



End of Year Expectations

	Topic	National Curriculum Objectives	Key Knowledge	Enrichment
Year 6	Keith Haring Drawing	<ul style="list-style-type: none"> ➤ Use a range of materials ➤ To draw to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using line, shape, form and space ➤ To learn about the work of a range of artists. ➤ To make links to their own work ➤ 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 with a range of materials. 	<ul style="list-style-type: none"> ➤ To know and experiment with the proportions of the human body. ➤ To know how to depict movement through stages of movement, layered sketches. ➤ To know how to use a variety of media to create line and tonal drawing. 	
	Islamic decorative Art Painting	<ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products ➤ To develop a wide range of art and design techniques in using colour, pattern, texture ➤ To learn about the work of a range of designers ➤ 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, with a range of materials ➤ Learn about great artists, architects and designers in history 	<ul style="list-style-type: none"> ➤ To understand that Islamic art does not often feature depictions of figures or living things and focuses on patterns. ➤ To know where in the world there are good examples of Islamic patterned decoration. ➤ To recognise the features of Islamic patterns ➤ To know how to transfer an image using tracing paper ➤ To understand how to etch lino safely. ➤ To understand that a print is transferred in reverse. ➤ To understand that a piece of collaborative artwork is created when artists work together towards a final piece. 	

	<p>Henry Moore and Barbara Hepworth Sculpture</p> <ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products ➤ To use sculpture to develop and share their ideas, experiences and imagination ➤ To develop a wide range of art and design techniques in using line, shape, form and space ➤ To learn about the work of a range of artists, and making links to their own work. ● 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 sculpture with a range of materials ➤ Learn about great artists 	<ul style="list-style-type: none"> ➤ To know that Moore and Hepworth were contemporary artists ➤ To know that known forms can be represented in a highly simplified abstract form ➤ To know that negative space is the space outside of or between shapes. 	
<p>Year 5</p> <p>Falling Water by Frank Lloyd Wright (architect)</p> <p>Drawing</p>	<ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products ➤ To use drawing to develop and share their ideas, experiences and imagination ➤ To develop a wide range of art and design techniques in using, line, shape, form and space ➤ To learn about the work of a range of designers and making links to their own work. 	<ul style="list-style-type: none"> ➤ To know that Frank Lloyd Wright is an example of an architect and architects design buildings. ➤ To know that architectural drawing is more precise than sketching (rulers can be used). ➤ To know that perspective allows us to tell what is closest to the viewer and what is further away. ➤ To know that lines of perspective disappear towards a vanishing point. 	

		<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 • Learn about great architects in history. 		
Mark Rothko Painting		<ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products ➤ To use drawing to develop and share their ideas, experiences and imagination ➤ To develop a wide range of art and design techniques in using colour, ➤ To learn about the work of a range of artists, ➤ 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 with a range of materials ➤ Learn about great artists 	<ul style="list-style-type: none"> ➤ To know that abstract art does not need to look like the thing it represents but achieves its effect and mood by using shape, colour, line and texture. ➤ To understand that art provokes an emotional response and that this may be different for different people. ➤ To understand that art can be interpreted in different ways. ➤ To know that colours are traditionally associated with different feelings and meanings in different cultures. ➤ To have some understanding of the work of Mark Rothko. 	
Ceramic throughout history Sculpture		<ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> ➤ To know that a vessel is a container used to hold liquids or solids ➤ To know that ceramic is something made of baked clay 	

		<ul style="list-style-type: none"> ➢ To use sculpture to develop and share their ideas, experiences and imagination ➢ To develop a wide range of art and design techniques in using, shape and form ➢ To learn about the work of a range of craft makers and making links to their own work. ➢ 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 sculpture with a range of materials [clay] 	<ul style="list-style-type: none"> ➢ To know that clay is dug out of the earth ➢ To know that there are different types of clay/ceramic including earthenware, stoneware and porcelain ➢ To recognise the importance of ceramic pots throughout history. ➢ To examine how ceramic pots have changed and evolved. ➢ To spot how pots may have been made and glazed. ➢ To know how to make a pinch pot ➢ To know how to slab build a vessel ➢ To know how to make a coil pot. ➢ To create a design and etch it into a pot. ➢ To fix pieces of clay together using a score and slip technique ➢ To dip glaze a pot ➢ To paint a pot with a design. 	
Year 4	<p>The Basket of Apples by Paul Cezanne</p> <p>Drawing</p>	<ul style="list-style-type: none"> ➢ To use a range of materials creatively to design and make products ➢ To develop a wide range of art and design techniques in using line, shape, form and space ➢ To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. • to create sketch books to record their observations and 	<ul style="list-style-type: none"> ➢ To know how to use charcoal (not smudging with fingers). ➢ To know who Cezanne was and when and where he was in history. ➢ To know that a still life is a group of inanimate objects ➢ To know that a viewfinder can be used to isolate a small section of something to draw. ➢ To know that negative space is the spaces between forms and that it forms an important part of a composition. ➢ To know that objects need to be looked at in relation to each other in order to get correct proportions. 	

		<ul style="list-style-type: none"> 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 [pencil, charcoal] Learn about great artists in history 		
Charlene by Robert Rauschenberg Painting		<ul style="list-style-type: none"> ➢ To use a range of materials creatively to design and make products ➢ To use painting to develop and share their ideas, experiences and imagination ➢ To develop a wide range of art and design techniques in using colour, pattern, texture ➢ To learn about the work of a range of artists ➢ 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 painting with a range of materials ➢ Learn about great artists in history 	<ul style="list-style-type: none"> ➢ To understand the term 'mixed media' and 'collage'. ➢ To understand that an artwork can represent a journey or a moment (Rauschenberg often depicted his travels by collecting tickets, brochures, pictures, receipts from a trip and incorporating them into his final artwork. ➢ To know that abstract art does not need to look like the thing it represents but achieves its effect and mood by using shape, colour, line and texture. ➢ To understand that paint can be applied to a variety of surfaces ➢ To understand that things can be added to paint to create texture. ➢ To understand how to effect compose a range of materials and incorporate paint. 	
Michael Bolus Sculpture		<ul style="list-style-type: none"> ➢ To use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> ➢ To know that 2D forms can be used to create 3D shapes 	

		<ul style="list-style-type: none"> ➤ To use sculpture to develop and share their ideas, experiences and imagination ➤ To develop a wide range of art and design techniques in using line, shape, form and space ➤ To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. • 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 sculpture with a range of materials • Learn about great artists in history 	<ul style="list-style-type: none"> ➤ To know how to join pieces of paper using slots and bends ➤ To know how to manipulate using folding 	
Year 3	Picasso - Lady in a beret and quadrille dress Drawing	<ul style="list-style-type: none"> ➤ To develop a wide range of art and design techniques in using line, shape, form and space ➤ To learn about the work of a range of artists and making links to their own work. • 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 	<ul style="list-style-type: none"> ➤ To know that portraits are pictures of people ➤ To know that portraits had an important role in history before photography ➤ To know that portraits don't have to be realistic. ➤ To know that paper positioned vertically is 'portrait'. ➤ To know that the majority of human faces have the same proportions and positions. 	

		<p>drawing, with a range of materials [pencil]</p> <ul style="list-style-type: none"> • Learn about great artists in history 	<ul style="list-style-type: none"> ➢ To know that pencils vary in grade and harder pencils produce a lighter tone and softer (B) pencils produce a darker tone. ➢ To know that Picasso is a famous Spanish artist who practised a variety of styles. 	
Township scene by Willie Bester	Painting	<ul style="list-style-type: none"> ➢ To use a range of materials creatively to design and make products ➢ To use painting to develop and share their ideas, experiences and imagination ➢ To develop a wide range of art and design techniques in using colour ➢ To learn 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. ➢ 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 painting with a range of materials [for example, pencil, charcoal, paint, clay] ➢ Learn about great artists in history 	<ul style="list-style-type: none"> ➢ 	

	<p>Giacometti Sculpture</p> <ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products ➤ To use sculpture to develop and share their ideas, experiences and imagination ➤ To develop a wide range of art and design techniques in using shape, form and space ➤ To learn 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. ➤ 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 sculpture with a range of materials ➤ Learn about great artists in history 	<ul style="list-style-type: none"> ➤ That Giacometti experimented with drawing, painting and sculpture, ➤ To know that he is most famous for tall, thin, bronze figures ➤ An understanding of the proportions of the human figure ➤ To know that sculptures need a strong, stable base in order to stand upright 	
<p>Year 2</p>	<p>Van Gogh - Starry Night Drawing</p> <ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products ➤ To use drawing to develop and share their ideas, experiences and imagination ➤ To develop a wide range of art and design techniques in using pattern, texture 	<ul style="list-style-type: none"> ➤ How to control a variety of drawing implements. ➤ That pattern and texture can show tone. ➤ That tone can be created in different ways (pressing harder with the pencil, going over shading, adding more hatches) ➤ That hatching is filling in tone by using lines (and that cross hatching is doing this in two different directions) 	

		<ul style="list-style-type: none"> ➤ To learn 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. 	<ul style="list-style-type: none"> ➤ That stippling is dotting the pencil and the more stippling the darker the tone. ➤ That a darker tone is used in an area of shadow (where light doesn't reach). ➤ That varying the tone makes an object look 3D ➤ That varying the texture can differentiate between one area of a picture and another. 	
Georges Seurat Painting		<ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products ➤ To use painting to develop and share their ideas, experiences and imagination ➤ To develop a wide range of art and design techniques in using colour. ➤ To learn 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. 	<ul style="list-style-type: none"> ➤ To know the primary colours ➤ To know the secondary colours ➤ To know how colour mixing works using a colour wheel ➤ To know about colour mixing ➤ To know what Impressionism is ➤ To know what Pointillism is 	
Andy Goldsworthy Sculpture		<ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products ➤ To use sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> ➤ To know that a sculpture is a 3D artwork that can be created from any material (clay, bronze, stone, wood, etc) ➤ To know that some materials are natural and others are man-made. ➤ To know that natural materials can change and decay. 	

		<ul style="list-style-type: none"> ➤ To develop a wide range of art and design techniques in using line, shape, form and space ➤ To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines and making links to their own work. ➤ 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 sculpture with a range of materials ➤ Learn about great artists in history 		
Year 1	Drawing	<ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products ➤ To use drawing to develop and share their ideas, experiences and imagination ➤ To develop a wide range of art and design techniques in using line, shape, form and space ➤ To learn about the work of a range of artists, craft makers and designers, describing the 	<ul style="list-style-type: none"> ➤ To know how to control the pencil ➤ To know that tone can be light, dark and various stages in between. ➤ To know that tone can be created in different ways (pressing harder with the pencil, going over shading, adding more hatches) ➤ To know that hatching is filling in tone by using lines (and that cross hatching is doing this in two different directions) 	

		<p>differences and similarities between different practices and disciplines, and making links to their own work.</p>	<ul style="list-style-type: none"> ➤ To know that stippling is dotting the pencil and the more stippling the darker the tone. ➤ To know that a darker tone is used in an area of shadow (where light doesn't reach). ➤ To know that varying the tone makes an object look 3D 	
<i>Composition II in Red, Blue, and Yellow, 1930 Piet Mondrian</i>	Painting	<ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products ➤ To use painting to develop and share their ideas, experiences and imagination ➤ To develop a wide range of art and design techniques in using colour, line, shape ➤ To learn about the work of a range of artists 	<ul style="list-style-type: none"> ➤ To know how to apply paint to paper with brush strokes. ➤ To know how to achieve consistent layer of paint of the same tone ➤ To know how to wash brushes between colours to ensure that the colours do not mix ➤ To know how to control the paint and brush to paint within the lines. ➤ To know how to draw lines with a ruler. ➤ To know how to draw horizontal and vertical lines 	
Victorian ceramic tiles	Sculpture	<ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products ➤ To use 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 ➤ To learn about the work of a range of craft makers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> ➤ To know that tiles are made with clay. ➤ To know that clay comes from the ground ➤ To know that clay dries to become hard (or is fired in a kiln) ➤ To know that tiles can be used in different places (bathrooms, kitchens, fireplaces, etc) ➤ To know that dried clay can smash ➤ To know the properties of wet clay ➤ To know how to roll and mould clay. 	

		<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 sculpture with a range of materials [clay] • Learn about great designers in history 		
EYFS	Expressive Arts and Design Creating with Materials	<ul style="list-style-type: none"> ➤ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ➤ Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> ➤ To use a pen, pencil, chalk, pastel to draw a self-portrait. ➤ To use a camera to take photos of myself and my friends. ➤ To name all of the colours and use them for a purpose. ➤ To create patterns using shapes and colours. ➤ can mix colours and create different shades. ➤ To know what a silhouette is and how to create one. ➤ To say what my creation is and talk about it with support. ➤ To create a collage using scissors, glue and colours effectively. ➤ To say what my creation is. ➤ To create prints using a variety of techniques. ➤ To use my observation to draw in more detail. ➤ To talk about my creation and say what I like about it. ➤ To know where different materials come from. ➤ To mix materials to create different textures. ➤ To mix techniques to create different textures. ➤ To explain my creative choices. ➤ To recognise the way patterns are made in different cultures. ➤ To use patterns to inspire my own work. ➤ To say how I could improve my work. ➤ To use watercolours to create a still life picture. ➤ To design and make my own sculpture. ➤ To explain the creative choices of others. 	