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| **End points: ART** | | | | |  |  |  |  |
| **Classes** | **Drawing** | **Painting and mixed media** | **Sculpture and 3D** | **Craft and design** | **Using sketchbooks** | **Knowledge of artists** | **Evaluating and analysing** | **Key Vocab** |
| **Year 1** | I can use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens | I can begin to explore colour mixing. | I can explore how to join and fix materials in place. | I can begin to develop skills such as measuring materials, cutting, and adding decoration. | I can use sketchbooks to explore ideas in an open-ended way. | I can describe similarities and differences between practices in Art and design, and link these to my own work. | I can describe and compare features of my own and other’s artwork. | I can use the vocab associated with colour, form, shape, line, pattern, texture, tone, at an age-appropriate level. |
| **Year 2** | I can experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns, and shapes. | I can create a range of secondary colours by using different amounts of each starting colour or adding water. | I can use hands and tools with confidence when cutting, shaping, and joining paper, card and malleable materials. | I can follow a plan for a making process, modifying and correcting things and knowing when to seek advice | I can experiment in sketchbooks, using drawing to record ideas and make decisions about what to try out next. | I can talk about art I have seen using some appropriate subject vocabulary. | I can explain my ideas and opinions about my own and other’s artwork, giving reasons. | I can use the vocab associated with colour, form, shape, line, pattern, texture, tone, at an age-appropriate level. |
| **Year 3** | I can confidently use of a range of materials, selecting and using these appropriately with more independence. | I can mix colours with greater accuracy and begin to consider how colours can be used expressively. | I can shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). | I can learn a new making technique (paper making) and apply it as part of my own project. | I can use sketchbooks for a wider range of purposes, by recording things using drawing and annotations, planning, and taking next steps in a making process. | I can use subject vocabulary to describe and compare creative works and use my experiences to explain how art works may have been made. | I can confidently explain my ideas and opinions about my own and other’s artwork, giving reasons. | I can use the vocab associated with colour, form, shape, line, pattern, texture, tone, at an age-appropriate level. |
| **Year 4** | I can use growing knowledge of different drawing materials, combining media for effect. | I can develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. | I can explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. | I can design and make art for different purposes and begin to consider how this works in creative industries. | I can use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | I can use subject vocabulary confidently to describe and compare creative works and use my experiences of techniques and making processes to explain how art works may have been made. | I can evaluate my work more regularly and independently during the planning and making process. | I can use the vocab associated with colour, form, shape, line, pattern, texture, tone, at an age-appropriate level. |
| **Year 5** | I can draw in a more sustained way, revisiting a drawing over time and applying my understanding of tone, texture, line, colour, and form. | I can develop a painting from a drawing or other initial stimulus. | I can persevere when constructions are challenging and work to problem solve more independently. | I can design and make art for different purposes and begin to consider how this works in creative industries | I can confidently use sketchbooks for purposes including recording observations and research, testing materials, and working towards an outcome more independently. | I can research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | I can discuss the processes used by myself and by other artists, and describe the particular outcome achieved. | I can use the vocab associated with colour, form, shape, line, pattern, texture, tone, at an age-appropriate level. |
| **Year 6** | I can apply new drawing techniques to improve my mastery of materials and techniques. | I can consider materials, scale and techniques when creating collage and other mixed media pieces. | I can combine materials and techniques appropriately to fit with ideas. | I can justify choices made during a design process, explaining how the work of creative practitioners have influence their outcome. | I can use a systematic and independent approach, research, test and develop ideas and plans using my sketchbook. | I can describe, interpret, and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. | I can give reasoned evaluations of my own and others work which takes account of context and intention. | I can use the vocab associated with colour, form, shape, line, pattern, texture, tone, at an age-appropriate level. |