



Art: EYFS

Birth – 3 Year Olds

I am beginning to make marks intentionally.

I can explore paint, using fingers and other parts of my bodies as well as brushes and other tools.

- Suggestions: fingers in cornflour, a stick in the mud, hands and feet in paint on different surfaces.

I can express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

- Introduce colour names.

I can manipulate and play with different materials.

- Provide a range of found materials (junk) as well as blocks, clay, soft wood and fabrics with different textures. Provide appropriate tools and joining methods for the materials offered.

I develop manipulation and control.

- Provide different types of paper for children to tear, make marks on and print on.

I can explore different materials and tools.

- Provide different things for young children to grasp, hold and explore, like clay, finger paint, sponges, spoons, brushes, shells.

3 – 4 Year Olds

I can explore different materials freely, in order to develop my ideas about how to use them and what to make.

- Offer opportunities to explore scale. Suggestions: long strips of wallpaper, child sized boxes, different surfaces to work on (paving, flour, easel, tabletop).

I can develop my own ideas and then decide which materials to use to express me.

- Listen and understand what children want to create before offering suggestions.

I can join different materials and explore different textures.

- Suggestions: glue and masking tape for sticking things together, paperclips and fasteners.
- Widen the range of things children are exposed to for drawing on.

I can use one-handed tools and equipment, for example, making snips in paper with scissors.

- Begin by showing children how to use on-handed tools (scissors) and then guide them with hand-over-hand help before allowing children to use tools independently.

I can create closed shapes with continuous lines and begin to use these shapes to represent objects.

- Show interest in the meanings children give to their drawings. Talk about these meanings together.

I use a comfortable grip with good control when holding pens and pencils.

I can draw with increasing complexity and detail.

- Representing a face with a circle and including details.

I can use drawing to represent ideas like movement or loud noises.

- Encourage children to draw from their imagination and observation.

I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.

- Select interesting things to draw and point out some of the key features in the drawn objects through discussion.

I can explore colour and colour mixing.

- I can talk about the differences between colours. Help them to explore and refine their colour mixing.

Reception

I can explore, use and refine a variety of artistic effects to express my ideas and feelings.

- I can develop my colouring mixing techniques to match the colours I see and want to represent.
- I can investigate the marks and patterns made by different textures.

I am beginning to show accuracy and care when drawing.

I can return to and build on my previous learning, refining ideas and developing my ability to represent them.

- I can think about and discuss what I want to make.
- I can discuss problems and how they might be solved.
- I can reflect on how I have achieved my aims.

I can create collaboratively, sharing ideas, resources and skills.

- I can work together to develop and realise creative ideas.

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

I can share my creations, explaining the process I have used.



Art: Year 1

Drawing	Painting and Mixed Media	Sculpture and 3D
I can create different types of lines. - I can describe the lines in the work of an artist and in my own work. - I can understand that there are different types of lines and can experiment with different resources to create them. - I can hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist. I can explore line and mark making to draw water. - I can use drawing materials to make different lines and marks reflecting what I can hear in music. - I know there are many different ways of drawing lines, that they feel different to make, and that they look different. - I can add plants and creatures to bring art to life. - I can evaluate my art and the work of others using the language I have learnt. I can draw with different media. - I can draw around a variety of shapes. - I know that my shapes can overlap. - I can experiment variety of different media. - I can say which medium I prefer and why. I can develop an understanding of mark making. - I can experiment with different marks and use marks to show texture. - I can understand the importance of looking carefully and closely when I am drawing. - I can use one type of drawing tool in lots of different ways. CHALLENGE: I can choose a suitable brush for the marks I want to make. I can apply an understanding of drawing materials and mark making to draw from observation. - I can look carefully at an object to identify shapes, lines and textures. - I can control a pen/pencil to create different types of lines. - I can use a range of drawing tools to create different marks. - I can layer different materials to experiment creating effects.	I can investigate how to mix secondary colours. - I can name the primary colours: red, yellow and blue. - I can mix primary colours to make secondary colours. - I can say which two primary colours are needed to mix each of the secondary colours. I can apply my knowledge of colour mixing when painting. - I can use primary colours to paint. - I can mix primary colours to make secondary colours. CHALLENGE: I can choose a suitable brush for the marks I want to make. I can explore colour when printing. - I can use a variety of colours in my printing. - I can work carefully and accurately when making my patterns. CHALLENGE: I can create new colours by overlapping prints. I can experiment with paint mixing to make a range of secondary colours. - I can mix two primary colours to make shades of a secondary colour. - I can mix at least five different shades of my chosen secondary colour. - I can use my five mixed colours to create patterns. I can apply my painting skills when working in the style of an artist. - I can mix secondary colours. - I can choose to paint with colours that look good next to each other. - I can describe my artwork and compare it to others.	I can roll paper to make 3D structures. - I can roll paper to make a cylinder. - I can combine paper cylinders to make a sculpture. - I can adapt my ideas as I work. I can shape paper to make a 3D drawing. - I can fold and roll paper to create 3D shapes. - I can choose how to arrange the paper shapes to make a 3D drawing. - I can overlap paper strips on my 3D drawing. I can apply paper-shaping skills to make an imaginative sculpture. I can try something new to me. - I can plan a sculpture by drawing my ideas first. - I can use at least three different techniques for shaping paper. CHALLENGE: I can add detail to my tree. I can work collaboratively to plan and create a sculpture. - I can work cooperatively. - I can create different parts of a sculpture. - I can secure parts of the sculpture together. CHALLENGE: I know that 3D sculpture can be created from a range of materials. I can apply painting skills when working in 3D. - I can use different tools to paint with. - I can work as part of a collaborative project. - I can paint onto 3D surfaces using appropriate methods.



Art: Year 2

Drawing	Painting and Mixed Media	Craft and Design
I can develop a range of mark making techniques. - I can experiment with charcoal to draw different marks. - I can understand a word and explain how I can draw it. - I can express the meaning of words using charcoal mark making techniques. I can explore and experiment with mark making to create textures. - I can describe how an object feels. - I can try out different drawing materials. - I can experiment with making different marks to make texture. I can develop observational drawing. - I can recognise and describe shapes in an object to start a drawing. - I can look carefully to add details. - I can use mark-making techniques to add texture. I can understand how to apply expressions to illustrate a character. - I can show expression by drawing eyes, eyebrows and mouths in different ways. - I can make quick sketches of people. - I can sketch a new character, adding expressions, details and texture. I can develop illustrations to tell a story. - I can recount a familiar story and select key events. - I can create and draw imaginary scenes for a storybook. - I can use mark making to show different textures. CHALLENGE: I can sketch a new character, adding expressions, details and texture.	I can develop my knowledge of colour mixing. - I can name the primary and secondary colours. - I can describe what happens when I mix two secondary colours. - I can make choices about how to make colours lighter or darker. I know how texture can be created with paint. - I can describe colours and textures. - I can choose painting tools to recreate a texture. - I can mix a range of secondary colours. I can use paint to explore texture and pattern. - I can explain the word 'collage'. - I can choose materials and tools to make textures with paint. - I can mix colours to match something I see. I can compose a collage, choosing and arranging materials for effect. - I can choose collage materials to create a design based on colour and texture. - I can use different techniques to create the right size piece. - I can try out different arrangements of materials, including overlapping. I can evaluate and improve artwork. - I can say what I like or don't like about artwork. CHALLENGE: I can talk about how I could improve my work. - I can choose which materials and tools to use.	I know that art can be created in different ways. - I can explain why an activity is 'making art'. - I can describe something creative I do in or out of school. - I can draw an example of me being an artist. I can choose, measure, arrange and fix materials. - I can measure the amount of wool. - I can wrap wool tightly and fix it in place. I can explore plaiting, threading and knotting techniques. - I can try something new to me. - I can choose materials based on colour, thickness and flexibility. - I can keep trying if something doesn't work first time. I can learn to weave. - I can identify a plait, a knot and a threaded bead. - I can weave paper strips over and under. - I can compare what I make to others' artwork. I can combine techniques in a woven artwork. - I can choose how to combine the things I have made. CHALLENGE: I can weave with a range of materials. - I can talk about what I like and what I would change about my work.



Art: Year 3

Drawing	Painting and Mixed Media	Sculpture and 3D
I recognise how artists use shape in drawing. - I can recognise and draw simple shapes in objects. CHALLENGE: I can identify both organic and geometric shapes. - I can use shapes to form the basis of my own drawing. I understand how to create tone in drawing by shading. - I know that tone refers to the light and dark areas of an object or artwork. - I can use the side of a pencil so that the lead is flat to the paper. - I can shade in one direction, with no gaps and straight edges. - I can blend from light to dark to dark light creating smooth tones. CHALLENGE: I can successfully apply and blend charcoal to create form, tone and shape. I understand how texture can be created and used to make art. - I can create different textures on paper by using a rubbing technique. - I can change the tool or colour that I use to change how my rubbing looks. - I can apply the technique of another artist. - I can tear and shape my rubbings to create a final piece. I can apply observational drawing skills to create detailed studies. - I can use simple shapes to sketch the form of an organic object. - I can add detail using careful observation. - I can add tone using shading skills. I can explore composition and scale to create abstract drawings. - I can select an interesting composition. - I can draw in a large scale. - I can experiment with drawing skills and tools.	I can apply an understanding of prehistoric man-made art. - I can identify features that prehistoric paintings have in common. - I can look for basic shapes within an animal drawing to help get the proportions of my drawing accurate. - I can describe why prehistoric people often painted animals. I understand and use scale to enlarge drawings in a different medium. - I can identify key 2D shapes in an image. - I can scale up a drawing by sketching the simple shapes first. - I can successfully apply and blend charcoal to create form, tone and shape. I can explore how natural products produce pigments to make different colours. - I can identify and collect coloured natural items to paint with. - I can describe which natural items make the most successful colours and give reasons. - I can create paints using all natural ingredients as prehistoric artists did. I can select and apply a range of painting techniques. - I can mix paint to create a range of natural colours. - I can experiment with techniques to create different textures. - I can add fine detail using smaller brushes. CHALLENGE: I can experiment with the pigments in natural products to make different colours. I can apply painting skills when creating a collaborative artwork. - I can work in a group to create a large piece of artwork. - I can create designs using both positive and negative impressions of my hand. - I can create natural colours using paint.	I can develop ideas for 3D work through drawing and visualisation in 2D. - I can use my whole arm to draw big shapes. - I can use curved lines to suggest three dimensional shapes. - I can name key features of Magdalene Odundo's artwork. I can use more complex techniques to shape materials. - I can draw a simple design for a three-dimensional piece. - I can use tools and my hands to carve, model and refine my sculpture. - I can work safely with the carving tools. I can explore how shapes can be formed and joined in wire. - I can bend the wire to make shapes. - I can join wire by twisting and looping it. - I can add details using smaller pieces of wire. - I can work safely with the tools and equipment I am using. I can consider the effect of how sculpture is displayed. CHALLENGE: I can make decisions about how to display my sculpture. - I can compose photographs that present my shadow sculpture as a finished piece. I can choose and join a variety of materials to make sculpture. - I can try different ways of joining materials to make something three dimensional. - I can explore combinations of colour and texture. - I can decide how to display my sculpture.



Art: Year 4

Drawing	Painting and Mixed Media	Craft and Design
I can draw using tone to create a 3D effect. - I can experiment with shading to create different tones. - I can use contrasting tones to make a drawing look three-dimensional. - I can explore more than one way of holding a pencil to create different effects. I can explore proportion and tone when drawing. - I can explore charcoal as a drawing material. - I can look for light and dark areas and recreate these using tone. - I can show how big one object is compared to another when I draw. I can plan a composition for a mixed-media drawing. - I can use scissors with precision. - I can make decisions about how to place drawn elements in my composition. - I can create contrast by combining different shapes, sizes and textures. I can use shading techniques to create pattern and contrast. - I can draw tone by 'hatching' parallel pencil lines. - I can choose an interesting part of my composition to recreate. - I can use a range of scratched marks to add contrast and patterns. I can work collaboratively to develop drawings into prints. - I can work co-operatively with my group. - I can experiment with printing techniques. - CHALLENGE: I can include contrast and pattern in a print.	I understand how to darken or lighten a colour when mixing paint. - I can add white paint to one colour to create a tint. - I can add black paint to one colour to create a shade. - I can investigate creating a wide range of colours by mixing tints and shades. I can use tints and shades to give a three-dimensional effect when painting. - CHALLENGE: I can describe the way colours change in different lights. - I can add black to make a colour darker and add white to make a colour lighter. - I can use just one original colour in my painting and only change it by adding black, white or water. I can explore how paint can create different effects. - I can describe how I created a paint effect. - I can use a painting tool in a new way. - I can use tints and shades of colour to make my painted object appear 3D. I can consider proportion and composition when planning a still life painting. - I can explain what composition means. - I can choose and arrange objects to create my own still life composition. - I can select important detail to include in my composition sketch. I can apply knowledge of colour mixing and painting techniques to create a finished piece. - I can organise the equipment I will need to paint using my chosen technique. - CHALLENGE: I can show light and dark by using tints and shades of colour. - I can show what I have learned about techniques in the way I paint.	I can investigate the style, pattern and characteristics of Ancient Egyptian art. - I can discuss Ancient Egyptian art to understand more about it. - I can look closely to identify colours, patterns and shapes. - I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition. I can apply design skills inspired by the style of an ancient civilisation. - I can make decisions about how I want to represent information through images. - I can plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians. - I can apply my knowledge of their style to plan appropriate colours and patterns for my design. I can apply understanding of ancient techniques to construct a new material. - I can use knowledge of an ancient process to make a modern alternative. - I can follow instructions carefully. - I can review what worked well and what I could improve on. I can apply drawing and painting skills and techniques in the style of an ancient civilisation. - I can use a design and accurately translate it to a new surface. - I can use materials and tools carefully to show precision in my work. - I can mix and use colours that are appropriate to the style of work. - I can suggest improvements in my own and other people's work. I can apply an understanding of Egyptian art to develop a contemporary response. - I can follow instructions to create a zine. - I can use a variety of images, text and materials to make my zine interesting. - CHALLENGE: I can inform my audience about my subject with relevant information. - CHALLENGE: I can apply my knowledge of an artist's style to plan appropriate colours and patterns for my design.



Art: Year 5

Drawing

I can explore the purpose and effect of imagery.

- I can discuss the effect of an image.
- I can discuss how popular culture can influence art and design.
- I can explain what retrofuturism means.
- CHALLENGE: I can evaluate different images using the formal elements.

I can understand and explore decision making in creative processes.

- I can suggest how a piece of art is created.
- I can discuss the choices an artist has made.
- I can make decisions about tools and materials to try in my own work.
- CHALLENGE: I can use a range of processes to create a drawing.

I can develop drawn ideas through printmaking.

- I can choose and combine materials based on their texture.
- I can create an effective printing plate that considers how I expect it to print.

I can test and develop ideas using my sketchbook.

- I can generate ideas about the future.
- I can record ideas through sketches and visual notes.
- I can develop ideas to form a composition for a final piece.
- I can apply printing ink evenly to cover the plate.
- I can apply even pressure when printing.

I can apply my understanding of drawing processes to revisit and improve ideas.

- I can select appropriate tools and materials.
- I can choose a drawing technique to produce my own idea.
- I can evaluate my work to make improvements.

Painting and Mixed Media

I can explore how a drawing can be developed.

- I can draw a portrait using the continuous line method.
- I can vary the size, shape and position of the words for interest.
- I can explore the way a background can change the effect of a drawing.

I can combine materials for effect.

- I can explain what I want my photo composition to be.
- I can decide the best position for my line drawing when copying it onto the background.

I can identify the features of a self-portrait.

- I can use art vocabulary to describe similarities and differences between portraits.
- CHALLENGE: I can justify my opinion when discussing the message behind a self-portrait.

I can develop ideas towards an outcome by experimenting with materials and techniques.

- I can give a definition of mixed media.
- I can try out at least three different ideas when adapting my photograph.

I can apply my knowledge and skills to create a mixed-media self-portrait.

- I can describe the intention of my self-portrait.
- I can explain why my choice of medium matches my idea.
- CHALLENGE: I can use my chosen medium to create a self-portrait that represents an aspect of my identity.

Sculpture and 3D

I can identify and compare features of art installations.

- I can give a definition for installation art.
- I can identify similarities and differences between art installations.
- I can analyse artworks and justify my ideas.

I can investigate the effect of space and scale when creating 3D art.

- I can justify my opinions of installation artworks.
- I can work safely when creating my model installation space.
- I can create the effect of a large-scale space when photographing my box.
- I can suggest the effect on the viewer of being in my model installation space.

I can problem solve when constructing 3D artworks.

- I can adapt everyday objects and make them interesting for the viewer.
- I can make changes and try new ideas if something doesn't work first time.
- CHALLENGE: I can move my object around within a space and find the best way to display it.

I can plan an installation that communicates an idea.

- I can choose a clear message for my installation.
- I can identify how my installation idea might make the viewer feel.
- I can describe how I have considered space, materials and arrangement in my installation.

I can apply my knowledge of installation art and develop ideas into a finished piece.

- I can describe how installations can be interactive.
- I can show what I have learned about installation art in my final idea.
- I can explain the choices I have made when displaying my installation art.
- CHALLENGE: I can use my knowledge of tools, materials and processes to try alternative solutions and make improvements to my work.



Art: Year 6

Drawing	Painting and Mixed Media	Craft and Design
I can explore expressive drawing techniques. - I can collect information to identify the key features of Maya art. - I can explore mark making using a range of handmade tools - I can make comparisons between different artworks. I can consider how symbolism in art can convey meaning. - I can draw my Maya spirit companion and consider its meaning. - CHALLENGE: I can generate a range of symbols, patterns and colours that represent me. - I can take inspiration from an artist's style. I can apply understanding of the drawing technique chiaroscuro. - I can discuss the effect of light and dark on an object and consider how to draw it. - I can explain the term Chiaroscuro and understand how it can be used for effect. - I can create form by applying chiaroscuro to a tonal drawing. I can evaluate the context and intention of street art. - I can discuss the similarities and differences between art styles. - I can discuss ideas about 'what art is' or 'should be' and justify choices. - I can identify something I feel strongly about and consider how to represent it through a drawing. I can apply my understanding of impact and effect to create a powerful image. - I can analyse how an artist conveys a message. - CHALLENGE: I can use my creative work to develop an idea, applying drawing techniques for visual impact and effect. - I can work independently, revisiting and reviewing my work to develop it.	I understand how to analyse a famous painting. - I can understand that artists tell stories or show feelings in their artwork. - I can interpret a picture and suggest its meaning. - CHALLENGE: I can look closely at a picture and notice details, describing them using the formal elements. I understand how to find meaning in painting. - I can describe a picture using the formal elements. - I can respond to a painting by making inferences and justifying my ideas using my own experiences. - I can develop a narrative from the elements in a painting. I can apply drama techniques to explore the meaning of a painting. - I can express how a piece of artwork makes me feel. - I can compare events in a piece of artwork to current news and the 'Fundamental British Values'. - I can use drama to demonstrate my understanding of the meaning of a piece of artwork. I can apply interpretation skills to analyse and respond to an abstract painting. - I can discuss and describe the work of another artist. - I can reflect on the feelings that a painting evokes. - CHALLENGE: I can create an abstract piece using personal experiences that reflect how I felt. I understand how art can tell stories or portray messages. - I can analyse a painting to make suggestions about its meaning. - I can consider how imagery can convey a message without words. - I can develop my ideas to compose a thought-provoking piece of art. I can develop starting points for creative outcomes. - I can select an artist who interests me because of their style, ideas or use of materials. - I can use my sketchbook to collect information. - I can develop my ideas to plan a final piece inspired by the chosen artist. I can demonstrate an understanding of painting techniques to make personal choices. - I can use sketchbook ideas to translate into a larger piece. - I can select different materials and techniques based on my experiences. - I can continue to explore new ideas and try things out. - I can revisit and evaluate my piece to develop it further.	I can apply an understanding of composition to create an effective photomontage. - I can explain what a photomontage is. - I can select appropriate images and experiment with composition to create an interesting layout. - I can work in the style of an artist to meet a design brief. I can apply understanding of abstract art through photography. - I can explore the artists who use photography to record and observe. - I can compose a close-up photograph of a natural form. - CHALLENGE: I can make decisions about cropping, editing and presenting photographic images in the style of Edward Weston. - I know the terms macro and monochromatic. I can demonstrate an understanding of design choices using digital photography techniques. - I can discuss the features of a design and reflect on the effect. - I can make design choices to plan, select and arrange props in an interesting composition to meet a design brief. - I can edit a photograph to emulate the style of another artist. I can apply an understanding of photography to design and recreate a famous painting. - I can choose and analyse a painting to understand its meaning and notice its features. - I can make design decisions to select and arrange props to replicate a painting in a photographic way. - I can use photographic equipment appropriately, considering composition and lighting for effect. I can demonstrate observation and proportion to create art in a photorealistic style, - I can use the grid drawing method to translate a photo into a drawing using careful observation. - I can understand how the grid method helps me to retain the same proportions as an original image. - I can choose and use materials effectively to create a photorealistic painting or drawing.