

Art at North Ormesby Primary Academy

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	- We can enjoy drawing freely. We can add some marks to drawings, which we give meaning to. We can begin to draw with increasing complexity and detail (e.g. representing a fact with a circle and including details)	• We can explore mark making • We can use 2D mathematical shapes to draw • We can experiment with drawing lines in different ways	• We can explore drawing techniques • We can apply tone to drawings to create form • We can develop skill and control with art materials e.g. blending pastels	• We can identify and represent different subject matters in drawings. • We can use geometry/tonal shading in drawings • We can draw from observation • We can draw with charcoal	• We can create geometric and mathematical drawings within our artwork • We can create accurate still life drawings with tone	• We can draw from observation • We can use the continuous line method when drawing • We can use 2D drawings as a basis for developing ideas for 3D work • We can draw from different perspectives • We can create drawings that are detailed • We can use mathematical processes when drawing	• We can create detailed portraits • We can use the chiaroscuro techniques • We can use the continuous line technique in drawings • We can show expression in drawings • We can accurately apply tone to still life using charcoal • We can draw using a negative medium, identifying areas of light and dark
Colour	- We can begin to experiment with colour and design We can begin to develop colour mixing techniques, match colours that they see and want to represent	• We can learn the names of the primary colours • We can mix primary colours to make secondary colours • We can create and describe different shades of a colour	• We can mix primary colours to create secondary colours (e.g. with paint or pastels) • We can describe use of colour to achieve an intention	• We can use natural pigments in paintings and discuss the impact • We can create tints and shades • We can manipulate paint to create more accurate colours and shades	• We can describe and analyse the use of colour within artists' work • We can manipulate colour and pattern to create prints • We can describe how great artists mixed and applied paint	• We can use more complex colours for definition • We can select and mix colours to depict own thoughts, feelings and specific purposes	• We can use colour mixing and tonal shading effectively • We can paint in an impressionist style • We can select colours to reflect objects in a still life composition • We can use colour mixing to express

		• We can choose and justify appropriate colours		• We can verbalise our understanding and application of colour to paint			feelings, emotions and events in artwork • We can recreate colours used by impressionist painters
Painting	- We can begin to paint, chalk or make marks with water on large vertical surfaces	• We can develop skill and control with painting	• We can improve painting by developing skill and control further.	• We can develop our ability to control the tonal quality of paint	• We can apply technical mastery of painting skills to artwork • We can use a variety of different strokes and shades to achieve specific outcomes	• We can improve skill and control when painting	• We can further improving skill and control when painting • We can create tonal paintings
Materials	- We can begin to explore a variety of materials, tools and techniques (e.g. dough, clay) We can begin to use a variety of tools	• We can use a variety of materials. • We can use printmaking techniques • We can create textured pieces	• We can use a range of materials to design and make products	• We can use a range of methods and materials when making.	• We can use and incorporate recycled materials e.g. for printing • We can present and display works of art to others	• We can use recycled materials within mixed media art • We can select appropriate materials for a given purpose	• We can use composition to create photomontages • We can use polyprint tiles to create repeating printed patterns • We can create digital art using photography for abstract and self-portrait pieces
Craft	- We can begin to use techniques to join materials (e.g. glue, tape).	• We can print 2D	• We can use 3D clay to create 2D patterns/sculptural forms • We can etch onto clay	• We can be creative in our choice of composition and materials	• We can create sculptures	• We can express an idea or emotion through 3D sculpture	• We can create 3D sculptural forms from a purpose

Form and Space	- We can begin to experiment with form and function.	• We can develop language and understanding of form and space through whole class discussion.	• We can articulate 3D form and space through practical activities. • We can incorporate 3D elements into drawings	• We can describe and model form in 3D using a range of materials.	• We can describe and analyse the use of form and space within artists' work • We can describe and model form and space using a range of materials.	• We can describe and model form and space in 3D using a range of materials, with greater accuracy	• We can express a message or emotion through 3D form • We can analyse and evaluate an artists' use of form
Line	- We can begin to create closed shapes with continuous lines and begin to use these shapes to represent objects	• We can experiment with line • We can use line to represent a landscape and water • We can learn different types of lines: vertical, horizontal, crosshatched, wavy	• We can create portraits by controlling and defining use of line for expression. • We can draw lines with improved skill, awareness and control	• We can express line in different ways (e.g. for geometric and organic forms)	• We can describe and analyse the use of line within artists' work • We can use knowledge of lines of symmetry to help draw accurate shapes	• We can express drawings by using a developing understanding of line	• We can verbalise our knowledge of line to create portraits • We can apply control, expression, shape, form and detail in continuous line drawing • We can adapt the techniques of other artists to create unique abstract drawings
Pattern	- We can begin to use a range of objects for printing to create patterns	• We can understand and observe patterns in nature. • We can design and create patterns • We can make patterns in a range of materials	• We can create a pattern which I have chosen ourselves • We can identify repeating patterns (both manmade and natural) and apply techniques to recreate them.	• We can formulate patterns through craft methods.	• We can describe and analyse the use of pattern within artists' work • We can create artwork that is original through the use of colour and pattern, using geometric, repeating and symmetrical pattern	• We can construct images through various methods to further knowledge of pattern	• We can use knowledge and understanding of patterns to represent specific feelings and emotions • We can verbalise knowledge of pattern from multiple sources to create sophisticated artwork, which is original and unique

Shape	- We can begin to create closed shapes with continuous lines and begin to use these shapes to represent objects	• We can create abstract compositions using various shapes • We can identify, make and describe the use of shape for a print.	• We can create geometric designs by adapting and innovating the work of others	• We can identify 2D shapes within images and objects • We can draw and label simple shapes found in everyday objects • We can create and form shapes	• We can describe and analyse the use of shape within artists' work • We can describe and express geometric compositions using mathematical shapes	• We can create original designs by adapting and innovating the work of others • We can analyse and evaluate an artists' use of shape	• We can sketch key shapes and objects from different angles when drawing still life • We can imitate other artists' use of simplified shapes to create more abstract drawings
Texture	- We can begin to experiment with texture. - We can begin to explore lots of different textures for with fingers, feet and whole body (e.g. wet and dry sand, water, paint and playdough)	• We can describe and select appropriate materials to form different textures	• We can identify and describe a range of different textures • We can select and use appropriate materials to create textures	• We can use a range of materials to express more complex textures	• We can select and use a range of materials to express more complex textures	• We can show understanding of texture through practical making activities	• We can observe how artists manipulate materials to create texture in a range of artwork.
Tone	- We can begin to understand the difference between and light	• We can understand that tone refers to the lightness or darkness of something • We can develop understanding of tints and shades to create simple tone	• We can experiment with pencils to create more complex tones • We can create 3D form when drawing, through the use of tone.	• We can apply and blend and blending charcoal to create tone • We can apply rules of shading • We can develop skill and control when creating tone.	• We can describe and analyse the use of tone within artists' work • We can use a range of tones in order to achieve different effects • We can understand and apply tone to create a 3D effect	• We can apply tone with sophistication, to accurately create objects when drawing from observation • We can analyse and evaluate an artists' use of tone	• We can purposefully manipulate tone to portray emotions e.g. through 'halo' and 'chiaroscuro' techniques • We can show awareness of using tone to describe light and shade, contrast and shadow

Evaluation	- We begin to generate conversation and inspiration about artists and artist’s work. - We can begin to share our creation, explaining the process used	• We can recognise and describe key features of our own work • We can describe what we think about the work of others	• We can express clear preferences when looking at artwork, and give some reasons to justify these, using some basic language of art.	• We can reflect on our preferences about our work in order to improve it • We can discuss art using an increasingly sophisticated use of language	• We can use our own and our peer’s opinions of our work to identify how to improve • We can build a more complex vocabulary when discussing art	• We can analyse and reflect on progress regularly, taking account of the intended purpose and opinions • We can show greater understanding of vocabulary when discussing our own and the work of others	• We can give well justified evaluations of our own and the work which of others’, taking into account the starting points, purposes and contexts of the art work • I can use sophisticated language of art to enable greater, more in depth discussions
Remarkable Artists	- Pablo Picasso - Vincent van Gogh - Jackson Pollock	- Georgia O’Keeffe - Paul Cezanne - Antony Gormley	- Henri Matisse - Claude Monet - Frida Kahlo	- Wassily Kandinsky - Andy Warhol - Henry Moore	- Julian Opie - L.S Lowry - John Constable	- Mary Cassatt - Audrey Flack - Salvador Dali	