature using a range of materials to support the sculpture.		Use sketchbooks to create visual notes to reflect and revisit.	

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YEAR 5		YEAR 6	
Drawing and Sketchbooks		**Drawing and Sketchbooks**	
Use my sketch book to collect (use visual notes), record and reflect my ideas and thoughts		Use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.	
Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire and use creative skills to transform into letters.		Explain that designers create fonts and work with Typography.	
Draw over maps/existing marks to explore how you can make mark making more visually powerful.		Use line, mark making, tonal values, colour, shape and composition to make my work more interesting.	
Combine drawing with making to create pictorial / 3-dimension maps which explore qualities of your personality or otherwise respond to a theme.			
Begin to use line weight, rhythm, grip, mark making and shape		Transform my drawing into a three-dimensional object.	
Reflect upon the artists' work, and share your response verbally		Listen to the responses of others and take their feedback on board.	
		Use a sketchbook to share my work with others and talk about my intention and outcome.	
		Use negative space and the grid method to help me see and draw.	
Surface and colour		**Surface and colour**	
Explain processes, intentions and outcomes of different artists		To show how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.	
Present your own artwork (journey and any final outcome), reflect and share verbally.		To research and share what I care about and find ways which I might share my ideas with others.	
Explore ideas relating to design, in sketchbooks, exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.		To combine different techniques such as print, collage and drawing.	
Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design.		To reflect and articulate about my own artwork and the artwork made by my classmates.	
Mix colour to create painted sheets. Use pattern to decorate, working with more paint or ink.			
Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond.		Use a sketchbook to share my work with others,	

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Working in Three Dimensions		Working in Three Dimensions	
Transform 2d patterned sheets into 3d forms or collaged elements to explore fashion design. Work in 3d to devise fashion constructed from patterned papers		Research how a variety of artists and craftspeople use their interest in cutouts to generate imagery and share my responses to their work with my classmates.	
Explain that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.		Show how I might adapt techniques and processes to suit me.	
Use Drawing to understand the form and structures architects might use.			
Use Design through Making and scale models to create a piece of architecture which would make the world a better place.		Use sketchbooks to record, generate ideas, test ideas and reflect,	
Use a combination of materials, construction methods and tools.		Make a shadow puppet thinking about the qualities of the materials I use affect the final outcome	
Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building.		Use materials and tools so that the puppets I creatre have character and expression.	
		To make puppets move in simple ways	
		Work with my peers to create a collaborative experience,	
		Give feedback to the work of other teams, and appreciate the differences and similarities if their work to ours	

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