

# Holy Cross Catholic Primary School

## Art & Design Curriculum End Points



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring art and developing ideas</b>	Explore the use of line, colour, texture, tone, shape, form and pattern.						
	Share their creations, explain the process they have used.	<p>To produce creative work, exploring their ideas and begin to record experiences.</p> <p>Children will respond positively to ideas and starting points;</p> <p>explain how a piece of art makes them feel;</p> <p>explore ideas and collect information;</p> <p>describe differences and similarities and make links to their own work;</p> <p>try different materials and methods to improve;</p> <p>Use key vocabulary to demonstrate knowledge and understanding: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>Use Creativity Journals to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Children will use Creativity Journals to record ideas;</p> <p>keep notes to indicate their likes and dislikes in relation to their own/others artwork and ideas how to improve their own work;</p> <p>explore ideas from first-hand observations;</p> <p>question and make observations about starting points, and respond positively to suggestions;</p> <p>adapt and refine ideas;</p> <p>Use key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>Use Creativity Journals to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Children will review, adapt and revisit ideas in their Creativity Journals;</p> <p>keep notes to indicate their intentions/purpose of a piece of work and how a piece of work may be developed further;</p> <p>offer feedback using technical vocabulary;</p> <p>think critically about their art and design work;</p> <p>use digital technology as sources for developing ideas;</p> <p>Use key vocabulary to demonstrate knowledge and understanding: Creativity Journal, develop, refine, texture, shape, form, pattern, structure.</p>			
<b>Responding to the works of other artists</b>		<p>Children have the opportunity to learn from the works of famous artists, exploring their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>Children will begin to describe the work of famous,</p>	<p>Children continue to study the works of famous artists throughout history. They will have more opportunity to offer opinion and to compare and contrast artists whilst studying the techniques and processes used.</p> <p>Children will use inspiration from famous, notable</p>	<p>Children continue to study the works of famous artists throughout history and use this knowledge to inform their own work. They will have more opportunity to offer opinion and to compare and contrast artists whilst studying the techniques and processes used.</p>			

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		<p>notable artists and designers;</p> <p>express an opinion on the work of famous, notable artists;</p> <p>use inspiration from famous, notable artists to create their own work and make simple comparisons;</p>		<p>artists to create their own work and make simple comparisons;</p> <p>reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>		<p>Children will use inspiration from famous, notable artists to create their own work and make simple comparisons;</p> <p>give detailed observations about notable artists', artisans' and designers' work;</p> <p>begin to offer facts about notable artists', artisans' and designers' lives and begin to name their pieces of work;</p>
<b>Painting</b>	<p>MIXED MEDIA</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with <b>colour, design, texture</b>, form and function.</p> <p>Use a range of small tools, including paintbrushes.</p> <p>Examples of learning:</p> <p>Children will experiment with mixing primary colours;</p> <p>experiment using a variety of tools to make marks and spread paint - straws, hands, fingers, matchsticks, thick and thin brushes,</p>		<p><i>POSTER PAINT</i></p> <p>Children will mix primary colours to create secondary colours and beginning to predict result;</p> <p>able to name primary and secondary colours; experiment with adding black and/or white.</p> <p>Beginning to understand how to make tints using white and tones by adding black to make darker and lighter shades;</p> <p>use a variety of tools and experiment with different effects such as</p>		<p><i>POWDER PAINT</i></p> <p>Children will mix colour, shades and tones with increasing confidence;</p> <p>begin to understand the colour wheel and colour spectrums;</p> <p>begin to explore complimentary colour;</p> <p>use suitable tools and brushes to achieve a desired purpose such as thick/thin lines, dots and demonstrate increasing control the types of marks made;</p> <p>experiment with</p>	<p><i>POSTER PAINT, POWDER PAINT, WATER COLOURS</i></p> <p>Children will begin to demonstrate knowledge about primary and secondary, warm and cold, complementary and contrasting;</p> <p>confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural</p>

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	<p>sponge brushes;</p> <p>explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>		<p>dots, scratches and splashes;</p> <p>begin to show control over the types of marks made;</p> <p>paint on different surfaces with a range of media.</p>		<p>different effects and textures, including washes, blocking in colour and thickened paint;</p> <p>start to develop a painting from a drawing.</p>		<p>effects;</p> <p>start to develop their own style using tonal contrast and mixed media.</p>
<b>Printing</b>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Examples of this:</p> <p>taking rubbings using different resources such as leaves, bricks, and coins;</p> <p>create simple pictures by printing from a variety objects;</p> <p>print with block colours.</p>	<p>Children will use printmaking to create a repeating pattern;</p> <p>continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge;</p> <p>use equipment and media correctly and be able to produce a clean printed image.</p>		<p>Children will record textures/patterns;</p> <p>demonstrate experience at impressed printing: drawing into ink, printing from objects;</p> <p>demonstrate experience in 3 colour printing;</p> <p>increase awareness of mono and relief printing;</p> <p>create repeating patterns.</p>		<p>Children will continue to gain experience in overlaying colours;</p> <p>start to overlay prints with other media;</p> <p>experiment with overprinting motifs and colour;</p> <p>show experience in a range of mono print techniques;</p> <p>builds up drawings and images of whole or parts of items using various techniques;</p> <p>continue to</p>	

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				 		<p>experience in combining prints taken from different objects to produce an end piece;</p> <p>demonstrate experience in a range of printmaking techniques.</p>	
<b><u>Sculpture</u></b>	<p>MIXED MEDIA</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with <b>colour, design, texture</b>, form and function.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>		<p>CLAY</p> <p>Children will experiment with constructing and joining materials;</p> <p>shape and model materials for a purpose (e.g. a pot, tile) from observation and/or</p>		<p>WIRE</p> <p>Children will shape and form from direct observation;</p> <p>use equipment and media with increasing confidence;</p> <p>replicate patterns and</p>		<p><i>MODROC, paper</i></p> <p>Children will plan and design a sculpture;</p> <p>use equipment and media with increasing confidence;</p> <p>use tools and materials to carve, add shape, add texture and</p>

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	<p>Examples of this</p> <p>Children will explore using a variety of malleable media such as clay, salt dough;</p> <p>impress and apply simple decoration;</p> <p>cut shapes using scissors and other modelling tools;</p> <p>build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>		<p>imagination;</p> <p>manipulate clay using a variety of techniques e.g. coiling, kneading, rolling, and pinching;</p> <p>use a variety of materials for sculpting, e.g. clay, card;</p> <p>use a variety of shapes, including lines and texture;</p>		<p>textures in a 3-D form;</p> <p>Manipulate for a variety of purposes such as thumb pots, slim coil pots and models.</p>		<p>pattern;</p> <p>develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p>
<b><u>Collage</u></b>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with <b>colour, design, texture</b>, form and function.</p>	<p>Children will explore cutting and tearing materials;</p> <p>sort and arrange materials;</p> <p>add texture by mixing materials;</p>		<p>Children will select colours and materials to create effect, giving reasons for their choices;</p> <p>refine work as they go to ensure precision;</p> <p>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and</p>		<p>Children will add collage to a painted or printed background;</p> <p>create and arrange accurate patterns;</p> <p>use a range of mixed media;</p> <p>plan and design a collage;</p>	

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				montage;			
<p><b>Drawing</b></p> <p>(pencil, charcoal, inks, chalk, pastels)</p>	<p>MIXED MEDIA</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with <b>colour, design, texture</b>, form and function.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Example:</p> <p>Children will begin to explore the use of line, shape and colour.</p>	<p>MIXED MEDIA</p> <p>Children will continue to explore the use of line, shape and colour;</p> <p>begin to control the types of marks made with the range of media;</p> <p>draw on different surfaces with a range of media.</p>	<p>CHALK</p> <p>Children will experiment with the visual elements, line, shape, pattern and colour;</p> <p>continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes;</p> <p>draw lines/marks from observations;</p> <p>demonstrate control over the types of marks made with a range of media such as pastels, charcoal, pen, chalk.</p>	<p>PENCIL</p> <p>Children will begin to develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines;</p> <p>begin to use shadows;</p> <p>understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>PASTELS</p> <p>Children will experiment with different grades of pastels to achieve variations in tone and make marks on a range of media;</p> <p>begin to show awareness of representing texture through the choice of marks and lines made;</p> <p>begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p>	<p>CHARCOAL</p> <p>Children will explore the effect of light on objects or people from different directions;</p> <p>have opportunities to develop drawings featuring the third dimension and perspective;</p> <p>continue to develop the use of different techniques for different purposes i.e. shading, hatching within their own work;</p> <p>use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p>	<p>MIXED MEDIA</p> <p>Children will use different media to achieve variations in line, texture, tone, colour, shape and pattern;</p> <p>develop close observation skills using a variety of view finders;</p> <p>have opportunities to develop further simple perspective in their work using a single focal point and horizon;</p> <p>develop an awareness of composition, scale and proportion in their drawings.</p>