

YEAR 1

Check Points Aut 1	Check Points Aut 2 Drawing	Check Points Spr 1 Collage	Check Points Spr 2	Check Points Sum 1 Painting	Check Points Sum 2
	<p>Knowledge Know the techniques of scribbling and hatching. Know the formal elements, line and colour.</p> <p>Skills Use the techniques; scribbling and hatching to shade in an object. Demonstrate at least three different line styles (zigzag, curved, dashed etc) Use appropriate colours</p>	<p>Knowledge Know that collage is layering of materials. Know and recognise paper collage pieces.</p> <p>Skills Sort and group materials by colour. Fold, tear and layer paper to collage.</p>		<p>Knowledge Know the names of primary and secondary colours. Know and recognise different brush strokes (curved, dotted, swirls etc)</p> <p>Skills Mix accurately primary colours to make secondary colours. Use different brush sizes and strokes (curved, dotted, swirls etc)</p>	
END POINTS					

Knowledge	Skills
<p>By the end of Year 1 pupils should know:</p> <ul style="list-style-type: none"> - How to recognise and describe some simple characteristics of different kinds of art, craft and design - The names of tools, techniques and the formal elements (colour, shapes, tones etc) that they use. 	<p>By the end of Year 1 pupils should be able to:</p> <ul style="list-style-type: none"> - Recognise that ideas can be expressed in artwork - Experiment with an open mind (<i>for instance, they enthusiastically try out and use all materials that are presented to them</i>) - Try out a range of materials and processes and recognise that they have different qualities. - Use materials purposefully to achieve particular characteristics or qualities. - Show interest in and describe what they think about the work of others.

YEAR 2

Check Points Aut 1 Drawing	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2 3D Sculpture	Check Points Sum 1	Check Points Sum 2 Printing
<p>Knowledge Know that tone is the lightness/darkness of an object, shape or colour. Know the shading</p>			<p>Knowledge Know the difference between 2D and 3D objects. Know that the designer is from a different culture.</p>		<p>Knowledge Know that prints can be repeated to create a pattern. Know and recognise overlapped prints.</p>

<p>techniques; stippling, cross-hatching and blending</p> <p>Skills</p> <p>Use different media to create colour tones.</p> <p>Use the techniques; stippling, cross-hatching and blending using their fingers to shade an object.</p> <p>Select particular techniques for a purpose.</p>			<p>Know that foil can be manipulated.</p> <p>Know that tools need to be used safely.</p> <p>Skills</p> <p>Pinch, scrunch, roll and bend foil to achieve a desired outcome.</p> <p>Bond foil together.</p>		<p>Know that they can score into plasticine to create a printing block.</p> <p>Skills</p> <p>Use appropriate tools to create a design on a printing block.</p>
END POINTS					

Knowledge	Skills
<p>By the end of Year 2 pupils should know:</p> <ul style="list-style-type: none"> - That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. - And be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary (<i>for instance, they know the names of the tools and colours they use</i>) 	<p>By the end of Year 2 pupils should be able to:</p> <ul style="list-style-type: none"> - Try out different activities and make sensible choices about what to do next. - Use drawing to record ideas and experiences - Deliberately choose to use particular techniques for a given purpose. - Develop and exercise some care and control over the range of materials they use. (<i>for instance, they do not accept their first attempt but seek to refine and improve</i>)

YEAR 3

Check Points Aut 1 <i>Drawing</i>	Check Points Aut 2	Check Points Spr 1 <i>Painting</i>	Check Points Spr 2	Check Points Sum 1 <i>Collage</i>	Check Points Sum 2
<p>Knowledge</p> <p>Know and recognise the shading techniques; circulumism and blending</p> <p>Know that scale refers to the size of an object in relation to other objects.</p> <p>Know the difference between positive and negative space.</p> <p>Skills</p> <p>Use the techniques; circulumism and blending using sponges</p>		<p>Knowledge</p> <p>Know the names of complementary colours</p> <p>Know that tint is adding white, shade is adding black, and tone is adding black and white.</p> <p>Skills</p> <p>Mix colours to create complimentary colours</p> <p>Alter the tint, shade or tone of</p>		<p>Knowledge</p> <p>Know the names of different fabrics</p> <p>Know what fabric dye is and why it is used.</p> <p>Know that they can join fabrics together using fabric glue.</p> <p>Know that Stella McCartney is a designer using different textiles.</p> <p>Skills</p>	

to shade an object. Use different techniques to create different textures. Begin to draw scale considering positive and negative space.		a colour by adding white or black. Use the appropriate brush for the detail		Change and modify fabrics by knotting, fringing, weaving Use fabric dye to apply colour	
END POINTS					

Knowledge	Skills
<p>By the end of Year 3 pupils should know:</p> <ul style="list-style-type: none"> - About and describe the work of some artists, craftspeople, architects and designers - And be able to explain how to use some of the tools and techniques they have chosen to work with. 	<p>By the end of Year 3 pupils should be able to:</p> <ul style="list-style-type: none"> - Gather and review information, references and resources related to their ideas and intentions. - Use their sketchbooks for different purposes, including recording observations, planning and shaping ideas. - Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. - Select and use appropriately, a variety of materials and techniques in order to create their own work. - Take the time to reflect upon what they like and dislike about their own work in order to improve it.

YEAR 4

Check Points Aut 1 Drawing	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2 3D Sculpture	Check Points Sum 1 Printing	Check Points Sum 2
<p>Knowledge Know and recognise the shading techniques; contouring and blending Know the similarities and differences between contouring and hatching/ cross- hatching. Know that tone can help to create depth. Know that proportion is the size of the objects parts in relation to other parts of the object.</p> <p>Skills</p>			<p>Knowledge Know that clay can be used to create 3D sculptures Know the difference between Roman and Greek pottery. Know the name of tools they could use to add texture and pattern to clay. Know how to join two pieces of clay together.</p> <p>Skills Join two pieces of clay together.</p>	<p>Knowledge Know that relief printing is where the design is raised from the surface. Know that prints can be layered.</p> <p>Skills Work systematically to create a relief printing bloc Combine and manipulate materials to create a relief printing blocks.</p>	

Use the techniques; contour shading and blending with a cotton bud to shade an object.					
END POINTS					

Knowledge	Skills
<p>By the end of Year 4 pupils should know:</p> <ul style="list-style-type: none"> - About and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. - About and be able to demonstrate how tools they have chosen to work with should be used effectively and safely. 	<p>By the end of Year 4 pupils should be able to:</p> <ul style="list-style-type: none"> - Select and use relevant resources and references to develop their ideas - Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks might show different versions of an idea and how research has led to improvements in their proposed outcome)</i> - Investigate the nature and qualities of different materials and processes systematically. - Apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in 3D they select and use different tools for different purposes)</i> - Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.

YEAR 5

Check Points Aut 1 <i>Drawing</i>	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2 <i>Painting</i>	Check Points Sum 1 <i>3D Sculpture</i>	Check Points Sum 2
<p>Knowledge Know that different pencil grades will result in different effects. Know that you can draw with an eraser</p> <p>Skills Apply the effects of light on an object. Use different grades of pencil to achieve different effects. Use erasing to work in the negative.</p>			<p>Knowledge Know that mixing primary and secondary colours create tertiary colours – amber, vermilion, magenta, violet, teal, chartreuse Recognise the tints and shade of a pure hue</p> <p>Skills Mix a primary and secondary colour to make a tertiary colour Mix colour, shades and tones with confidence Change the texture of the paint</p>	<p>Knowledge Know that Czech Artist Veronika Richterova recreates artwork by repurposing plastic bottles Know which materials are good for securing parts of a sculpture e.g. string, cable ties, cellotape, glue</p> <p>Skills Use cutting equipment safely</p>	

END POINTS

Knowledge	Skills
<p>By the end of Year 5 pupils should know:</p> <ul style="list-style-type: none"> - Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural contexts and intentions - How to describe the processes they are using and how they hope to achieve high quality outcomes. 	<p>By the end of Year 5 pupils should be able to:</p> <ul style="list-style-type: none"> - Engage in open ended research and exploration in the process of initiating and developing their own ideas. - Confidently use sketchbooks for a variety of purposes including: recording observations, developing ideas, testing materials, planning and recording information - Confidently investigate and exploit the potential new and unfamiliar materials. <i>(for instance, try out several different ways of using tools and materials that are new to them.)</i> - Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. - Regularly analyse and reflect on their progress taking account of what they hoped to achieve.

YEAR 6

Check Points Aut 1	Check Points Aut 2 <i>Drawing</i>	Check Points Spr 1 <i>Printing</i>	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2 <i>Collage</i>
	<p>Knowledge Know that Ben Hein is famous for his 'Pencil vs Camera' concept Know that art can be a powerful tool</p> <p>Skills Develop the use of light on an object from different directions. Convey tonal qualities showing light and dark in form.</p>	<p>Knowledge Know that when you removed parts of the printing block they will not print Know that prints are reversed. Know which shapes are good for tessellation.</p> <p>Skills Can tessellate shapes ensuring no gaps. Combine and manipulate materials to print a tessellated piece of art.</p>			<p>Knowledge</p> <p>Skills</p>

END POINTS

Knowledge	Skills
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By the end of Year 6 pupils will know:

- How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople and designers taking account of the influence of the different historical, cultural and social contexts in which they worked.
- About the technical vocabulary and techniques for modifying the qualities of different materials and processes.

By the end of Year 6 pupils should be able to:

- Independently develop a range of ideas which show curiosity, imagination and originality
- Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. *(for instance sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)*
- Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.
- Independently select and effectively use relevant processes in order to create successful and finished work.
- Provide a reasoned evaluation of both their own and professional's work which takes account of the starting points, intentions and context behind the work.