

## Curriculum Sequencing and End Points for Art and Design

Discipline: Drawing			
Drawing is present in every unit across the Art and Design Curriculum.			
End points for EYFS	End Points for KSI	End Points for LKS2	End Points for UKS2
<ul style="list-style-type: none"> <li>• Children will make marks and are spontaneous.</li> <li>• Opportunity to use different mediums such as wallpaper, chalk on the ground, different surfaces to work on e.g. easels and tabletops.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to use a variety of media e.g. crayons, pastels, felt tips, charcoal and ballpoint, to make different marks: shading, stippling, cross hatching and use these to make images or add texture to work.</li> <li>• They will know that different pressure on the paper when using a pencil etc. will produce different</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to control their drawing more and start to think about where on a piece of paper they place their images and proportion.</li> <li>• They continue to explore and experiment with different mediums and begin to plan ideas more.</li> <li>• They will revise and refine techniques learned in KSI and make more informed choices about what</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be more confident and independent in their work.</li> <li>• They should be able to demonstrate a basic understanding of proportion, perspective in their drawings or preparatory sketches.</li> <li>• They should show a good understanding of the process of creating a piece of art work:</li> <li>• Research, -sketching - exploring or learning new techniques, -selecting their resources and techniques - producing a finished piece.</li> </ul>

## Curriculum Sequencing and End Points for Art and Design

	<p>coverage and colour/shading.</p> <ul style="list-style-type: none"> <li>Children will have experience of drawing from real life or using other images as starting points for their own work.</li> <li>Be introduced to language: Line, pattern, shape, shade, shading, tone, texture.</li> </ul>	<p>they will use in their work. E.g. make a decision about how best to show light and dark.</p> <ul style="list-style-type: none"> <li>They will be able to adapt their work and change elements as they work to improve or to create a desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>They will be able to talk about artists they have studied and talk about how they are similar or different and what they like or dislike about the artist's work.</li> <li>Children will be able to use a variety of techniques and medium in their work.</li> <li>They will manipulate and experiment with the elements of art: line, tone, pattern, texture, form space, colour and shape and be able to use this language appropriately.</li> </ul>
Discipline: Painting			
<p style="text-align: center;">End points for EYFS</p>	<p style="text-align: center;">End Points for KSI</p>	<p style="text-align: center;">End Points for LKS2</p>	<p style="text-align: center;">End Points for Key Stage Two</p>
<ul style="list-style-type: none"> <li>Children will have used a range of materials to spread</li> </ul>	<ul style="list-style-type: none"> <li>Children will have had experience of</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to mix a variety of colours</li> </ul>	<ul style="list-style-type: none"> <li>Children will demonstrate a secure knowledge about</li> </ul>

## Curriculum Sequencing and End Points for Art and Design

<p>paint in addition to brushes e.g. straws, matchsticks, fingers, in a variety of different contexts e.g. painting on a tuff tray outside, spraying using spray bottles.</p> <ul style="list-style-type: none"><li>• They will have used brushes of different sizes and paints of different consistencies.</li><li>• They will have explored what happens when colours are mixed but will not necessarily know exactly which colours make a secondary.</li><li>• They will know that paint needs to dry if</li></ul>	<p>mixing water colours, poster paint and acrylic using the correct technique and will be able to talk about how they are different.</p> <ul style="list-style-type: none"><li>• They will know the three primary colours and how to mix the secondary colours.</li><li>• They will have explored what happens to a secondary colour when more of one its base primary colour is added.</li><li>• They will have explored what happens to a colour when you</li></ul>	<p>with accuracy and know which primary colours make secondary colours. They will use the vocabulary of primary and secondary.</p> <ul style="list-style-type: none"><li>• Children will experiment with different effects and textures inc. blocking in colour, washes and using thickened paint.</li><li>• Children will work confidently on a range of scales e.g., thin brush to add details.</li><li>• Children should be able to plan and create different effects and textures with paint according to what</li></ul>	<p>primary and secondary colours.</p> <ul style="list-style-type: none"><li>• They will be able to talk about warm and cold and contrasting colours.</li><li>• Children will be able to create shades and tints using black and white.</li><li>• They will explore the effect of light and shadow on natural and manmade objects.</li><li>• They will be able to make informed decisions about the tools they choose to use e.g., larger brushes for washes, finer brushes for detail.</li><li>• Children will show an awareness of how paintings are created (composition)</li><li>• Children will work on preliminary studies to test media, techniques and materials.</li></ul>
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## Curriculum Sequencing and End Points for Art and Design

<p>extra detail is to be added over the top</p>	<p>add more white or black to it.</p> <ul style="list-style-type: none"> <li>• Children will be able to talk about in simple terms how colour can be used to express moods and feelings.</li> <li>• They will have experimented with tools and techniques, inc. layering, mixing media, scraping through</li> <li>• Be introduced to vocabulary such as shade and tone.</li> </ul>	<p>they need for the task. E.g., sponging on a layer of paint to add texture, adding more of a primary colour to create a deeper shade.</p> <ul style="list-style-type: none"> <li>• They should use specific colour language such as tone and shade, complementary.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• They should be able to create imaginative work from a variety of sources., including those researched independently.</li> </ul>
<p>Discipline: Sculpture</p>			
<p>End points for EYFS</p>	<p>End Points for KSI</p>	<p>End Points for Key Stage Two</p>	

## Curriculum Sequencing and End Points for Art and Design

<ul style="list-style-type: none"><li>• Children will have handled lots of different materials both flexible and rigid and used these to make models from their imagination.</li><li>• They will have pulled materials apart and reconstructed them to make something different.</li><li>• They will have knowledge of joining items using glue, sellotape, masking tape and will have some understanding of which joining material is best for which materials.</li><li>• Some techniques will have been</li></ul>	<ul style="list-style-type: none"><li>• Children will know about some of the properties of malleable materials such as platercine</li><li>• They will know what happens if it is overworked or rolled too thin.</li><li>• Manipulate a variety of found materials in order to create joints, texture and create a final outcome.</li><li>• Children will be able to add pattern, texture, line their sculpture by pressing objects into the surface and or drawing into it with tools</li></ul>	<p>Year 3</p> <ul style="list-style-type: none"><li>• Children will be able to use a 2D image as a starting point for their own 3D work..</li><li>• They will build upon the work with malleable in Year One, understanding the properties of clay and how to keep it workable.</li><li>• They will know that to join clay e.g. put on a handle, you need to use slip and know that slip is clay mixed with a little water.</li><li>• Join clay adequately and work mostly independently.</li><li>• They will be able to select additional</li></ul>	<p>Year 4</p> <ul style="list-style-type: none"><li>• Children will be able to use their previous experiences with malleable materials to explain the different qualities of materials to other modelling materials.</li><li>• Children can research images independently and use these to plan a sculpture through drawing and other preparatory work.</li><li>• They will be able to select finishing techniques to create a desired effect - e.g. adding paint for colour or pattern.</li><li>• Children can create sculptures and constructions with increasing independence.</li><li>• Children will use sketchbooks to review and revisit previous learning</li></ul>
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## Curriculum Sequencing and End Points for Art and Design

<p>taught through focused activities e.g. gluing the ends of a strip of paper to add a handle onto a model.</p> <ul style="list-style-type: none"> <li>Manipulate play dough in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>They will have used materials such as play dough and tools such as knives, rollers and other objects to manipulate and create images and effects.</li> </ul>	<p>such as stylus, straws etc.</p> <ul style="list-style-type: none"> <li>They understand and can talk about using tools safely.</li> </ul>	<p>materials to create a desired effect.</p> <ul style="list-style-type: none"> <li>Children will be able to independently plan, design and make models with evidence in their sketchbooks</li> <li>They will be able to talk about their work and show understanding of how it has been sculpted, modelled or constructed.</li> </ul>	<p>and use these ideas in new projects.</p>
Discipline: Collage and Craft			
End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two

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<ul style="list-style-type: none"><li>• Children will have handled different materials and be able to talk about them in simple terms: hard, soft, plastic, card etc.</li><li>• They will be able to select and sort materials into given criteria/qualities e.g. warm/cold shiny/smooth</li><li>• Children will have used materials to create models and pictures.</li><li>• They will have an understanding of tearing, folding, cutting and scrunching materials to achieve desired effects.</li><li>• Children will know about different</li></ul>	<ul style="list-style-type: none"><li>• Children will be able to fold, pleat, scrunch, cut and thread materials with more dexterity.</li><li>• They will know that a wide variety of media including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc can be used to make images.</li><li>• They will know how different materials can be manipulated e.g. paper can be pleated but a plastic carton cannot.</li></ul>	<ul style="list-style-type: none"><li>• Children will be able to manipulate materials to create mood, feeling and movement. E.g. tearing different shades of brown to replicate a different surface.</li><li>• They will be able to cut, fold, scrunch, tear, overlap and layer materials in their work.</li><li>• They will select materials based on their experiences and knowledge of their properties to create a desired effect.</li><li>• Children will know the names of different tools they use and techniques to use them safely.</li></ul>	<ul style="list-style-type: none"><li>• Children will be able to extend their work within a specific technique</li><li>• They will be able to develop and apply knowledge of embellishing techniques.</li><li>• They will use different techniques, colours and textures when designing and making pieces of work and be able to talk about these using the correct vocabulary.</li><li>• They will be able to talk about their work - being expressive and analytical to adapt, extend and justify their work and provide evidence in sketchbooks.</li></ul>
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<p>resources used to join materials together e.g. glue sticks, PVA, sellotape and masking tape.</p> <ul style="list-style-type: none"><li>• They will be able to select and use an appropriate method of joining materials to create a picture or image.</li><li>• Children will begin to handle and use scissors correctly and safely.</li></ul>	<ul style="list-style-type: none"><li>• They will further develop skills involving overlapping and overlaying.</li><li>• Children will understand what texture is and be able to create textured collages from a variety of media.</li><li>• Children understand there are different adhesives and be able to decide which might be most effective for the task.</li><li>• Children will be able to create images independently using collage from</li></ul>	<ul style="list-style-type: none"><li>• They will be able to source and select appropriate tools to use with different materials.</li><li>• Develop skills in cutting and joining.</li><li>• Children will be able to plan a collage -listing the materials and techniques they plan to use.</li><li>• They will be able to refine and alter ideas and explain choices using an artistic vocabulary</li></ul>	
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	<p>imagination, experience and observation.</p> <ul style="list-style-type: none"> <li>• They will be able to select and use appropriate tools safely and correctly.</li> </ul>		
<b>Discipline: Printing</b>			
<b>End points for EYFS</b>	<b>End Points for KSI</b>	<b>End Points for LKS2</b>	<b>End Points for Key Stage Two</b>
<ul style="list-style-type: none"> <li>• Children will have had experience of random experimental printing with hands, feet or any found materials</li> </ul>	<ul style="list-style-type: none"> <li>• Children will know and be able to talk about marbling printing.</li> <li>• They will know different ways of</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to identify prints in the environment and recognise the use of the process in their surroundings e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to explain a few different techniques they have used previously (Y1 and Y3) including the use of relief and resist printing and marbling.</li> </ul>

## Curriculum Sequencing and End Points for Art and Design

<p>or materials in the classroom.</p> <ul style="list-style-type: none"><li>• They will have used one colour of paint or ink to create patterns: random or organised.</li><li>• Through their play outside they will have experienced making footprints in the snow, making footprints from leaving the water play.</li><li>• They will have used materials to imprint in play dough or salt dough.</li><li>• They will understand printing as meaning to dip into a piqued and then press onto a surface.</li></ul>	<p>creating marbling by selecting different colours and adding movement.</p> <ul style="list-style-type: none"><li>• They will explore and recreate patterns and textures with an extended range of materials e.g. sponges, leaves and fruit.</li><li>• Children will be able to create a range of prints and a final piece based on the London skyline</li></ul>	<p>wrapping paper, curtains etc.</p> <ul style="list-style-type: none"><li>• They will be able to research different printed images and identify elements such as repeating patterns, colour, contrast, texture etc.</li><li>• Children will be able to draw and plan designs for a repeated print and select the one they feel will be the most effective and suited to purpose.</li><li>• Children will know how to create simple collographs using a variety of mark marking and relief building techniques.</li></ul>	<ul style="list-style-type: none"><li>• They will be able to create more complex designs and collographs - selecting the correct tools to create their designs.</li><li>• They will be able talk about and use pattern, repetition, symmetry or random printing styles.</li><li>• Children will be able to extend their work from LKS2 by building up layers and colours/textures.</li><li>• They will make considered choices of colours e.g. complementing or contrasting.</li><li>• Children demonstrate confidence when printing on paper and fabric.</li><li>• They can draw and plan designs for wallpaper, fabric and books etc and select those they feel will</li></ul>
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## Curriculum Sequencing and End Points for Art and Design

		<ul style="list-style-type: none"><li>• Children will be able to talk about blending or contrasting colours and talk about which they have chosen to use in their work and why.</li><li>• They will be able to use printing to represent a design of their choice.</li><li>• Children will be able to refine and alter ideas and explain choices using an artistic vocabulary. E.g. change blending colours to contrasting if their original choice was not effective.</li></ul>	<p>produce the most effective prints and discuss why.</p> <ul style="list-style-type: none"><li>• Children can alter and modify work and the processes used.</li><li>• Children will be able to work with little adult direction and relatively independently.</li></ul>
<p>Exploring and Developing Ideas</p>			

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End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<ul style="list-style-type: none"> <li>• Children will have their own ideas for art work.</li> <li>• They will be able to say what they think and feel about their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to view what they and others have done and say what they think and feel about it e.g., annotate sketchbook.</li> <li>• They will be able to identify what they might change in their current work or develop in the future and annotate in their sketch book.</li> <li>• Children will record and explore ideas from first hand observation,</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to select and record from first-hand observation, experience and imagination and explore ideas for different purposes.</li> <li>• They can make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• They can question and make thoughtful observations about the processes of famous artists and craftspeople and talk about</li> </ul>	<ul style="list-style-type: none"> <li>• Children will explore the rolls and purposes of artists, craftspeople and designers working in different times and cultures and produce written critiques.</li> <li>• They will use the ideas of famous and local artists, crafts people and designers to influence their own work and justify choices.</li> <li>• Children will revisit firsthand observations and prior learning in relation to skills and processes learnt and use these to inform new projects and ideas with some support and then independently.</li> </ul>

## Curriculum Sequencing and End Points for Art and Design

	<p>experience and imagination</p> <ul style="list-style-type: none"> <li>• They will explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>• Children will be able to answer questions about the starting point for their work and the processes they have used.</li> </ul>	<p>similarities and differences.</p> <ul style="list-style-type: none"> <li>• Children will be able to review their own work and that of others and say what they like about it or what could be improved using a more technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• They will provide reasoning for choices made.</li> </ul>
Evaluating and Developing Ideas			
End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<ul style="list-style-type: none"> <li>• Children will be able to name colours and identify and</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to say what they like about</li> </ul>	<ul style="list-style-type: none"> <li>• Children can compare ideas in their own work and</li> </ul>	<ul style="list-style-type: none"> <li>• Children can create written critiques of the ideas, methods and approaches</li> </ul>

## Curriculum Sequencing and End Points for Art and Design

<p>use their favourite colour</p> <ul style="list-style-type: none"><li>• They will be able to identify things they like in their surroundings</li><li>• Children will be able to say what they like about their own work</li></ul>	<p>their own work, another child's work and the work of artists and crafts makers.</p> <ul style="list-style-type: none"><li>• They will be able to make a simple plan/design about how to create a piece of art work.</li><li>• Children can express and identify how their own, peers and other artists' or crafts makers work makes them feel.</li><li>• They will be able to make comparisons between the work of famous artists and craft makers.</li></ul>	<p>the work of others and say what they think and feel about them.</p> <ul style="list-style-type: none"><li>• They can annotate work in their sketchbook in more detail using a more artistic vocabulary.</li><li>• Children will compare ideas, methods and approaches in their own work and the work of others and say what they think and feel about them.</li><li>• They will suggest how to adapt their work and describe how they might develop it further</li><li>• Children will adapt their work according to their</li></ul>	<p>used by themselves and the work of well-known artists and crafts people.</p> <ul style="list-style-type: none"><li>• They can explain why they have chosen a specific media, style or technique and evaluate the impact it has on the final outcome.</li><li>• Children can generate a written explanation of why they like specific features of an artist's work.</li><li>• They critically evaluate their own work and use the evaluations to impact positively on generating a final outcome with support or independently.</li></ul>
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## Curriculum Sequencing and End Points for Art and Design

	<ul style="list-style-type: none"><li>• They will have a basic knowledge of different medium, disciplines and practises and be able to describe similarities and differences between them.</li><li>• They will simply annotate work in sketchbooks.</li><li>• Children will identify what they might change in their own work next time.</li></ul>	views and describe changes or improvements.	
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