

Art Retrieval

Drawing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will be familiar with mark making and attempting early drawings and beginning to recreate shapes to represent people/places/events</p> <p>They will also have experienced using felt tipped pens and other drawing resources</p> <p>They have been given freedom to explore different pencils, without formality</p> <p>Children can use a sketchbook to begin exploring different materials/lines.</p>	<p>Pupils' drawings show greater understanding of the subject at hand and be more detailed</p> <p>Children will be able to identify and name different materials that can be used to draw e.g. pencils, felt tip pens, crayons.</p> <p>Children will be able to briefly explain what will happen if we draw on different surfaces.</p> <p>Children will be able to communicate about their drawing.</p> <p>Children will be more familiar with the use of a sketchbook to explore different materials, lines, colours.</p>	<p>Children will be more familiar with types of pencils to explore different drawing techniques e.g. hatching, scribbling.</p> <p>Children will have a deeper understanding of different materials used to draw and what effect these have on our work.</p> <p>Children can briefly evaluate their own work.</p> <p>Children consider the shape of an object now when drawing.</p> <p>Children can use a sketchbook to develop their skills by exploring a range of materials, lines, shapes and colour and textures.</p>	<p>Pupils are familiar with a range of pencils to include at least one H pencil (perhaps 2H)</p> <p>They are experienced at creating different shades and patterns with these pencils.</p> <p>Children can use different media to now draw lines, textures, patterns, shapes and colours - iPads</p> <p>Children can now evaluate their own work.</p> <p>Children can use a sketchbook to develop their skills by exploring a range of materials, lines, shapes and colour and textures and evaluate their work.</p>	<p>Pupils are familiar with a range of pencils and know what each is able to do in terms of shade and sharpness</p> <p>Their drawings of people show detail so that the mood is clear</p> <p>Drawings of people are proportioned well and in line with the expectations outlined in 'Goodenough'</p> <p>They use pencil, charcoal and pastels to create continuing patterns to create effect in a piece of work</p> <p>Children can confidently evaluate their work through the use of a sketchbook including what they would change and why.</p>	<p>Pupils should try to ensure that drawings created during art lessons and drawings they create during humanities lessons are of equal quality</p> <p>Pupils should be able to create facial expressions in their drawing of people</p> <p>When drawing a person, they should know about proportion and keep to it</p> <p>Children can evaluate their own work and explain what a particular material had an effect on their drawing and also peer evaluate through the use of a sketchbook and digital media.</p>

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Painting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will have explored the use of paint with different brushes or sponges</p> <ul style="list-style-type: none"> • Children have experienced the use of fingers, hands and feet to print <p>Children have experienced a range of patterns in their play such as repeating patterns and growing patterns</p> <p>Children will be familiar with their sketchbook and be using this when prompted as a starting point.</p>	<p>Pupils have experienced mixing paint both formally and informally in Year 1</p> <ul style="list-style-type: none"> • They should be able to name the primary and secondary colours and be able to explain which colours mix together to give colours like orange and purple • Pupils should be familiar with a range of tools, including thin and thick brushes as well as sponges and rollers • They should have has experience of observing something before attempting to draw or paint it <p>Children are more familiar with sketchbooks and can explore colours, brushes and ideas.</p>	<p>Pupils should be able to use thin and thick brushes to create different textures and different shades</p> <ul style="list-style-type: none"> • They have experimented with tones and tints by adding white and black to their original colour • They have experienced printing by using pressing, rolling, rubbing and stamping • They have experienced creating a wash by using water and a small amount of paint and know how to apply this <p>Children are more familiar with using sketchbooks as a starting point to develop ideas and skills.</p>	<p>They should now be confident to apply a wash and know about letting the wash dry before applying thicker paint onto the background</p> <ul style="list-style-type: none"> • They should also know that in most cases washes are applied with a thick brush • They should know how to over-print and create more than one colour with the same artefacts <p>Pupils should be familiar with the concept of a sketchbook and are beginning to see it as a place where they can have a record of their ideas based on a range of stimuli</p>	<p>They are able to mix paint to a desired colour and know how to use white and black to create tints and shade</p> <p>Children are also more familiar with a range of different types of paint e.g. pre-mixed, watercolours etc</p> <p>Children are now familiar with painting digital media apps and can apply their skills on apps.</p> <ul style="list-style-type: none"> • At this stage, it is hoped that pupils are constantly making references to their sketchbooks and are also using it to exp 	<p>Their paintings are more sophisticated with water colour and acrylic paint being used effectively</p> <ul style="list-style-type: none"> • Pupils should have experienced painting and drawing to a given set of criteria in creating informal examples of art work <p>At this stage, pupils should be referring to their sketchbooks without being prompted to do so</p>

Art Retrieval

sculpture and design

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children have investigated the use of sticks in watery mud, etc.</p> <ul style="list-style-type: none"> • Children have experienced a range of patterns in their play such as repeating patterns and growing patterns <p>They will be familiar with creating models and joining different objects to make a sculpture (model)</p>	<ul style="list-style-type: none"> • Pupils have had some formality when using clay and other malleable materials <p>Pupils will have experience of leaf and bark rubbings and the language and texture</p>	<p>Children are more familiar with a range of tools and the safety and care that needs to be applied when using.</p> <p>Children can name different materials we can use to make models and structures e.g. clay, wire, recycled etc.</p> <p>Children can add simple patterns and decorations to their work,</p>	<ul style="list-style-type: none"> • They should know how to over-print and create more than one colour with the same artefacts • They should be familiar with rolling clay and how to join clay using slip 	<p>They should be able to join clay using slip and create models in clay where joining is required</p> <p>Children can use a sketchbook to plan and develop their ideas before creating a final product.</p> <p>Children can produce more intricate patterns and detail to their work.</p>	<p>Children can confidently and safely use a wide range of tools and materials to.</p> <p>Children can join and secure their work.</p> <p>Children can creatively use pattern and shape to add texture to work.</p>

Art Retrieval

Responding to art (incorporated throughout)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>In EYFS children will have talked about famous artists' work and started the process of formal appraisal</p> <ul style="list-style-type: none"> • They have displayed their own work and felt proud of their efforts • They have said what they like about their art work by their friends 	<p>Pupils should be confident in offering their opinions about certain art work and should be able to explain why they like or even dislike a piece of art and give clear reasons</p> <ul style="list-style-type: none"> • They may be able to start interrogating the art and talk about colour used and the subject in general • They should be confident enough to ask questions and to offer opinions about any piece of art being studied 	<p>Pupils are familiar with interrogating a piece of art work and to talking about technique as well as use of colour, form, pattern and shade</p> <ul style="list-style-type: none"> • They will have already responded to the techniques used by an artist by creating their own piece using some of the artists' techniques 	<p>At this stage, pupils should be familiar with comparing the work of at least two artists and be able to talk about what they like in each and about the techniques employed by each</p> <ul style="list-style-type: none"> • They will have considered ideas they have learned from artists and used their sketchbooks to try new ideas out before applying this to a final piece <p>Children should now be familiar with a range of artists that are different genders and artists that are more modern and classic artists.</p>	<p>Pupils have begun to develop an expertise of knowledge about certain artists and can explain what their intentions were, for example, Picasso and Dali</p> <ul style="list-style-type: none"> • Although they are beginning to take account of the technique of various artists, they are more confident to make partial use of this technique in their own art, giving them greater variation 	<p>Pupils get engrossed in researching about famous artists and creative practitioners</p> <ul style="list-style-type: none"> • They understand the artists' motives in creating the art they did and can see the impact it has on a final piece of art • They recognise the importance of using sketchbooks for investigating different techniques and ideas and willingly use this as an important part of their planning