

EYFS

EYFS Knowledge:

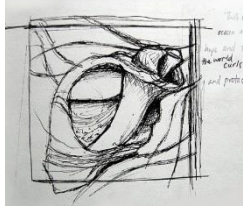
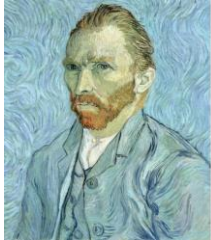
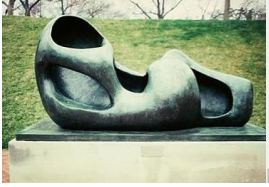



The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.







This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art and design.


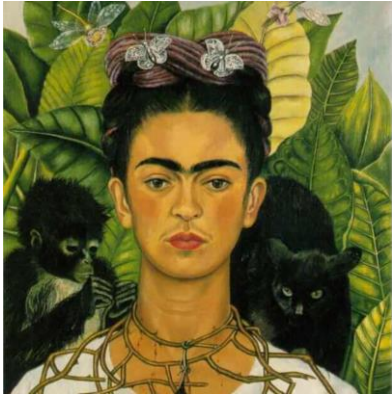

The most relevant statements for art are taken from the following areas of learning:







- Physical Development
- Expressive Arts and Design

Art and Design			
Three- and Four-Year Olds	Physical Development		<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development		<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	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.

	KS1	Drawing	Painting	Sculpture	Printing and Digital Art
KS1	Odd Year 2023/ 2025/ 2027	 <p align="center">Observational Drawing - Amiria Gale</p> <p>To understand the contribution of Amiria Gale and her significance. To evaluate and analyse Amiria Gale's work. To respond and comment on an artwork, using appropriate vocabulary. To investigate different pencil types and discuss their properties. To use different thicknesses of line for effect. To experiment with pencil lines to show texture. To experiment with pencil lines to show tone. To show pattern and texture by adding dots and lines. To include accurate features in a drawing. To experiment with shadows through the use of light and dark. To use drawing materials (e.g. pencil or charcoal) to create an observational drawing of a transport vehicle in the style of Amiria Gale. To evaluate and review my work. To develop and share my ideas using my experiences and imagination.</p>	 <p align="center">Portrait - Vincent Van Gogh</p> <p>To understand the contribution of Vincent Van Gogh and his significance. To evaluate and analyse Vincent Van Gogh's work. To talk about what can be seen in a painting, responding and commenting on an artwork, using appropriate vocabulary. To mix colours to create a desired effect. (Including tones and tints). To create different shades of colour. To use colours to complement and contrast one another. Plan colours to create or show a feeling. To know and name both primary and secondary colours. To use and apply secondary colours in their work. To develop the ability to control paint and paintbrush. To use brush strokes to create texture. To experiment painting with thick and thin brushes. To use learnt artistic techniques to create in paint a self-portrait, in the style of Vincent Van Gogh. To evaluate and review my work. To develop and share my ideas using my experiences and imagination.</p>	 <p align="center">Cutting Edge Art – (Sculpture Park Visit) Henry Moore</p> <p>To understand the contribution of Henry Moore and his significance. To evaluate and analyse Henry Moore's work. To respond and comment on an artwork, talking about what can be seen, considering how artwork can reflect and evoke different emotions, using appropriate vocabulary. To use different tools to form and shape clay. To manipulate clay to join two pieces together. To experiment with different techniques to join pieces of clay together To plan and make a sculpture, observing detail in artwork, experimenting to produce my own Henry Moore inspired representation. To evaluate and review my work. To develop and share my ideas using my experiences and imagination.</p>	
	Even Year 2022/2024	 <p align="center">Local Artist - (Illustrator of buildings) Josephine Dellow</p> <p>To understand the contribution of Josephine Dellow and her significance. To evaluate and analyse Josephine Dellow's work. To respond and comment on an artwork, using appropriate vocabulary. To investigate different pencil types and discuss their properties. To use different thicknesses of line for effect. To experiment with pencil lines to show texture. To experiment with pencil lines to show tone. To show pattern and texture by adding dots and lines. To include accurate features in a drawing. To experiment with shadows through the use of light and dark. To use a viewfinder to focus on a specific part before drawing To use drawing materials (e.g. pencil or charcoal) to create a drawing of their school, house or street in the style of Josephine Dellow. To evaluate and review my work. To develop and share my ideas using my experiences and imagination.</p>	 <p align="center">Local Artist - (Murals on buildings in Sheffield) Jo Peel</p> <p>To understand the contribution of Jo Peel and her significance. To evaluate and analyse Jo Peel's work. To talk about what can be seen in a painting, responding and commenting on an artwork, using appropriate vocabulary. To mix colours to create a desired effect (including tones and tints). To create different shades of colour. To use colours to complement and contrast one another. Plan colours to create or show a feeling. To know and name both primary and secondary colours. To use and apply secondary colours in their work. To develop the ability to control paint and paintbrush. To use brush strokes to create texture. To experiment painting with thick and thin brushes. To use learnt artistic techniques to create in paint a self-portrait, in the style of Jo Peel. To evaluate and review my work. To develop and share my ideas using my experiences and imagination.</p>	 <p align="center">Art and Nature - (Nature, materials, transient art) Andy Goldsworthy</p> <p>To understand the contribution of Andy Goldsworthy and his significance. To evaluate and analyse Andy Goldsworthy's work. To respond and comment on an artwork, talking about what can be seen, considering how artwork can reflect and evoke different emotions. To identify natural materials used in artworks. To gather materials and consider how they could be used. To arrange natural materials to create my own transient natural art. To evaluate and review my work. To develop and share my ideas using my experiences and imagination.</p>	

	KS2	Drawing	Painting	Sculpture	Printing and Digital Art
Year 3/4	Odd Year 2023/ 2025/ 2027	 <p align="center">Portrait - (Line Drawing Pencil and Charcoal) Vincent Van Gogh</p> <p>To understand the contribution of Vincent Van Gogh and his significance. To evaluate and analyse Vincent Van Gogh's work. To respond, comment and compare different artwork, using appropriate vocabulary. To use a variety of lines made with pencil or charcoal to create patterns. To include accurate detail in a drawing. To experiment with shading to show light and shadow. To develop scale and proportion when drawing. To apply knowledge of scale and proportion to draw a person. To use line, tone, shape and colour to represent figures and form. To observe details from an artwork and apply this to my own inspired work. To evaluate and review my work. To develop and share my ideas using my experiences and imagination. To make comparisons between the techniques of artists.</p>	 <p align="center">Painting - Local Artist Pete McKee</p> <p>To understand the contribution of Pete McKee and his significance. To evaluate and analyse Pete McKee's work. To respond, comment and compare different artwork, using appropriate vocabulary. To use different shades of colour to build a sense of depth. To develop an understanding of a palette. To use colours within a restrictive pallet to contrast and complement one another. To explore and apply tint and tone to their paintings. Use a number of brush techniques using thick and thin brushes to produce carefully chosen shapes, textures, patterns and lines. Show an awareness of the impact that colour can have on mood and experiment with this in my work. To observe details from an artwork and apply this to my own inspired work. To evaluate and review my work. To develop and share my ideas using my experiences and imagination. To make comparisons between the techniques of artists. To consider how artwork can reflect and evoke different emotions.</p>		 <p align="center">Printing and Digital Art – Pop Art -Andy Warhol</p> <p>To understand the contribution of Andy Warhol and his significance. To evaluate and analyse Andy Warhol's work. To respond and comment on an artwork, using appropriate vocabulary. To replicate accurate patterns. To build up at least two layers of colour. To use repeating or overlapping shapes. To use objects to create prints e.g. fruits, vegetables or sponges. To use the coil string block technique to create their own printing block. To select a particular print technique for a given purpose. To observe details from an artwork and apply this to my own inspired work. To evaluate and review my work. To develop and share my ideas using my experiences and imagination. To make comparisons between the techniques of artists.</p>
	Even Year 2022/ 2024/ 2026	 <p align="center">Landscape - British Architect Stephen Wiltshire</p> <p>To understand the contribution of Stephen Wiltshire and his significance. To evaluate and analyse Stephen Wiltshire's work. To respond, comment and compare different artwork, using appropriate vocabulary. To use a variety of lines made with pencil or charcoal to create patterns. To include accurate detail in a drawing. To experiment with shading to show light and shadow. To develop scale and proportion when drawing. To apply knowledge of scale and proportion to draw a person. To use line, tone, shape and colour to represent figures and form. To observe details from an artwork and apply this to my own inspired work. To evaluate and review my work. To develop and share my ideas using my experiences and imagination. To make comparisons between the techniques of artists.</p>	 <p align="center">Painting - Art and Nature Edward Tingatinga (African Art Movement, originated in East Africa)</p> <p>To understand the contribution of Edward Tingatinga and his significance. To evaluate and analyse Edward Tingatinga's work. To respond, comment and compare different artwork, using appropriate vocabulary. To annotate sketches to explain and elaborate ideas. To paint to create texture. To use different shades of colour to build a sense of depth. To use colours to contrast and complement one another. To identify and mix tertiary colours effectively. To explore and apply tint and tone to their paintings. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Show an awareness of the impact that colour can have on mood and emotion in a painting and experiment with this in my work. To observe details and apply this to my own inspired art work. To evaluate and review my work. To develop and share my ideas using my experiences and imagination. To make comparisons between the techniques of artists.</p>	 <p align="center">Sculpture – Local Artist Henry Moore</p> <p>To understand the contribution of Henry Moore and his significance. To evaluate and analyse Henry Moore's work. To respond, comment and compare different artwork, talking about what can be seen, using appropriate vocabulary. To plan and sketch a sculpture design applying different grades of pencil strength to show line, tone and texture, including hatching, stippling and cross-hatching. To create a variety of different forms and shapes. To identify component parts of a natural sculpture. To overlap different materials to create different textures. To develop an understanding of different methods of attaching two materials. To shape, form, model and construct malleable materials. To observe details from an artwork and apply this to my own inspired work. To evaluate and review my work. To develop and share my ideas using my experiences and imagination. To make comparisons between the techniques of artists.</p>	

KS2		Drawing	Painting	Sculpture
Year 4/5	Yearly	 <p align="center">Drawing – Landscape Monet – Pencil/ Charcoal/ Pastels</p> <p>To understand what Impressionism is. To understand the main features of impressionism. To understand the contribution of Monet and his significance. To explore and compare Impressionist paintings. To evaluate and analyse Monet's work.</p> <p>To respond, comment and compare different artwork, using appropriate vocabulary. To paint a landscape in the style of the Impressionists. To explore how Monet was interested in how light changed the landscape. To describe how Monet used colour to convey different seasons and times of day. To experiment with recreating Monet's haystacks. To explore a variety of paintings portraying city life and express what they think about them.</p> <p>To make careful observations and record what they can see. To consider how cities have changed since Monet's day. To discuss Monet's 'Water Lilies' series and say how it makes me feel. To apply different artistic techniques to create artwork based on the garden at Giverny.</p> <p>To choose a favourite Monet painting, explaining why I like it. To research the life and work of Monet.</p> <p>To understand that artwork can reflect and evoke different emotions. To observe details from an artwork and apply this to my own inspired work. To identify and compare techniques and styles used by artists.</p>	 <p align="center">Portrait – Frida Kahlo</p> <p>To understand the contribution of Frida Kahlo and her significance. To evaluate and analyse Frida Kahlo's work.</p> <p>To respond, comment and compare different artwork, using appropriate vocabulary. To use paint to create texture To use different shades of colour to build a sense of depth To understand how colours, contrast and complement one another. To know and mix tertiary colours effectively. To explore and apply tint and tone to their paintings. To experiment with creating mood with colour.</p> <p>To create a colour palette based upon colours observed in the natural or built world. To use hue, tint, tone, shades to affect the mood of a painting. To use a number of brush techniques to produce shapes, textures, patterns and lines (stippling, dabbing, dotting, splatting), and the qualities of paint to create texture To show an awareness of the impact that colour can have on mood and emotion in a painting.</p> <p>To understand that artwork can reflect and evoke different emotions. To observe details from an artwork and apply this to my own inspired work. To identify and compare techniques and styles used by artists.</p>	 <p align="center">Sculpture – British Clay Artist Jesse Wine</p> <p>To understand the contribution of Jesse Wine and his significance. To evaluate and analyse Jesse Wine's work.</p> <p>To respond, comment and compare different artwork, using appropriate vocabulary. To plan and sketch a sculpture design applying different grades of pencil strength to show line, tone and texture, including hatching, stippling and cross-hatching. To discuss the work of other sculptors. To use observation or imagination to form ideas. To create a variety of different forms and shapes To overlap different materials to create different textures To develop an understanding of different methods of attaching two materials. To plan and create a sculpture To shape, form, model and construct malleable materials. To use clay tools to add detail to their work, form and shape clay. To manipulate and use different techniques to join two clay pieces together including slabs, coils and slips. To use different techniques to join pieces of clay together To recognise that sculptors will make conscious choices about size, shape and material to convey a desired effect from the finished piece. To explain or infer the message/feeling which sculptors To think critically about sculpture and whether or not it has achieved the desired effect.</p>

		Drawing	Painting	Sculpture	Printing and Digital Art
Year 5/6	KS2	 <p align="center">Drawing – Leonardo Da Vinci and his Sketch Books</p> <p>To understand the contribution of Leonardo Da Vinci and his significance. To evaluate and analyse Leonardo Da Vinci's sketch books and work. To respond, comment and compare different artwork, using appropriate vocabulary.</p> <p>To experiment with sketch books and the gathering of ideas. To draw with precision using different pressure and gradient pencils to produce different tones. To explore the basic elements of creating patterns with pencil. To include measuring skills to help with proportion in their drawings. To use shading to create texture, mood and feeling. To use line, tone, shape, colour to represent figures and form. To create the concept of perspective. To create the effect of light on objects and people from different directions. To explain the different use of drawing tools. To produce increasingly accurate drawings. To observe details from an artwork and apply this to my own inspired work. To annotate sketches to explain and elaborate ideas. To compare and contrast paintings with two contrasting moods. To discuss their own artwork.</p>	 <p align="center">Painting – Kehinde Wiley</p> <p>To understand the contribution of Kehinde Wiley and his significance. To evaluate and analyse Kehinde Wiley's work. To respond, comment and compare different artwork, using appropriate vocabulary.</p> <p>To use art to create a statement. To experiment with a range of media. To use tertiary colours in their work. To use colours to express mood and a range of feelings. To understand how colours, contrast and complement one another. To compare and contrast paintings with different moods. To create visually interesting pieces. To observe details from an artwork and apply this to my own inspired work. To develop their technique with control. To compare and contrast work with contrasting moods. To discuss their own artwork. To explain personal choices of specific art techniques used and the intended statement made. To review, revisit and evaluate to refine their own artwork against intended outcomes.</p>		 <p align="center">Printing - Angie Lewin</p> <p>To understand the contribution of Angie Lewin and her significance. To evaluate and analyse Angie Lewin's work. To respond, comment and compare different artwork, using appropriate vocabulary. To create or replicate an accurate pattern using repeating or overlapping shapes To build up at least two layers of colour. To replicate patterns. To use the coil string block technique to create their own printing block. To use a particular print technique for a given purpose. To explain personal choices of specific art techniques used. To discuss their own artwork. To review, revisit and evaluate to refine their own artwork against intended outcomes.</p>
		 <p align="center">Drawing - Landscape and Technical Drawing Leonardo Da Vinci</p> <p>To understand the contribution of Leonardo Da Vinci and his significance. To evaluate and analyse Leonardo Da Vinci's work. To respond, comment and compare different artwork, using appropriate vocabulary.</p> <p>To draw with precision using different pressure and gradient pencils to produce different tones. To explore the basic elements of creating patterns with pencil. To include measuring skills to help with proportion in their drawings. To use shading to create texture, mood and feeling. To use line, tone, shape, colour to represent figures and form. To create the concept of perspective. To create the effect of light on objects and people from different directions. To explain the different use of drawing tools. To produce increasingly accurate drawings. To discuss the impact that colour can have on mood and emotion and experiment with this in my work. To compare and contrast paintings with two contrasting moods. To discuss their own artwork. To evaluate and refine their own artwork.</p>	 <p align="center">Environmental Landscape - Earth as a Canvas Lita Albuquerque</p> <p>To understand the contribution of Lita Albuquerque and her significance. To evaluate and analyse Lita Albuquerque's work. To respond, comment and compare different artwork, using appropriate vocabulary.</p> <p>To experiment with a range of media. To use tertiary colours in their paintings. To create a colour palette based upon colours observed in the natural or built world. To divide foreground and background, demonstrating different tones. To mix colours to express mood and a range of feelings. To understand how colours, contrast and complement one another To compare and contrast paintings with different moods. To use hue, tone, and shades of colour to build a sense of depth or perspective. To use brush techniques (stippling, dabbing, dotting and splatting) to create different textures. To use different types of paint to create texture and visually interesting pieces. To observe details from an artwork and apply this to my own inspired work. To develop their technique with control. To compare and contrast paintings with contrasting moods. To discuss their own artwork. To review, revisit and evaluate to refine their own artwork against intended outcomes.</p>	 <p align="center">Sculpture – Local Sculptor Andrew Vickers/ Andrew Frost/ Barbara Hepworth</p> <p>To understand the contribution of Andrew Vickers/ Andrew Frost/ Barbara Hepworth and their significance. To evaluate and analyse Andrew Vickers/ Andrew Frost/ Barbara Hepworth's work. To respond, comment and compare different artwork, using appropriate vocabulary. To discuss their own work and the work of other sculptors. To identify the properties of different media. To plan a sculpture using drawings and preparatory work To use a variety of tools to create texture and patterns carving into a material. To carve, shape, form and model malleable and rigid materials to show meaning. To record and use observation and imagination to form ideas. To use materials with creativity and experimentation. To annotate sketches to explain and elaborate ideas. To produce increasingly accurate drawings. To observe details from an artwork and apply this to my own inspired work To discuss, review, revisit and evaluate to refine their own artwork against intended outcomes.</p>	

Assessment framework- Art and Design End Points

Working at ARE

By the end of Y2, children can:

Influential Artist Figures throughout History

- Understand and discuss the significance of the following artists or artworks and their contribution to art and culture:
Amira Gale, Vincent Van Gogh, Henry Moore, Josephine Dellow, Jo Peel, Andy Goldsworthy.
- Study a range of artists, craft makers and designers and describe the similarities and differences between practices (how you apply the skill) and disciplines (what you are doing) making links to my own work.
- To evaluate and analyse works of artists, architects and designers, using the language of Art and Design.

Drawing

- Experiment with different pencil types and discuss their properties.
- Experiment with and use effectively light and dark to create shadow.
- Use the side of the pencil to add shading to detail.
- Use chosen artistic techniques with purpose to produce the desired effect e.g. to use different strengths of pencil lines to create texture or shading.
- Become proficient in drawing using pencil to show texture and tone.
- Show pattern and texture by adding dots and lines.
- Experiment with different thicknesses of line to create effect include accurate detail in line drawing.
- Explore shadows through the use of light and dark.
- Extend the use of drawing materials (charcoal, pencil, pastel) to create drawings.
- Use a viewfinder to focus on a specific part before drawing.

Painting

- Talk about what can be seen in a painting, explaining ideas regarding how artists have used colour, pattern and shape.
- Mix colours to create a desired effect.
- Create different shades of colour.
- Create tints with paint by adding white.
- Create tones with paint by adding black.
- Use colours to build texture.
- Use colours to complement and contrast one another.
- Plan colours to show a feeling.
- Know and name both primary and secondary colours.
- Use and apply secondary colours in their work.
- Develop the ability to control paint and a paintbrush.
- Use brush strokes to create texture.
- Experiment painting with thick and thin brushes.

Sculpting

- Identify natural materials used in artworks.
- Gather materials and consider how they could be used.
- Arrange natural materials to create an artistic effect.
- Use different tools to form and shape clay.
- Plan and make a sculpture.
- Manipulate clay to join two pieces together.
- Experiment with different techniques to join pieces of clay together.
- Use artistic techniques skilfully and accurately to produce a desired effect (e.g. using water to soften clay).

St Patrick's Catholic Voluntary Academy

Art and Design Subject Content Organiser (including End Points)

Exploring and Developing Ideas as An Artist:

- Respond positively to ideas and starting points.
- Explore ideas and collect information.
- Describe differences and similarities and make links to their own work.
- Try different materials and methods to improve.
- Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.
- Critically review and evaluate my work.
- Develop and share my ideas using my experiences and imagination.
- Use a range of materials to design and create.
- Develop a wide range of techniques using colour, pattern, texture, line, shape, form and space.
- Respond and comment on different artworks, using appropriate vocabulary.
- Consider how artworks can reflect and evoke different emotions.
- Discuss how artists techniques have be used to create effect and apply these to my own work.
- Observe detail from artwork and experiment with them to produce their own inspired representation.
- Explain how I have applied artistic techniques in my work.

Working at ARE

By the end of Y4, children can:

Influential Artist Figures throughout History

- Understand, discuss and compare the significance of the following artists or artworks and their contribution to art and culture:

Vincent Van Gogh, Pete McKee, Andy Warhol, Steven Wiltshire, Edward Tingatinga and Henry Moore.

Study, evaluate and analyse a range of artists, craft makers and designers and describe the similarities and differences between practices (how you apply the skill) and disciplines (what you are doing) making links to my own work.

Drawing

- Use different grades of pencil strength to show line, tone and texture, including hatching, stippling and cross-hatching.
- Use a variety of lines to create patterns.
- Use include accurate detail in a drawing.
- Use shading to show light and shadow.
- Develop scale and proportion when drawing.
- Work on a variety of different scales when drawing.
- Use and apply knowledge of scale and proportion to draw a person.
- Use line, tone, shape and colour to represent figures and form.

Painting

- Use paint to create texture.
- Experiment with creating mood with colour.
- Use different shades of colour to build a sense of depth.
- Understand how colours contrast and complement one another.
- Identify tertiary colours.
- Mix tertiary colours effectively.
- Explore and apply tint and tone to their paintings.
- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Show an awareness of the impact that colour can have on mood and emotion in a painting.
- Talk about the choices I have made about colour, brush and technique. e.g. why I have chosen a certain brush or brushstroke.

Sculpting

- Think critically about sculpture and whether or not it has achieved the desired effect.
- Recognise that sculptors will make conscious choices about size, shape and material to convey a desired effect from the finished piece.
- Explain or infer the message/feelings which sculptors portray.
- Plan and sketch a sculpture design applying different grades of pencil strength to show line, tone and texture, including hatching, stippling and cross-hatching.
- Create a variety of different forms and shapes.
- Use tools to shape wire to create different forms.
- Identify component parts of a natural sculpture.
- Overlap different materials to create different textures.
- Gather natural materials and use them to create a desired effect.
- Develop an understanding of different methods of attaching two materials.
- Shape, form, model and construct malleable materials.
- Use clay tools to add detail to their work.

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Art and Design Subject Content Organiser (including End Points)

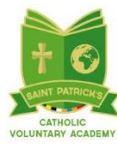
Printing

- Replicate and create accurate patterns, showing fine detail.
- Build up at least two layers of colour.
- Use repeating or overlapping shapes.
- Use objects to create prints e.g. fruits, vegetables or sponges.
- Use the coil string block technique to create their own printing block.
- Chose to use a particular print technique for a given purpose.
- Experiment with using layers of more than two colours.

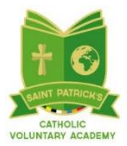
Developing as an Artist

- Respond, comment on and compare different artworks, using appropriate vocabulary
- Consider how artworks can reflect and evoke different emotions
- Describe the different techniques, I have used
- Explain why I have chosen to use specific techniques
- Observe details from an artwork and apply this to my own inspired work
- Annotate sketches to explain and elaborate ideas.
- Identify and compare techniques and styles used by artists.
- Evaluate and critically review the artwork or others, giving appropriate reasoning, either written or verbal.

Working at ARE	
By the end of Y4/5, children can:	<p>Influential Artist Figures throughout History</p> <ul style="list-style-type: none"> Understand the significance of the following artists or artworks and their contribution to art and culture: Monet, Frida Kahlo and Jesse Wine Compare the techniques of different artists and recognise how the styles may be similar or different
	<p>Drawing</p> <ul style="list-style-type: none"> Use different grades of pencil strength to show line, tones and texture, including hatching, stippling and cross-hatching. Use a variety of lines to create patterns Use include accurate detail in a drawing Use shading to show light and shadow. Develop scale and proportion when drawing. Organise and use line, tone, shape and colour to represent figures and form. Work on a variety of different scales when drawing. Create the concept of perspective. Use shading to show light and shadow. Develop scale and proportion when drawing. Use knowledge of scale and proportion to draw a landscape.
	<p>Painting</p> <ul style="list-style-type: none"> Use paint to create texture Use different shades of colour to build a sense of depth Understand how colours contrast and complement one another. Know and mix tertiary colours effectively. Explore and apply tint and tone to their paintings. Experiment with creating mood with colour. Create a colour palette based upon colours observed in the natural or built world. Use hue, tint, tone, shades to affect the mood of a painting. Use a number of brush techniques to produce shapes, textures, patterns and lines (stippling, dabbing, dotting, splatting), and the qualities of paint to create texture Discuss the impact that colour can have on mood and emotion in a painting. Compare and contrast paintings with two contrasting moods. Explain the reasons behind choices I have made about colour, brush and techniques e.g. why I have chosen a certain brush or brushstroke
	<p>Sculpting</p> <ul style="list-style-type: none"> Discuss the work of other sculptors. Recognise that sculptures will make conscious choices about size, shape and material to convey a desired effect from the finished piece. Think critically about sculpture and whether or not it has achieved the desired effect. Use observation or imagination to form ideas. Create a variety of different forms and shapes. Use tools to shape wire to create different forms. Overlap different materials to create different textures. Develop an understanding of different methods of attaching two materials. Plan and create a sculpture. Shape, form, model and construct malleable materials. Develop skills in clay, including slabs, coils and slips. Use clay tools to add detail to their work, form and shape clay. Manipulate and use different techniques to join two clay pieces together. Use different techniques to join pieces of clay together.



St Patrick's Catholic Voluntary Academy Art and Design Subject Content Organiser (including End Points)



Developing as an Artist

- Consider how artworks can reflect and evoke different emotions
- Observe details from an artwork and apply this to my own inspired work
- Respond, comment on and compare different artworks, using appropriate vocabulary
- Annotate sketches to explain and elaborate ideas.
- Discuss their own artwork, explaining and describing the different techniques I have used.
- Evaluate, critically review and refine their own artwork and the artwork of others.
- Identify and compare techniques and styles used by artists.

Working at ARE	
By the end of Y6, children can:	<p>Influential Artist Figures throughout History</p> <ul style="list-style-type: none"> Understand the significance of the following artists or artworks and their contribution to art and culture: Leonardo Da Vinci, Kehinde Wiley, Lita Albuquerque, Andrew Vickers and Angie Lewin. Consider how artworks can reflect and evoke different emotions. Identify great artists and how their work has affected art today. Explore the great artist, architects and designers in history. Explain and justify preferences towards different styles and artists, referring to historical and cultural contexts.
	<p>Drawing</p> <ul style="list-style-type: none"> Explore how shapes, tessellate, including different combinations of shapes. Show shape, proportion, and perspective in drawings. Investigate and produce repeating and tessellating patterns. Draw with precision using different pressure and gradient pencils to produce different tones. Explore the basic elements of creating patterns with pencil. Include measuring skills to help with proportion in their drawings. Use shading to create texture, mood and feeling. Use line, tone, shape, colour to represent figures and form. Create the concept of perspective. Create the effect of light on objects and people from different directions. Explain the different use of drawing tools. Produce increasingly accurate drawings.
	<p>Painting</p> <ul style="list-style-type: none"> Experiment with a range of media (e.g. acrylic, pencil, charcoal, watercolour) Use tertiary colours in their paintings. Mix colours to express mood and a range of feelings. Create a colour palette based upon colours observed in the natural or built world. Divide foreground and background, demonstrating different tones Understand how colours contrast and complement one another Compare and contrast paintings with different moods. Use hue, tints, tones, and shades of colour to build a sense of depth or perspective. Use brush techniques (stippling, dabbing, dotting and splatting) to create different textures. Use different types of paint to create texture and visually interesting pieces.
	<p>Sculpting</p> <ul style="list-style-type: none"> Discuss their own work and the work of other sculptors. Identify, consider and discuss the properties of different media. Plan a sculpture using drawings and preparatory work. Use a variety of tools to create texture and patterns carving into a material. Carve, shape, form and model malleable and rigid materials to show meaning.

Printing

- Create or replicate an accurate pattern using repeating or overlapping shapes.
- Plan and create an accurate pattern, showing fine detail.
- Build up and experiment with using at least two layers of colour.
- Replicate patterns.
- Use the coil string block technique to create their own printing block.
- Chose to use a particular print technique for a given purpose.

Developing as an Artist

- Explore different techniques used by artists and evaluate and analyse artwork.
- Explain personal choices of specific art techniques used.
- Explain influences by reference to selected artists.
- Respond and comment on different artworks, using appropriate vocabulary
- Develop their technique with control.
- Record and use observation and imagination to form ideas.
- Use materials with creativity and experimentation.
- Show an increasing awareness of different kinds art, craft and design.
- Explain how the knowledge of processes studied was used in the created finished product.
- Review, revisit and evaluate to refine their own artwork against intended outcomes, developing a mastery of Art and Design techniques including drawing, painting and sculpture with a range of materials.

The Foundational Elements of Art (Concepts) That Build and Deepen Over Time - Definitions:

Colour- colour is the general term we use to describe **every hue, tint, tone or shade we see.**

Tone- tone refers to how light or dark something is. Tone can be used to create the illusion of form, a particular atmosphere or contrast. It can be used to focus attention and to suggest depth and distance.

Line- a line is a mark made on a surface that joins different points.

Artistic lines can vary in length, width, direction and shape. They can be used to show an object's physical appearance, including its outline, details of its features and patterns, surfaces and texture, tone, light and shade. Lines can suggest something more than just what can be seen: movement, mood and atmosphere, the subject's emotions, the artist's emotions and ideas.

Shape- shapes define the outline or boundary of an object. They can have 2 dimensions (e.g. length and breadth) or 3 dimensions (e.g. length, breadth and height).

Form- form refers to 3D objects. While shapes have 2 dimensions, forms have 3 dimensions. Forms that are three dimensional, such as sculptures and buildings are called real forms. Two-dimensional work can suggest three dimensional objects by including implied forms.

Space- space refers to objects and the area around them. Space relates to volume, so a space has width, depth and height. 3D works like sculptures, architecture, products and jewelry exist in real space- they are real forms that occupy a real volume. Artwork and design do not have to show space in a realistic way.

Texture- texture means how something feels. There are two types of texture: actual texture and visual texture. In all art and design, the appearance of texture is an important visual element. In design, texture can also play a part in a product's function (e.g. with textiles).

Pattern- patterns are all around us, in nature as well as in art and design. We see patterns where shapes, lines or colour are repeated. How complicated a pattern is depends on what is repeated and the way in which it is repeated.