



	Drawing	Painting	Printing	Collage	3D Form	Textiles
Year 1	<p>Paul Gauguin (Summer 2)</p> <ul style="list-style-type: none"> • Can hold and use drawing tools such as pencils and charcoal using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention. • Can record ideas, observations and designs in a visual journal to support the development of ideas and skills. • Can use and manipulate a range of drawing tools with some control and dexterity applying teacher guidance. • Can use a visual journal/ sketchbook to support the development of a design over several stages. 	<p>Henri Matisse (Spring 1)</p> <ul style="list-style-type: none"> • Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques • Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context • Can investigate mark-making using thick brushes, sponge brushes for particular effects • Can recognise and name primary colours. • Can use primary colours to mix secondary colours. 	<p>Paul Klee (Spring 2)</p> <ul style="list-style-type: none"> • Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, shapes, objects and found materials. • Can take rubbings from texture to understand and inform their own texture prints • Can repeat a print, carefully placed to ensure consistency of colour depth. • Can explore and create compositions with an extended range of found objects - e.g. flowers, leaves, plants and bark. 	<p>Alma Thomas (Autumn 1)</p> <ul style="list-style-type: none"> • Can select with thought, different materials from the teacher's resources, considering content, shape, surface and texture • Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea • Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth • Can engage in more complex activities, e.g. control surface decoration of materials with clear intentions • Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea 	<p>Not in this year group.</p>	<p>Not in this year group.</p>

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Year 2	<p>Pablo Picasso (Autumn 1)</p> <ul style="list-style-type: none"> • Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care. • Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective. 	<p>Claude Monet (Summer 1)</p> <ul style="list-style-type: none"> • Can explain the difference between Primary, Secondary and Tertiary colours. • Can investigate, experiment, mix and apply colour for purposes to represent real life and ideas. • Can mix and use primary and secondary colours with the addition of white, and without using black, to create other hues. • Can explore the different tones of one colour. • Can make a variety of marks using paint by applying it to a surface with different materials and in different thicknesses. 	<p>Not in this year group.</p>	<p>Not in this year group.</p>	<p>Andy Goldsworthy (Summer 2)</p> <ul style="list-style-type: none"> • Can handle and manipulate malleable materials such as clay, to represent something known. • Can model in clay and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features • Can respond to sculptures and craft artists to help them adapt and make their own work. • Can feel, recognise and control surface experimenting with basic tools. • Can use clay to construct a simple figure, smoothing and joining clay with care 	<p>Xenobia Bailey (Spring 1)</p> <ul style="list-style-type: none"> • Can select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product • Can sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist • Can collect, deconstruct, discuss and use fabrics and cloth to reassemble new work • Can cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons • Can weave in a simple loom and build constructed textile surfaces

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Year 3	<p>L.S. Lowry (Summer 2)</p> <ul style="list-style-type: none"> • Can make quick line and shape drawings from observation adding light/dark tone, colour and features. • Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame. • Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail. • Can use a combination of observation and imagined images in one artwork. 	<p>Cave Art (Autumn 1)</p> <ul style="list-style-type: none"> • Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work. • Can represent things observed, remembered or imagined, using colour selecting and mixing appropriate paint and brushes/tools. • Can include symbolism in a piece of artwork. • Can apply paint with control in order to achieve a desired effect. 	<p>Camille Pissarro (Spring 2)</p> <ul style="list-style-type: none"> • Can Monoprint by drawing onto the back of paper on an inked surface, controlling line and tone using tools or pressure. • Can create a printing block by drawing into foam. • Can create a finished print using two or three different blocks and different colours. • Can create prints of consistent colour depth. 	<p>Not in this year group.</p>	<p>Not in this year group.</p>	<p>India Flint (Summer 1)</p> <ul style="list-style-type: none"> • Can discriminate between fabric materials to select and assemble a constructed form. • Can print on fabric using Hapa Zome technique as part of a group. • Can attach different elements using stitching, using straight stitch, running or cross-stitch • Can explore natural inks.

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Year 4	<p>Joseph Holston (Autumn 1)</p> <ul style="list-style-type: none"> • Can consider the whole composition before adding in detail to a drawing. • Can create gestural, large scale drawings in response to music and sound. 	<p>William Turner (Summer 1)</p> <ul style="list-style-type: none"> • Introduces different types of brushes for specific purposes. • Can investigate materials that can be added to paint to create texture. • Can identify groups of complimentary colours. • Can express texture using paint by applying it thickly or by creating a textural effect through the types of marks made. 	<p>Not in this year group.</p>	<p>Antoni Gaudi (Summer 2)</p> <ul style="list-style-type: none"> • Can improve skills of overlapping and overlaying to place objects in front and behind. • Can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose. • Can experiment with creating mood, feeling, and areas of interest using different media. • Can Interpret stories, music, poems and other stimuli and represent these using mixed media elements. • Can incorporate photographs into a collage to create a portrait with meaning. 	<p>Roman Pottery (Spring 1)</p> <ul style="list-style-type: none"> • Can use clay to construct a simple coil pot. • Can smooth the surface without distorting the overall shape. • Can add designs to clay using tools with care. • Can mould clay from a design with some accuracy. 	<p>Not in this year group.</p>

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Year 5	<p>Frieda Kahlo (Spring 1)</p> <ul style="list-style-type: none"> • Can convey tonal qualities well, showing good understanding of light and dark on form. • Can create drawings of a group of still life objects, considering proportion and negative space. • Can understand the effect a directional light has on a form. 	<p>Islamic Art (Summer 1)</p> <ul style="list-style-type: none"> • Can develop fine motor skills by using detail, blending and line work using watercolour paint and a selection of brushes. • Can observe forms, shapes, and composition when exploring the work of other artists/cultures informing their painting. • Can show the effect of using bold colour, pattern and tone within a detailed painting. • I understand how to create my own repeat pattern that has a considered composition, informed by art from other cultures. • I can use colour in an informed and confident way. 	<p>Not in this year group.</p>	<p>Mexican Folk Art (Autumn 1)</p> <ul style="list-style-type: none"> • Can select and use cutting tools and adhesives with care to achieve a specific outcome. • Can embellish a surface using a variety of techniques, including drawing, painting and printing. • Can select and use found materials with art media and adhesives to create a desired effect on a surface or thing. • Can explore how a stimulus can be used as a starting point for 3D work, with a particular focus on form, shape, pattern, texture, colour. • Can use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages. 	<p>Not in this year group.</p>	<p>Henri Rousseau (Spring 2)</p> <ul style="list-style-type: none"> • Can select and use contrasting colours and textures in stitching and weaving • Can show an awareness of the natural environment through careful colour matching and understanding of seasonal colours • Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact. • Can control stitching - using various needles to produce more complex patterns with care and some accuracy.

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Year 6	<p>Georgia O'Keeffe (Summer 1)</p> <ul style="list-style-type: none"> • Can draw with coloured media descriptively and expressively to represent ideas and subjects with increasing mastery of materials. • Can create a composition in response to a written stimulus, selecting the key themes carefully. • Can select appropriate drawing materials for different aspects of their design. 	<p>Georgia O'Keeffe (Summer 2)</p> <ul style="list-style-type: none"> • Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers. • Can use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction. 	<p>Jean-Michel Basquiat (Autumn 1)</p> <ul style="list-style-type: none"> • Can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone. • Can explore colour mixing through printing, using two coloured inks, a roller and stencil or foam. • Can recreate a scene and detail remembered, observed or imagined, through collage relief and collagraph printing. • Can create a powerful and thought-provoking design inspired by a theme. 	<p>Not in this year group.</p>	<p>Barbara Hepworth (Spring 1)</p> <ul style="list-style-type: none"> • Can combine different materials in one sculpture. • Can repurpose recycled materials to create a desired effect. • Can join, connect materials securely. • Can create a form considering aesthetic and humour. • Can predict the shadow created by an object and use this with effect in a design. 	<p>Not in this year group.</p>

