

Art Curriculum 2014

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Year 1 Art Drawing, Painting, Collage and Textiles

<p>EXPLORING AND DEVELOPING IDEAS</p> <p>1a Record from first-hand evidence, experience and imagination.</p> <p>1b Ask and answer questions about starting points for work.</p> <p>1c To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>INVESTIGATING AND MAKING</p> <p>2a To use a range of materials and processes creatively to design and make.</p> <p>2b To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>EVALUATING</p> <p>3a Review what they and others have done and say what they think and feel about it.</p> <p>3b Say what they may change or improve in the future.</p>	<p>KNOWLEDGE AND UNDERSTANDING</p> <p>4a Exploring materials and processes used in making art, craft and design</p> <p>4b About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
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Emerging (Level 1)	Developing (Level 2)	Consolidating (Level 3)
<p>I respond to ideas and starting points. (Stories, rhymes, objects, the natural world)</p> <p>I can draw lines of different shapes and thicknesses.</p> <p>I can draw with crayons and pencils.</p> <p>I can describe the shapes and patterns I see.</p> <p>I can use thick and thin brushes.</p> <p>I can use ready mixed or powder paints to show my ideas.</p> <p>I paint pictures of what I see.</p> <p>I have explored and experimented with lots of collage materials.</p> <p>I cut and tear paper, textiles and card for my collages.</p> <p>I can sort and arrange collage materials for a purpose.</p> <p>I sort threads and fabrics.</p> <p>I group fabrics and threads by colour and texture.</p> <p>I make weavings with fabrics or threads.</p> <p>I make a fabric by weaving or 'teasing' out wool.</p> <p>I describe what I think about my own and others' work.</p> <p>I can colour in neatly, following the lines very carefully.</p> <p>I can name the primary and secondary colours.</p> <p>I can say how an artist has used colour.</p> <p>I use: paste, glue and other adhesives.</p> <p>I look at examples of thread and textiles used to create pictures, objects or patterns. (e.g patchwork)</p>	<p>I explore ideas from my imagination or from real starting points.</p> <p>I use pencils, pastels and charcoal in my drawings.</p> <p>I show patterns and textures in my drawings by adding dots and lines.</p> <p>I show different tones using coloured pencils.</p> <p>I mix primary colours to make secondary colours.</p> <p>I add white to colours to make tints.</p> <p>I add black to colours to make tones.</p> <p>I create collages sometimes in a group and sometimes on my own.</p> <p>I mix paper and other materials with different textures and appearances.</p> <p>I use glue to join fabrics.</p> <p>I use running stitch to join fabrics.</p> <p>I have explored plaiting and understand the basic method.</p> <p>I comment on differences in others' work and I suggest ways of improving my own work.</p> <p>I make a variety of lines of different sizes, thickness and shapes.</p> <p>I know the positions of primary and secondary colours in relation to each other on the colour wheel.</p> <p>I link colours to natural and man-made objects.</p> <p>I use shapes, textures, colours and patterns in my collages.</p> <p>I can say how other artists have used texture, colour, pattern and shape in their work</p> <p>I know how to dip dye to produce fabric of contrasting colours.</p> <p>I have looked at examples of patchwork and then designed and made my own, using glue or stitching.</p>	<p>I explore ideas and collect visual and other information for my work.</p> <p>I use a number of sketches to base my work on.</p> <p>I use a viewfinder to help me in my sketching.</p> <p>I annotate my sketches in my art sketchbook to explain my ideas.</p> <p>I sketch lightly (so I do not need to use a rubber).</p> <p>I mix colours using tints and tones.</p> <p>I use watercolour paint to produce washes for backgrounds and then add detail.</p> <p>I experiment in creating mood and feelings with colour.</p> <p>My cutting skills are precise.</p> <p>My skills now include:Coiling,Overlapping</p> <p>I know the striking effect work in a limited colour palette can have, through experimentation.</p> <p>I can make paper coils and lay them out to create patterns or shapes.</p> <p>I use mosaic.</p> <p>I use montage.</p> <p>I have the basics of cross-stitch and backstitch.</p> <p>I know how to colour fabric and have used this to add pattern.</p> <p>I can make weavings such as 'God's eyes'.</p> <p>I have the basics of quilting, padding and gathering fabric.</p> <p>I comment on similarities and differences between my own and others' work.</p> <p>I use different grades of pencil at different angles to show different tones.</p> <p>I use hatching and cross hatching to show tone and texture in my drawings.</p> <p>I explore comics throughout the 20th and 21st centuries to see how styles are used for effect.</p> <p>I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.</p> <p>I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.</p> <p>I use tessellation and other patterns in my collage.</p> <p>I use my cutting skills to produce repeated patterns.</p> <p>I look at mosaic, montage and collage from other cultures.</p> <p>I know how to colour fabric and have used this to add pattern.</p> <p>I create texture in my textiles work by tying and sewing threads or by pulling threads.</p> <p>I use my textiles skills to create artwork that is matched to an idea or purpose.</p> <p>I am aware of textiles work from other cultures and times.</p>

Year 2 Art Drawing, Painting, 3D and Printing

<p>EXPLORING AND DEVELOPING IDEAS 1a Record from first-hand evidence, experience and imagination. 1b Ask and answer questions about starting points for work. 1c To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>INVESTIGATING AND MAKING 2a To use a range of materials and processes creatively to design and make. 2b To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>EVALUATING 3a Review what they and others have done and say what they think and feel about it. 3b Say what they may change or improve in the future.</p>	<p>KNOWLEDGE AND UNDERSTANDING 4a Exploring materials and processes used in making art, craft and design 4b About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
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Emerging (Level 1)	Developing (Level 2)	Consolidating (Level 3)
<p>I respond to ideas and starting points. (Stories, rhymes, objects, the natural world) I can draw lines of different shapes and thicknesses. I can draw with crayons and pencils. I can describe the shapes and patterns I see. I can use thick and thin brushes. I can use ready mixed or powder paints to show my ideas. I paint pictures of what I see. I have explored and experimented with lots of collage materials. I cut and tear paper, textiles and card for my collages. I can sort and arrange collage materials for a purpose. I sort threads and fabrics. I group fabrics and threads by colour and texture. I make weavings with fabrics or threads. I make a fabric by weaving or 'teasing' out wool. I describe what I think about my own and others' work. I can colour in neatly, following the lines very carefully. I can name the primary and secondary colours. I can say how an artist has used colour. I use: paste, glue and other adhesives. I look at examples of thread and textiles used to create pictures, objects or patterns. (e.g patchwork)</p>	<p>I explore ideas from my imagination or from real starting points. I use pencils, pastels and charcoal in my drawings. I show patterns and textures in my drawings by adding dots and lines. I show different tones using coloured pencils. I mix primary colours to make secondary colours. I add white to colours to make tints. I add black to colours to make tones. I create collages sometimes in a group and sometimes on my own. I mix paper and other materials with different textures and appearances. I use glue to join fabrics. I use running stitch to join fabrics. I have explored plaiting and understand the basic method. I comment on differences in others' work and I suggest ways of improving my own work. I make a variety of lines of different sizes, thickness and shapes. I know the positions of primary and secondary colours in relation to each other on the colour wheel. I link colours to natural and man-made objects. I use shapes, textures, colours and patterns in my collages. I can say how other artists have used texture, colour, pattern and shape in their work I know how to dip dye to produce fabric of contrasting colours. I have looked at examples of patchwork and then designed and made my own, using glue or stitching.</p>	<p>I explore ideas and collect visual and other information for my work. I use a number of sketches to base my work on. I use a viewfinder to help me in my sketching. I annotate my sketches in my art sketchbook to explain my ideas. I sketch lightly (so I do not need to use a rubber). I mix colours using tints and tones. I use watercolour paint to produce washes for backgrounds and then add detail. I experiment in creating mood and feelings with colour. My cutting skills are precise. My skills now include: Coiling, Overlapping I know the striking effect work in a limited colour palette can have, through experimentation. I can make paper coils and lay them out to create patterns or shapes. I use mosaic. I use montage. I have the basics of cross-stitch and backstitch. I know how to colour fabric and have used this to add pattern. I can make weavings such as 'God's eyes'. I have the basics of quilting, padding and gathering fabric. I comment on similarities and differences between my own and others' work. I use different grades of pencil at different angles to show different tones. I use hatching and cross hatching to show tone and texture in my drawings. I explore comics throughout the 20th and 21st centuries to see how styles are used for effect. I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. I use tessellation and other patterns in my collage. I use my cutting skills to produce repeated patterns. I look at mosaic, montage and collage from other cultures. I know how to colour fabric and have used this to add pattern. I create texture in my textiles work by tying and sewing threads or by pulling threads. I use my textiles skills to create artwork that is matched to an idea or purpose. I am aware of textiles work from other cultures and times.</p>

Year 3 Art Drawing, Painting, Collage and Textiles

<p>EXPLORING AND DEVELOPING IDEAS 1a To create sketch books to record their observations and use them to review and revisit ideas. 1b To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p>	<p>INVESTIGATING AND MAKING 2a Investigate and combine visual and tactile qualities and match them to the purpose of their work. 2b Apply and develop use of tools and techniques, including drawing. 2c Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods.</p>	<p>EVALUATING 3a Compare methods and ideas used in their own and others' work and say what they think and feel. 3b Adapt work in response to their views and describe how they may develop it further.</p>	<p>KNOWLEDGE AND UNDERSTANDING 4a How visual and tactile elements including colour, pattern, texture, line, tone, shape, form can be combined. 4b How materials and processes can be matched to ideas and intentions. 4c About great artists, architects and designers in history.</p>
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Emerging (Level 2)	Developing (Level 3)	Consolidating (Level 4)
<p>I explore ideas from my imagination or from real starting points. I use pencils, pastels and charcoal in my drawings. I show patterns and textures in my drawings by adding dots and lines. I show different tones using coloured pencils. I mix primary colours to make secondary colours. I add white to colours to make tints. I add black to colours to make tones. I create collages sometimes in a group and sometimes on my own. I mix paper and other materials with different textures and appearances. I use glue to join fabrics. I use running stitch to join fabrics. I have explored plaiting and understand the basic method. I comment on differences in others' work and I suggest ways of improving my own work. I make a variety of lines of different sizes, thickness and shapes. I know the positions of primary and secondary colours in relation to each other on the colour wheel. I link colours to natural and man-made objects. I use shapes, textures, colours and patterns in my collages. I can say how other artists have used texture, colour, pattern and shape in their work I know how to dip dye to produce fabric of contrasting colours. I have looked at examples of patchwork and then designed and made my own, using glue or stitching.</p>	<p>I explore ideas and collect visual and other information for my work. I use a number of sketches to base my work on. I use a viewfinder to help me in my sketching. I annotate my sketches in my art sketchbook to explain my ideas. I sketch lightly (so I do not need to use a rubber). I mix colours using tints and tones. I use watercolour paint to produce washes for backgrounds and then add detail. I experiment in creating mood and feelings with colour. My cutting skills are precise. My skills now include: Coiling, Overlapping I know the striking effect work in a limited colour palette can have, through experimentation. I can make paper coils and lay them out to create patterns or shapes. I use mosaic. I use montage. I have the basics of cross-stitch and backstitch. I know how to colour fabric and have used this to add pattern. I can make weavings such as 'God's eyes'. I have the basics of quilting, padding and gathering fabric. I comment on similarities and differences between my own and others' work. I use different grades of pencil at different angles to show different tones. I use hatching and cross hatching to show tone and texture in my drawings. I explore comics throughout the 20th and 21st centuries to see how styles are used for effect. I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. I use tessellation and other patterns in my collage. I use my cutting skills to produce repeated patterns. I look at mosaic, montage and collage from other cultures. I know how to colour fabric and have used this to add pattern. I create texture in my textiles work by tying and sewing threads or by pulling threads. I use my textiles skills to create artwork that is matched to an idea or purpose. I am aware of textiles work from other cultures and times.</p>	<p>I explore ideas and collect visual and other information to help me to develop my work. I keep these in my art sketchbook. I select the most suitable drawing materials for the type of drawing I want to produce. I use shading to add interesting effects to my drawings, using different grades of pencil. I explain the ideas behind my images in my art sketchbook. I use a variety of different shaped lines to indicate movement in my drawings. I use shading to show shadows and reflections on 3D shapes. I have studied other artists' drawings and have experimented with some of these styles. I make comments on the ideas, methods and approaches used in my own and others' work, relating these to the context in which their work was made. I adapt and refine my work to reflect the purpose and meaning of the work. I can create colours by mixing to represent images I have observed in the natural and man-made world. I experiment with different colours to create a mood. My paintings use colour and shapes to reflect feelings and moods. I sketch (lightly) before I paint so as to combine lines with colour to produce images that convey a purpose. I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned) I have experimented with ceramic mosaic techniques to produce a piece of art. My work reflects a purpose, which I write about in my art sketchbook. My collage is based on observational drawings. My collage reflects a real purpose and I write about this in my art sketchbook. My collage combines both visual and tactile qualities. My collage takes inspiration from artists or designers. I have a sound understanding of how to use the techniques of sewing (cross stitch & backstitch) appliqué, embroidery, plaiting, finger knitting. I combine some of the techniques I know to create hangings. My work is based on tapestries, artefacts and hangings throughout history and in other cultures.</p>

Year 4 Art Drawing, Painting, 3D and Printing

<p>EXPLORING AND DEVELOPING IDEAS 1a To create sketch books to record their observations and use them to review and revisit ideas. 1b To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p>	<p>INVESTIGATING AND MAKING 2a Investigate and combine visual and tactile qualities and match them to the purpose of their work. 2b Apply and develop use of tools and techniques, including drawing. 2c Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods.</p>	<p>EVALUATING 3a Compare methods and ideas used in their own and others' work and say what they think and feel. 3b Adapt work in response to their views and describe how they may develop it further.</p>	<p>KNOWLEDGE AND UNDERSTANDING 4a How visual and tactile elements including colour, pattern, texture, line, tone, shape, form can be combined. 4b How materials and processes can be matched to ideas and intentions. 4c About great artists, architects and designers in history.</p>
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Emerging (Level 2)	Developing (Level 3)	Consolidating (Level 4)
<p>I explore ideas from my imagination or from real starting points. I use pencils, pastels and charcoal in my drawings. I show patterns and textures in my drawings by adding dots and lines. I show different tones using coloured pencils. I mix primary colours to make secondary colours. I add white to colours to make tints. I add black to colours to make tones. I create collages sometimes in a group and sometimes on my own. I mix paper and other materials with different textures and appearances. I use glue to join fabrics. I use running stitch to join fabrics. I have explored plaiting and understand the basic method. I comment on differences in others' work and I suggest ways of improving my own work. I make a variety of lines of different sizes, thickness and shapes. I know the positions of primary and secondary colours in relation to each other on the colour wheel. I link colours to natural and man-made objects. I use shapes, textures, colours and patterns in my collages. I can say how other artists have used texture, colour, pattern and shape in their work I know how to dip dye to produce fabric of contrasting colours. I have looked at examples of patchwork and then designed and made my own, using glue or stitching.</p>	<p>I explore ideas and collect visual and other information for my work. I use a number of sketches to base my work on. I use a viewfinder to help me in my sketching. I annotate my sketches in my art sketchbook to explain my ideas. I sketch lightly (so I do not need to use a rubber). I mix colours using tints and tones. I use watercolour paint to produce washes for backgrounds and then add detail. I experiment in creating mood and feelings with colour. My cutting skills are precise. My skills now include: Coiling, Overlapping I know the striking effect work in a limited colour palette can have, through experimentation. I can make paper coils and lay them out to create patterns or shapes. I use mosaic. I use montage. I have the basics of cross-stitch and backstitch. I know how to colour fabric and have used this to add pattern. I can make weavings such as 'God's eyes'. I have the basics of quilting, padding and gathering fabric. I comment on similarities and differences between my own and others' work. I use different grades of pencil at different angles to show different tones. I use hatching and cross hatching to show tone and texture in my drawings. I explore comics throughout the 20th and 21st centuries to see how styles are used for effect. I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. I use tessellation and other patterns in my collage. I use my cutting skills to produce repeated patterns. I look at mosaic, montage and collage from other cultures. I know how to colour fabric and have used this to add pattern. I create texture in my textiles work by tying and sewing threads or by pulling threads. I use my textiles skills to create artwork that is matched to an idea or purpose. I am aware of textiles work from other cultures and times.</p>	<p>I explore ideas and collect visual and other information to help me to develop my work. I keep these in my art sketchbook. I select the most suitable drawing materials for the type of drawing I want to produce. I use shading to add interesting effects to my drawings, using different grades of pencil. I explain the ideas behind my images in my art sketchbook. I use a variety of different shaped lines to indicate movement in my drawings. I use shading to show shadows and reflections on 3D shapes. I have studied other artists' drawings and have experimented with some of these styles. I make comments on the ideas, methods and approaches used in my own and others' work, relating these to the context in which their work was made. I adapt and refine my work to reflect the purpose and meaning of the work. I can create colours by mixing to represent images I have observed in the natural and man-made world. I experiment with different colours to create a mood. My paintings use colour and shapes to reflect feelings and moods. I sketch (lightly) before I paint so as to combine lines with colour to produce images that convey a purpose. I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned) I have experimented with ceramic mosaic techniques to produce a piece of art. My work reflects a purpose, which I write about in my art sketchbook. My collage is based on observational drawings. My collage reflects a real purpose and I write about this in my art sketchbook. My collage combines both visual and tactile qualities. My collage takes inspiration from artists or designers. I have a sound understanding of how to use the techniques of sewing (cross stitch & backstitch) appliqué, embroidery, plaiting, finger knitting. I combine some of the techniques I know to create hangings. My work is based on tapestries, artefacts and hangings throughout history and in other cultures.</p>

Year 5 Art Drawing, Painting, Collage and Textiles

EXPLORING AND DEVELOPING IDEAS

1a To create sketch books to record their observations and use them to review and revisit ideas.

1b To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

INVESTIGATING AND MAKING

2a Investigate and combine visual and tactile qualities and match them to the purpose of their work.

2b Apply and develop use of tools and techniques, including drawing.

2c Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods.

EVALUATING

3a Compare methods and ideas used in their own and others' work and say what they think and feel.

3b Adapt work in response to their views and describe how they may develop it further.

KNOWLEDGE AND UNDERSTANDING

4a How visual and tactile elements including colour, pattern, texture, line, tone, shape, form can be combined.

4b How materials and processes can be matched to ideas and intentions.

4c About great artists, architects and designers in history.

Emerging (Level 3)

I explore ideas and collect visual and other information for my work.
 I use a number of sketches to base my work on.
 I use a viewfinder to help me in my sketching.
 I annotate my sketches in my art sketchbook to explain ideas.
 I sketch lightly (so I do not need to use a rubber).
 I mix colours using tints and tones.
 I use watercolour paint to produce washes for backgrounds and then add detail.
 I experiment in creating mood and feelings with colour.
 My cutting skills are precise.
 My skills now include: Coiling, Overlapping
 I know the striking effect work in a limited colour palette can have, through experimentation.
 I can make paper coils and lay them out to create patterns or shapes.
 I use mosaic.
 I use montage.
 I have the basics of cross-stitch and backstitch.
 I know how to colour fabric and have used this to add pattern.
 I can make weavings such as 'God's eyes'.
 I have the basics of quilting, padding and gathering fabric.
 I comment on similarities and differences between my own and others' work.
 I use different grades of pencil at different angles to show different tones.
 I use hatching and cross hatching to show tone and texture in my drawings.
 I explore comics throughout the 20th and 21st centuries to see how styles are used for effect.
 I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.
 I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.
 I use tessellation and other patterns in my collage.
 I use my cutting skills to produce repeated patterns.
 I look at mosaic, montage and collage from other cultures.
 I know how to colour fabric and have used this to add pattern.
 I create texture in my textiles work by tying and sewing threads or by pulling threads.
 I use my textiles skills to create artwork that is matched to an idea or purpose.
 I am aware of textiles work from other cultures and times.

Developing (Level 4)

I explore ideas and collect visual and other information to help me to develop my work. I keep these in my art sketchbook.
 I select the most suitable drawing materials for the type of drawing I want to produce.
 I use shading to add interesting effects to my drawings, using different grades of pencil.
 I explain the ideas behind my images in my art sketchbook.
 I use a variety of different shaped lines to indicate movement in my drawings.
 I use shading to show shadows and reflections on 3D shapes.
 I have studied other artists' drawings and have experimented with some of these styles. I make comments on the ideas, methods and approaches used in my own and others' work, relating these to the context in which their work was made.
 I adapt and refine my work to reflect the purpose and meaning of the work.
 I can create colours by mixing to represent images I have observed in the natural and man-made world.
 I experiment with different colours to create a mood.
 My paintings use colour and shapes to reflect feelings and moods.
 I sketch (lightly) before I paint so as to combine lines with colour to produce images that convey a purpose.
 I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)
 I have experimented with ceramic mosaic techniques to produce a piece of art.
 My work reflects a purpose, which I write about in my art sketchbook.
 My collage is based on observational drawings.
 My collage reflects a real purpose and I write about this in my art sketchbook.
 My collage combines both visual and tactile qualities.
 My collage takes inspiration from artists or designers.
 I have a sound understanding of how to use the techniques of sewing (cross stitch & backstitch) appliqué, embroidery, plaiting, finger knitting.
 I combine some of the techniques I know to create hangings.
 My work is based on tapestries, artefacts and hangings throughout history and in other cultures.

Consolidating (Level 5)

I explore ideas and collect visual and other information. I keep these in my art sketchbook.
 I select appropriate drawing materials.
 I know when different materials can be combined and use this to good effect.
 I am developing my own style of drawing.
 I choose appropriate techniques to convey the meaning of my work.
 My drawings communicate movement.
 My drawings of still life include shadows and reflections.
 My work includes historical studies of technical drawings, such as ancient architecture.
 I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context.
 I adapt and refine my work to reflect my own view of its purpose and meaning.
 My painting techniques are well developed.
 I am developing a style of my own.
 My paintings convey a purpose.
 Some of my paintings include texture gained through paint mix or brush technique.
 My paintings are based on observations and can convey realism or an impression of what I observe.
 I combine colours and create tints, tones and shades to reflect the purpose of my work.
 The lines in my paintings are sometimes stark and cold and at other times warm to reflect different features or intentions.
 I choose the most appropriate materials for my collages to fit the purpose.
 My collage work has a definite theme that is apparent to any viewer.
 I can modify and change materials to be used in my collage.
 My collage has a striking effect because of: its colour choices, [or any of the other possibilities below]:
 pattern, lines, tones, shapes, [or any combination of these].
 I write about the visual and tactile qualities of my work in my sketchbook.
 My textile techniques are precise and help me to convey the purpose of my work.
 I have developed a preference for the type of textile work I prefer and am developing a range of pieces in a particular style, for a range of purposes
 My textile work sometimes combines visual and tactile elements, fit for purpose.
 My textile work is sometimes based on historical or cultural observations.

Year 6 Art Drawing, Painting, 3D and Printing

EXPLORING AND DEVELOPING IDEAS

1a To create sketch books to record their observations and use them to review and revisit ideas.

1b To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

INVESTIGATING AND MAKING

2a Investigate and combine visual and tactile qualities and match them to the purpose of their work.

2b Apply and develop use of tools and techniques, including drawing.

2c Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods.

EVALUATING

3a Compare methods and ideas used in their own and others' work and say what they think and feel.

3b Adapt work in response to their views and describe how they may develop it further.

KNOWLEDGE AND UNDERSTANDING

4a How visual and tactile elements including colour, pattern, texture, line, tone, shape, form can be combined.

4b How materials and processes can be matched to ideas and intentions.

4c About great artists, architects and designers in history.

Emerging (Level 3)

I explore ideas and collect visual and other information for my work.
 I use a number of sketches to base my work on.
 I use a viewfinder to help me in my sketching.
 I annotate my sketches in my art sketchbook to explain ideas.
 I sketch lightly (so I do not need to use a rubber).
 I mix colours using tints and tones.
 I use watercolour paint to produce washes for backgrounds and then add detail.
 I experiment in creating mood and feelings with colour.
 My cutting skills are precise.
 My skills now include: Coiling, Overlapping
 I know the striking effect work in a limited colour palette can have, through experimentation.
 I can make paper coils and lay them out to create patterns or shapes.
 I use mosaic.
 I use montage.
 I have the basics of cross-stitch and backstitch.
 I know how to colour fabric and have used this to add pattern.
 I can make weavings such as 'God's eyes'.
 I have the basics of quilting, padding and gathering fabric.
 I comment on similarities and differences between my own and others' work.
 I use different grades of pencil at different angles to show different tones.
 I use hatching and cross hatching to show tone and texture in my drawings.
 I explore comics throughout the 20th and 21st centuries to see how styles are used for effect.
 I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.
 I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.
 I use tessellation and other patterns in my collage.
 I use my cutting skills to produce repeated patterns.
 I look at mosaic, montage and collage from other cultures.
 I know how to colour fabric and have used this to add pattern.
 I create texture in my textiles work by tying and sewing threads or by pulling threads.
 I use my textiles skills to create artwork that is matched to an idea or purpose.
 I am aware of textiles work from other cultures and times.

Developing (Level 4)

I explore ideas and collect visual and other information to help me to develop my work. I keep these in my art sketchbook.
 I select the most suitable drawing materials for the type of drawing I want to produce.
 I use shading to add interesting effects to my drawings, using different grades of pencil.
 I explain the ideas behind my images in my art sketchbook.
 I use a variety of different shaped lines to indicate movement in my drawings.
 I use shading to show shadows and reflections on 3D shapes.
 I have studied other artists' drawings and have experimented with some of these styles. I make comments on the ideas, methods and approaches used in my own and others' work, relating these to the context in which their work was made.
 I adapt and refine my work to reflect the purpose and meaning of the work.
 I can create colours by mixing to represent images I have observed in the natural and man-made world.
 I experiment with different colours to create a mood.
 My paintings use colour and shapes to reflect feelings and moods.
 I sketch (lightly) before I paint so as to combine lines with colour to produce images that convey a purpose.
 I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)
 I have experimented with ceramic mosaic techniques to produce a piece of art.
 My work reflects a purpose, which I write about in my art sketchbook.
 My collage is based on observational drawings.
 My collage reflects a real purpose and I write about this in my art sketchbook.
 My collage combines both visual and tactile qualities.
 My collage takes inspiration from artists or designers.
 I have a sound understanding of how to use the techniques of sewing (cross stitch & backstitch) appliqué, embroidery, plaiting, finger knitting.
 I combine some of the techniques I know to create hangings.
 My work is based on tapestries, artefacts and hangings throughout history and in other cultures.

Consolidating (Level 5)

I explore ideas and collect visual and other information. I keep these in my art sketchbook.
 I select appropriate drawing materials.
 I know when different materials can be combined and use this to good effect.
 I am developing my own style of drawing.
 I choose appropriate techniques to convey the meaning of my work.
 My drawings communicate movement.
 My drawings of still life include shadows and reflections.
 My work includes historical studies of technical drawings, such as ancient architecture.
 I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context.
 I adapt and refine my work to reflect my own view of its purpose and meaning.
 My painting techniques are well developed.
 I am developing a style of my own.
 My paintings convey a purpose.
 Some of my paintings include texture gained through paint mix or brush technique.
 My paintings are based on observations and can convey realism or an impression of what I observe.
 I combine colours and create tints, tones and shades to reflect the purpose of my work.
 The lines in my paintings are sometimes stark and cold and at other times warm to reflect different features or intentions.
 I choose the most appropriate materials for my collages to fit the purpose.
 My collage work has a definite theme that is apparent to any viewer.
 I can modify and change materials to be used in my collage.
 My collage has a striking effect because of: its colour choices, [or any of the other possibilities below]:
 pattern, lines, tones, shapes, [or any combination of these].
 I write about the visual and tactile qualities of my work in my sketchbook.
 My textile techniques are precise and help me to convey the purpose of my work.
 I have developed a preference for the type of textile work I prefer and am developing a range of pieces in a particular style, for a range of purposes
 My textile work sometimes combines visual and tactile elements, fit for purpose.
 My textile work is sometimes based on historical or cultural observations.

