



(Bold/underlined=knowledge)

DRAWING - LINE, PATTERN AND TEXTURE	PAINTING, PRINTING AND COLOUR	COLLAGE, SCULPTURE AND 3-D ART	RESPONDING TO ARTWORK AND USING A SKETCHBOOK
Y1 MARK MAKING	Y1 MARK MAKING	Y1 MARK MAKING	Y1 MARK MAKING
<ul style="list-style-type: none"> I can explore ways of drawing lines between two points I can experiment with how I hold a pencil when sketching I can discuss what a line is I can use adjectives to describe lines I can experiment with pressure when drawing pencil lines I can experiment with different kinds of pencils and observe the different marks they make I can create different repeated line patterns I can discuss and comment on the texture in artwork I can use rubbing to recreate texture 	<ul style="list-style-type: none"> I can hold a paintbrush correctly when painting <u>I know what 'loading' the paintbrush is</u> I know how to create a smooth sweeping brushstroke I can use paint to create differently shaped lines I can use my paintbrush to create lines of different thicknesses I can experiment with different ways to make marks using a paintbrush 		<p><u>I know the work of Kandinsky.</u> I can explore how Kandinsky used different lines in his artwork</p> <ul style="list-style-type: none"> I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds <u>I know the work of Paul Klee</u> I can discuss the artworks of Paul Klee and say what I like and dislike about them I can spot different mark making techniques in Klee's work I can attempt to recreate some of the mark making in Klee's artwork
Y1 COLOUR CREATIONS	Y1 COLOUR CREATIONS	Y1 COLOUR CREATIONS	Y1 COLOUR CREATIONS
	<p><u>I can name a variety of colours</u></p> <ul style="list-style-type: none"> I can choose a favourite colour and give reasons for my choices <u>I know what primary colours are</u> <u>I know what secondary colours are</u> I can mix primary colours to make secondary colours <u>I know how to create lighter shades of colour</u> <u>I know how to create darker shades of colour</u> I can use a paintbrush to make basic marks using paint I can use paint to create artwork in the style of an artist we have studies 	<p><u>I know the work of Piet Mondrian.</u> I can use collage to create artwork inspired by Piet Mondrian</p> <ul style="list-style-type: none"> I can use collage and mixed media to create artwork inspired by Wassily Kandinsky 	<ul style="list-style-type: none"> I can say if I like or dislike Piet Mondrian's art I can spot similarities and differences between different pieces by Mondrian I can create a piece of art inspired by Mondrian <u>I know and can comment on Kandinsky's use of colour to create effects</u> I can create a piece of art inspired by Kandinsky
Y1 SELF-PORTRAIT	Y1 SELF-PORTRAIT	Y1 SELF-PORTRAIT	Y1 SELF-PORTRAIT
<ul style="list-style-type: none"> I can discuss how artists have created different effects I can investigate how to make different marks using sketching pencils I can comment on how 	<ul style="list-style-type: none"> I can experiment with different kinds of paint and what effects I can create with them. I can comment on 	<ul style="list-style-type: none"> I can use clay to create a self portrait I can show an understanding and use of some basic clay skills I can begin to use tools to help me manipulate clay I can 	<p><u>I know works by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more</u></p> <ul style="list-style-type: none"> I can explore portraits by a variety of artists,

different grades of sketching pencil make different marks • I can make a choice about which pencil I need to use for a purpose • I can use a variety of media to create different effects • I can apply a variety of techniques when drawing • I can evaluate my work and the work of others and identify strengths and weaknesses	the effects different paints create • I can say which kind of paint I prefer	use coloured paper to create a collage self-portrait	including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more • I can comment on how portraits by different artists make me feel • I understand that portraits can tell you about the person in them • I can make decisions about what I want my self portrait to say about me • I can say what I like and dislike about different portraits
Y2 YAKOI KUSAMA	Y2 YAKOI KUSAMA	Y2 YAKOI KUSAMA	Y2 YAKOI KUSAMA
I can experiment with different materials to make marks • I can make attempts to mimic the art of a famous artist • I can experiment with different mediums to create a polka dot pattern	• I can experiment with different mediums to create a polka dot pattern • I can experiment with the kind of polka dot patterns I am making • I can describe and make observations on a piece of artwork's colour and pattern • I can make choices about the tools I will use when painting	I can develop my scissor/cutting skills when cutting out circles • I can use paper art to recreate an installation piece by Yayoi Kusama • I can comment on the shape/form of 3-D objects and sculptures • I can use the rolling technique effectively to manipulate clay • I can recreate the form of a pumpkin, inspired by Kusama's sculptures	• I can join in discussions about a famous artist's work • <u>I can remember and give some facts about Yayoi Kusama</u> • I can respond appropriately to a piece of art by Yayoi Kusama • I can say if I like or dislike a piece of artwork
Y2 EARTH ART	Y2 EARTH ART	Y2 EARTH ART	Y2 EARTH ART
• <u>I know what rangoli patterns are.</u> I can identify repeating patterns in rangoli patterns • I can identify repeating patterns in mandala patterns • I can spot the symmetry in mandala patterns	<u>I know that natural materials can be used to make different mark making materials, including paints</u> • I can experiment with different ways to paint a rock • I can comment on the colours of natural materials and how this can add to my artwork • I can use given colours to finish a mandala pattern	• <u>I know what a sculpture is and can describe it</u> • I can comment on what different sculptures are made from • I can use natural materials such as twigs and sticks to create a sculpture • I can recreate rangoli patterns using natural materials such as leaves • I can use clay to create imprints of natural materials such as leaves • I can describe what weaving is • I can create a simple loom • I can weave using interesting natural materials • I can recreate a mandala using natural materials • I can use natural materials to create a collage scene	• I can name ways that rocks were used in ancient artworks • <u>I understand what is meant by 'abstract' artwork and can explain it</u> • I can comment on the patterns created in woven rugs and tapestry • I can discuss and explore mandalas with the class • I can comment on the shapes, colours and patterns I can see in a mandala
Y2 HENRI ROUSSE	Y2 HENRI ROUSSE	Y2 HENRI ROUSSE	Y2 HENRI ROUSSE

<ul style="list-style-type: none"> • I can sketch and draw plants and flowers in the style of Rousseau • I can sketch and create a 'portrait-landscape' • I can use my imagination to generate ideas for my sketch 	<ul style="list-style-type: none"> • I can use natural materials to create prints • I can create prints inspired by Rousseau's paintings 	<ul style="list-style-type: none"> • I can use paper to create a shoebox model of one of Rousseau's paintings • I can use paper and other materials to create a mask • I can use glue to help me attach different parts to my mask and/or model 	<ul style="list-style-type: none"> • <u>I can say who Henri Rousseau was and recall facts about his life</u> • I can discuss a painting by Henri Rousseau • I can discuss and explain how I feel when looking at a Rousseau painting • <u>I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'</u>
Y3 STILL LIFE WILLIAM MORRIS	Y3 STILL LIFE WILLIAM MORRIS	Y3 STILL LIFE WILLIAM MORRIS	Y3 STILL LIFE WILLIAM MORRIS
<ul style="list-style-type: none"> • I can recreate a wallpaper pattern in the style of William Morris • I can explain what still life sketching is • I can use soft, light sketching techniques to create a still life sketch • I can adjust my pencil grip when sketching • I can use careful observation skills to create a still life sketch • I can make observations about different sketching mediums • I understand how shading is linked to the light source in a drawing • I can identify repeating patterns in wallpaper designs 	<ul style="list-style-type: none"> • <u>I can describe the process of block printing</u> • <u>I can explain how different colours are achieved when using block printing to create a design</u> • I can design and create a relief printing tile to be used for block printing • I can use a printing tile I have made to create a repeating pattern • I can identify why a print may not have come out correctly • I can create a half drop pattern with my printing 		<ul style="list-style-type: none"> • <u>I can find similarities and differences between the different works of William Morris</u> • I can analyse an existing piece of artwork using language associated with Art and Design • <u>I can describe what the Arts and Crafts movement was and explain why it was founded</u> • I can comment on why I had to make changes to my design
Y3 FAMOUS BUILDINGS	Y3 FAMOUS BUILDINGS	Y3 FAMOUS BUILDINGS	Y3 FAMOUS BUILDINGS
<ul style="list-style-type: none"> • I can create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling • I can vary my shading further through my use of pressure • <u>I know and can comment on the patterns created in the architecture of St Basil's Cathedral</u> • I can recreate patterns using oil pastels and ink • I can spot symmetry in the designs of famous buildings • I can use tracing to create a symmetrical piece of art • I can create texture in my artwork to reflect real-life buildings 	<ul style="list-style-type: none"> • I can comment on the colours in the design of St Basil's Cathedral and the effect it has on the design • I can change the value of a colour by creating tints and shades • I can create colour blocks using oil pastel 	<ul style="list-style-type: none"> • I can choose materials I think would be suitable to make a sculpture or collage of a famous building • I can use my folding and cutting skills to recreate a simplified sculpture of a building 	<ul style="list-style-type: none"> • <u>I understand the role of an architect</u> • <u>I can discuss the shapes and structures of famous buildings around the world</u> • I can say if I like or dislike the design of a building • <u>I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral</u> • I can choose elements of a building's design to fit a purpose • I can follow a design brief in my own design of a building
Y3 SEURAT & POINTILLISM	Y3 SEURAT & POINTILLISM	Y3 SEURAT & POINTILLISM	Y3 SEURAT & POINTILLISM
<ul style="list-style-type: none"> • <u>I can give a good description of what pointillism is</u> • I can experiment with a 	<ul style="list-style-type: none"> • I can use a variety of tools to create a pointillism painting • I can use a 		<ul style="list-style-type: none"> • <u>I can explain who George Seurat was and why he was famous</u> • I can state

range of pointillism techniques • I can apply pointillism techniques using different mediums • I can evaluate techniques and mediums and say which one I prefer	variety of mediums to create a pointillism painting • I can identify primary and secondary colours and explain how secondary colours are made • I can identify tertiary colours on the colour wheel • <u>I can identify complementary colours on the colour wheel</u> • I can mix colours using the pointillism method • I can make decisions about the subjects and colours of my artwork, giving reasons for my choices		how I feel about a piece of artwork and justify my thoughts • I can experiment with a range of techniques and methods for creating Pointillism • I can state which method I prefer and why • I can name some Pointillist artists • <u>I can identify Pointillism in pieces of art</u> • I can give reasons for my choices of colour and subject in my artwork • I can apply what I have learnt about Pointillism to create my own piece of artwork • I can evaluate my finished artwork and compare it to that of my peers
Y4 PLANT ART	Y4 PLANT ART	Y4 PLANT ART	Y4 PLANT ART
<ul style="list-style-type: none"> • I can use my observational skills to create a detailed sketch of part of a plant • I understand that constant observation is important when creating a detailed sketch of a plant • I understand that attention to detail is important when creating a detailed sketch of a plant • I understand that patience is important when creating a detailed sketch of a plant • I can discuss how to represent a plant as a piece of art • I can follow simple instructions to create a more realistic sketch of a tree • I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences 	<ul style="list-style-type: none"> • <u>I understand the difference between tints, shades and tones</u> • I can create tints, shades and tones to match a given colour • I can use tints, shades and tones to create a piece of artwork • I can transfer a sketching method into the medium of painting effectively • I understand what depth in an artwork is • I can use colour and size to create the illusion of depth in my artwork 	<ul style="list-style-type: none"> • <u>I understand what a sculpture is and what different materials they can be made from</u> • <u>I can define the differences between decorative and functional sculpture</u> • I understand how slip can be used to join two pieces of clay • I can use tools to make marks in the clay for decorative purposes • I can add or remove bits of clay to create detail • I can make my own simple sculpture from clay • I can use layers of different colour paper to create a collage with depth 	<ul style="list-style-type: none"> I can identify an artwork that is visually pleasing to me • I can give my personal opinion of different artwork • I can listen to others' opinions of artworks, and try to see their point of view • I can describe what a botanical illustration is and why they were first created • <u>I know and can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork</u> • I understand how artists create the illusion of depth in their artwork • I can design my artwork and give reasons for my choices • I can use my previous experience of different mediums to make decisions about my artwork
Y4 SONIA DELAUNAY	Y4 SONIA DELAUNAY	Y4 SONIA DELAUNAY	Y4 SONIA DELAUNAY
	<ul style="list-style-type: none"> • <u>I can explain the difference between complementary and harmonious colours</u> • I can experiment with the use and effect of colours in their own artwork • I can choose colours to use in my artwork 	<ul style="list-style-type: none"> • I can experiment with coloured paper to create a collage • I can make careful choices of the colours I use in my collage to create a complementary or harmonious effect 	<ul style="list-style-type: none"> • <u>I can remember facts about Sonia Delaunay</u> • I can express my opinion about an artist or artwork • I can discuss and answer questions about an artist and their artwork • <u>I can describe what Orphism art is</u> • I can discuss and

	based on if they are complementary or harmonious		explain how Sonia Delaunay created a feeling of movement in her artwork • I can explain my opinion of Sonia Delaunay's fashion designs • I can create my own designs in the style of Sonia Delaunay • I can recognise the influence Sonia Delaunay's work has had on both fashion and modern art
Y4 RECYCLED ART	Y4 RECYCLED ART	Y4 RECYCLED ART	Y4 RECYCLED ART
<ul style="list-style-type: none"> I can be inspired by a material's texture and pattern 	<ul style="list-style-type: none"> I can be inspired by a material's colours • I can experiment with and observe how different paints create different effects in my artwork • I can select a suitable type of paint to decorate and finish my artwork 	<ul style="list-style-type: none"> I can experiment with different ways I can join materials to make a 3-D piece of art • I can select a suitable joining method when working with different materials • I can look at different materials and make suggestions about how I could use them in my artwork • I can use a material's existing shape to inspire my artwork • I can create a simple animal sculpture from recycled materials 	<ul style="list-style-type: none"> I can explore different pieces of recycled art • I can comment on the message that a piece of art might be portraying • I can say if I like or dislike a piece of art and why
Y5 CHINESE ART	Y5 CHINESE ART	Y5 CHINESE ART	Y5 CHINESE ART
<ul style="list-style-type: none"> I can use visual information to make sketches of different styles of traditional Chinese art • <u>I can explain the importance of lines in Chinese art in relation to the Four Gentlemen</u> • I can use drawing and shading skills to recreate a terracotta warrior • <u>I can identify patterns, images and styles associated with Ming porcelain</u> • I can follow simple instructions to draw a Chinese dragon • I understand that I can use construction lines to map out the basic shape of my sketches • I understand what a light source is and how this affects shading • I can practise my shading in relation to a light source 	<ul style="list-style-type: none"> I can identify some colours commonly used in Chinese art • I can discuss and describe different brushstrokes used in artwork and how they might have been created • I can practise a variety of brushstrokes to improve technique • I can apply my brush control when creating artwork • I understand the importance of line and brushstrokes in Chinese Art • I can create Chinese calligraphy characters using the correct brushstroke sequence • I can begin to use different paints and inks for different purposes 	<ul style="list-style-type: none"> I can use simple rolling and pinching techniques to manipulate salt dough • I can form simple shapes to create the base of my model • I can attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joins • I can add pieces of salt dough to my base to create relief details • I can use tools to create details in my salt dough or clay model • I can carve a piece of clay to create the shape of my terracotta warrior • I can use tools to help me shape and manipulate my clay • I can add clay to my model to get the correct shape 	<ul style="list-style-type: none"> I can identify and record sketches of some themes commonly used in traditional Chinese art • I can discuss traditional Chinese artwork and say what I think and feel about it • I understand the significance of the dragon in Chinese culture • <u>I can explain what the Terracotta Army is and why it is famous • I know when the Ming dynasty was in power and why their porcelain is famous</u>
Y5 FRIDA KHALO	Y5 FRIDA KHALO	Y5 FRIDA KHALO	Y5 FRIDA KHALO

<ul style="list-style-type: none"> • <u>I can describe the general proportions of a face</u> • I can use my knowledge of proportions to complete a self-portrait • I understand that I can use light guidelines for my sketches to help structure my sketches • I can use light sketching lines to create my portrait 	<ul style="list-style-type: none"> • I can analyse aspects of a painting including mood and colour • I can add paint to a sketched self-portrait to add colour and detail • I can choose colours to express aspects of my personality • I can choose colours to express aspects of communities I belong to 		<ul style="list-style-type: none"> • <u>I can describe who Frida Kahlo is and give a brief summary of her work</u> • I can give my opinion of a painting or artist, giving reasons for my ideas • I can describe the differences between a portrait and a self-portrait • <u>I can describe aspects of Mexican folk art</u> • <u>I can identify aspects of the Mexican culture in Kahlo's artwork</u> • I can describe the aspects of the surrealist movement • I can express my opinion of surrealism in paintings • I can apply aspects of surrealism to my own artwork
Y5 STREET ART	Y5 STREET ART	Y5 STREET ART	Y5 STREET ART
<ul style="list-style-type: none"> • I can use sketching and shading to add details to my designs 	<ul style="list-style-type: none"> • I can select contrasting colours using the colour wheel to help me • I can choose colours to create the biggest 'standout' effect • I can use impression printing to create a piece of repeated printed artwork • I can create a stencil • I can use a stencil to create a piece of artwork • I can use more than one stencil to create a layered effect in my artwork 		<ul style="list-style-type: none"> • <u>I can take part in a discussion about graffiti and if it is an art form or not</u> • I can design my own tag reflecting what I have seen in existing artwork • I can experiment with the size, value and shape of my designs in my sketchbook • I can use my sketchbook to create designs for street art in a specific area • I can discuss the messages that are portrayed in some pieces of art • I can create my own piece of satirical artwork • <u>I can explore the work of Banksy</u>
Y6 LANDSCAPE ART	Y6 LANDSCAPE ART	Y6 LANDSCAPE ART	Y6 LANDSCAPE ART
<ul style="list-style-type: none"> • I can use vanishing points, horizon lines and construction lines to create perspective in my artwork • I can sketch a landscape using linear perspective. • I can use lines and patterns to create abstract artwork 	<ul style="list-style-type: none"> • I can experiment with different watercolour techniques to create effects • I can paint a landscape using watercolours • I can experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape • I can create tints and shades using a variety of different 	<ul style="list-style-type: none"> • <u>I can explain what collage is and how tearing paper can be used to create different effects</u> • I can create a torn paper collage of a landscape scene • I can use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using 	<ul style="list-style-type: none"> • <u>I can identify vanishing points and horizon lines in landscape paintings</u> • <u>I can explain how artists use linear and atmospheric perspective in their artwork</u> • I can comment on abstract landscapes and explain what I feel about them • I can create a selection of lines and patterns in my sketchbook to inform my artwork • <u>I can discuss landscape artwork by famous artists,</u>

	mediums • I can use tints and shades to create atmospheric perspective		saying what I think and feel about them • <u>I can identify which medium has been used to create a piece of art</u> • I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with
Y6 SCULPTING VASES	Y6 SCULPTING VASES	Y6 SCULPTING VASES	Y6 SCULPTING VASES
<ul style="list-style-type: none"> • I can sketch designs to build up a portfolio of ideas • I can take the light sources into account when sketching vases • I can use my preferred shading technique to include dark areas in my sketches • I can include the patterns and shapes in my sketches of vases • I can make detailed observations to sketch vases from different viewpoints 	<ul style="list-style-type: none"> • I can make appropriate choices when decorating vases • I understand how to create different effects using materials • I can make decorative colour and pattern choices to fit a given theme 	<ul style="list-style-type: none"> • I can practise techniques and the effects they create before attempting my final design • I can choose and use appropriate techniques in my clay work • I can choose appropriate tools to add details to my design • I can add clay to create details for my design • I can experiment and develop my control of tools and techniques • I can choose tools, techniques and details which are most appropriate for my design • I can use slabs of clay to create a container • I can use the pinching technique to create a container • I can work with control and accuracy • I can follow a design to create a vase 	<ul style="list-style-type: none"> • <u>I can identify different features of a vase's design</u> • <u>I can describe and assess vases made by designers</u> • I can gather ideas for use in my own work • I can incorporate design ideas or themes into my own designs • I can identify ways in which I could improve my work • I can evaluate and adjust my designs
Y6 EXPRESS YOURSELF	Y6 EXPRESS YOURSELF	Y6 EXPRESS YOURSELF	Y6 EXPRESS YOURSELF
<ul style="list-style-type: none"> • I can use sketching to represent different illustrated facial expressions • I can make careful and precise observations to inform my sketching • I can describe how lines and fonts can express an idea • I can make choices based on different lines and fonts to create a desired effect • I can use different pressures and thicknesses to create a desired effect • I can use grids to help me achieve the correct proportions in my sketches based on photographs 	<ul style="list-style-type: none"> • I can explain how colour can help to express different aspects of someone's personality • I can identify emotions they feel, linked to a colour • I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory • I can experiment with using my fingerprints to create a unique piece of artwork • I can vary the pressure and amount of paint I use when printing using my fingers to create different effects • I can use overlapping and layering to create shadow in my painting 	<ul style="list-style-type: none"> • I can use wire to create a sculpture of a person • I can convey an emotion or specific body language in my wire sculpture 	<ul style="list-style-type: none"> • I can respond and comment on different pieces of artwork • I can discuss and comment on Kandinsky's colour theory • <u>I know and I can discuss and give my opinions on Chuck Close's painting techniques</u>