

## End Points in Art and Design

Concepts	Early Years	Key Stage 1 (Years 1 & 2)	Lower Key Stage 2 (Years 3 & 4)	Upper Key Stage 2 (Years 5 & 6)
<b>Develop ideas</b>	<p>Explore ideas and starting points</p> <p>Exposed to ideas and explore visual information</p> <p>Exposed to different methods and materials as ideas are modelled</p>	<p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information</p> <p>Explore different methods and materials as ideas develop</p>	<p>Develop ideas from starting points</p> <p>Collect information, sketches and resources</p> <p>Adapt and refine ideas as they progress</p> <p>Explore ideas in a variety of ways</p> <p>Comment on artwork using visual language</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum</p> <p>Collect information sketches and resources and present ideas imaginatively in a sketching book</p> <p>Use qualities of materials to enhance ideas</p> <p>Spot the potential in unexpected results as work progresses</p> <p>Comment on artworks with a fluent grasp of visual language</p>
<b><u>Master techniques:</u></b> <b>Drawing</b>	<p>Draw lines with different media on different surfaces</p> <p>Understand that they can colour within the lines</p>	<p>Draw lines of different sizes and thickness</p> <p>Colour (own work) neatly following lines</p>	<p>Use different hardnesses of pencils to show line, tone and texture</p> <p>Annotate sketches to explain and elaborate ideas</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflections</p>

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	<p>Show patterns by repeating simple shapes and lines</p> <p>Use effective pencil grip to make marks</p>	<p>Show patterns and textures by adding dots and lines</p> <p>Show different tones by using coloured pencils</p>	<p>Sketch lightly (no need to use a rubber to correct mistakes)</p> <p>Use shading to show light and shadow</p> <p>Use hatching and cross hatching to show tone and texture</p>	<p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</p> <p>Use lines to represent movement</p>
<b>Painting</b>	<p>Use a variety of tools to create marks with paint</p> <p>Explore colour mixing</p> <p>Name simple colours</p>	<p>Use thick and thin brushes</p> <p>Mix primary colours to make secondary</p> <p>Add white to colours to make tints and black</p> <p>Create colour wheels</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>Mix colours effectively</p> <p>Use watercolour paint to produce washes for backgrounds then add detail</p> <p>Experiment with creating mood with colour</p>	<p>Sketch (lightly) before painting to combine line and colour</p> <p>Create a colour palette based upon colours observed in nature or built world</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces</p> <p>Combine colours, tones and tints to enhance the mood of a piece</p> <p>Use brush techniques and the qualities of paint to create texture</p>

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				Develop a personal style of painting, drawing upon ideas from other artists
<b>Collage</b>	<p>Manipulate materials to achieve a planned effect</p> <p>Explore a range of joining materials</p> <p>Touch and arrange textured materials</p>	<p>Use a combination of materials that are cut, torn and glued</p> <p>Sort and arrange materials</p> <p>Mix materials to create texture</p>	<p>Select and arrange materials for a striking effect</p> <p>Ensure work is precise</p> <p>Use coiling, overlapping, tessellation, mosaic and montage</p>	<p>Mix textures (rough and smooth, plain and patterned)</p> <p>Combine visual and tactile qualities</p> <p>Use ceramic mosaic materials and techniques</p>
<b>Sculpture</b>	<p>Create sculptures that are 2D and 3D</p> <p>Use different textures to create models</p> <p>Use and explore a variety of</p>	<p>Use a combination of shapes</p> <p>Include lines and texture</p> <p>Use rolled up paper, straws, paper, card and clay as materials</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</p> <p>Include texture that conveys feelings, expression or movement</p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</p> <p>Use tools to carve and add shapes, texture and pattern</p>

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	materials and techniques	Use techniques such as rolling, cutting, moulding and carving	Use clay and mouldable materials  Add materials to provide interesting detail	Combine visual and tactile qualities  Use framework (such as wire or moulds) to provide stability and form
<b>Print</b>	Use an object to create prints  Begin to create copied prints from an example  Understand that prints can be made using different techniques such as press, roll, rub and stamp	Use repeating or overlapping shapes  Mimic print from the environment (e.g. wallpapers)  Use objects to create prints (e.g. fruit, vegetables or sponges)  Press, roll, rub and stamp to make prints	Use layers of two or more colours  Replicate patterns observed in natural or built environments  Make printing blocks (e.g. from coiled string glued to a block)  Make precise repeating patterns	Build up layers of colours  Create an accurate pattern, showing fine detail  Use a range of visual elements to reflect the purpose of the work
<b>Textiles</b>	Join materials using glue or tape  With support, use marbling to create different effects	Use weaving to create a pattern  Join materials using glue and/or a stitch	Shape and stitch materials  Use basic cross stitch and back stitch  Colour fabric	Show precision in techniques  Choose from a range of stitching techniques

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	Use an in and out movement to complete simple sewing cards	Use plaiting Use dip dye techniques	Create weavings Quilt, pad and gather fabric	Combine previously learned techniques to create pieces
<b>Digital Media</b>	Use drawing apps to create marks through technology	Use a wide range of tools to create different textures, lines, tones, colours and shapes	Create images, video and sound recordings and explain why they are created	Enhance digital media by editing (including sound, video, animation, still images and installations)
<b>Taking inspiration from the greats (classic and modern)</b>	Understand what an artist or illustrator is	Describe the work of notable artists, artisans and designers  Use some of the ideas of artists studied to create pieces	Replicate some of the techniques used by notable artists, artisans and designers  Create original pieces that are influenced by studies of others	Gives details (including own sketches) about the style of some notable artists, artisans and designers  Show how the work of those studied was influenced by both society and to other artists  Create original pieces that are show a range of influences and styles