

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"> • Children will make marks and are spontaneous. • Opportunity to use different mediums such as wallpaper, chalk on the ground, different surfaces to work on e.g. easels and tabletops. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> • 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. • They will know that different pressure on the paper when using a pencil etc. will produce different 	<ul style="list-style-type: none"> • 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. • They continue to explore and experiment with different mediums and begin to plan ideas more. • They will revise and refine techniques learned in KSI and make more informed choices about what 	<ul style="list-style-type: none"> • Children will be more confident and independent in their work. • They should be able to demonstrate a basic understanding of proportion, perspective in their drawings or preparatory sketches. • They should show a good understanding of the process of creating a piece of art work: • Research, -sketching - exploring or learning new techniques, -selecting their resources and techniques - producing a finished piece.

Curriculum Sequencing and End Points for Art and Design

	<p>coverage and colour/shading.</p> <ul style="list-style-type: none"> Children will have experience of drawing from real life or using other images as starting points for their own work. Be introduced to language: Line, pattern, shape, shade, shading, tone, texture. 	<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"> They will be able to adapt their work and change elements as they work to improve or to create a desired effect. 	<ul style="list-style-type: none"> 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. Children will be able to use a variety of techniques and medium in their work. 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.
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"> Children will have used a range of materials to spread 	<ul style="list-style-type: none"> Children will have had experience of 	<ul style="list-style-type: none"> Children will be able to mix a variety of colours 	<ul style="list-style-type: none"> Children will demonstrate a secure knowledge about

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">• They will have used brushes of different sizes and paints of different consistencies.• They will have explored what happens when colours are mixed but will not necessarily know exactly which colours make a secondary.• They will know that paint needs to dry if	<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">• They will know the three primary colours and how to mix the secondary colours.• They will have explored what happens to a secondary colour when more of one its base primary colour is added.• They will have explored what happens to a colour when you	<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">• Children will experiment with different effects and textures inc. blocking in colour, washes and using thickened paint.• Children will work confidently on a range of scales e.g., thin brush to add details.• Children should be able to plan and create different effects and textures with paint according to what	<p>primary and secondary colours.</p> <ul style="list-style-type: none">• They will be able to talk about warm and cold and contrasting colours.• Children will be able to create shades and tints using black and white.• They will explore the effect of light and shadow on natural and manmade objects.• 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.• Children will show an awareness of how paintings are created (composition)• Children will work on preliminary studies to test media, techniques and materials.
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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"> • Children will be able to talk about in simple terms how colour can be used to express moods and feelings. • They will have experimented with tools and techniques, inc. layering, mixing media, scraping through • Be introduced to vocabulary such as shade and tone. 	<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"> • They should use specific colour language such as tone and shade, complementary. 	<ul style="list-style-type: none"> • Choose appropriate paint, paper and implements to adapt and extend their work. • They should be able to create imaginative work from a variety of sources., including those researched independently.
<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"> • Children will have handled lots of different materials both flexible and rigid and used these to make models from their imagination. • They will have pulled materials apart and reconstructed them to make something different. • 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. • Some techniques will have been 	<ul style="list-style-type: none"> • Children will know about some of the properties of malleable materials such as platercine • They will know what happens if it is overworked or rolled too thin. • Manipulate a variety of found materials in order to create joints, texture and create a final outcome. • Children will be able to add pattern, texture, line their sculpture by pressing objects into the surface and or drawing into it with tools 	<p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> • Children will be able to use a 2D image as a starting point for their own 3D work.. • They will build upon the work with malleable in Year One, understanding the properties of clay and how to keep it workable. • 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. • Join clay adequately and work mostly independently. • They will be able to select additional 	<p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> • Children will be able to use their previous experiences with malleable materials to explain the different qualities of materials to other modelling materials. • Children can research images independently and use these to plan a sculpture through drawing and other preparatory work. • They will be able to select finishing techniques to create a desired effect - e.g. adding paint for colour or pattern. • Children can create sculptures and constructions with increasing independence. • Children will use sketchbooks to review and revisit previous learning
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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"> • Manipulate play dough in a variety of ways, e.g. rolling, kneading and shaping. • 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. 	<p>such as stylus, straws etc.</p> <ul style="list-style-type: none"> • They understand and can talk about using tools safely. 	<p>materials to create a desired effect.</p> <ul style="list-style-type: none"> • Children will be able to independently plan, design and make models with evidence in their sketchbooks • They will be able to talk about their work and show understanding of how it has been sculpted, modelled or constructed. 	<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

Curriculum Sequencing and End Points for Art and Design

<ul style="list-style-type: none">• Children will have handled different materials and be able to talk about them in simple terms: hard, soft, plastic, card etc.• They will be able to select and sort materials into given criteria/qualities e.g. warm/cold shiny/smooth• Children will have used materials to create models and pictures.• They will have an understanding of tearing, folding, cutting and scrunching materials to achieve desired effects.• Children will know about different	<ul style="list-style-type: none">• Children will be able to fold, pleat, scrunch, cut and thread materials with more dexterity.• 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.• They will know how different materials can be manipulated e.g. paper can be pleated but a plastic carton cannot.	<ul style="list-style-type: none">• 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.• They will be able to cut, fold, scrunch, tear, overlap and layer materials in their work.• They will select materials based on their experiences and knowledge of their properties to create a desired effect.• Children will know the names of different tools they use and techniques to use them safely.	<ul style="list-style-type: none">• Children will be able to extend their work within a specific technique• They will be able to develop and apply knowledge of embellishing techniques.• 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.• 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.
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Curriculum Sequencing and End Points for Art and Design

<p>resources used to join materials together e.g. glue sticks, PVA, sellotape and masking tape.</p> <ul style="list-style-type: none">• They will be able to select and use an appropriate method of joining materials to create a picture or image.• Children will begin to handle and use scissors correctly and safely.	<ul style="list-style-type: none">• They will further develop skills involving overlapping and overlaying.• Children will understand what texture is and be able to create textured collages from a variety of media.• Children understand there are different adhesives and be able to decide which might be most effective for the task.• Children will be able to create images independently using collage from	<ul style="list-style-type: none">• They will be able to source and select appropriate tools to use with different materials.• Develop skills in cutting and joining.• Children will be able to plan a collage -listing the materials and techniques they plan to use.• They will be able to refine and alter ideas and explain choices using an artistic vocabulary	
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Curriculum Sequencing and End Points for Art and Design

	<p>imagination, experience and observation.</p> <ul style="list-style-type: none"> • They will be able to select and use appropriate tools safely and correctly. 		
Discipline: Printing			
End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<ul style="list-style-type: none"> • Children will have had experience of random experimental printing with hands, feet or any found materials 	<ul style="list-style-type: none"> • Children will know and be able to talk about marbling printing. • They will know different ways of 	<ul style="list-style-type: none"> • Children will be able to identify prints in the environment and recognise the use of the process in their surroundings e.g. 	<ul style="list-style-type: none"> • 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.

Curriculum Sequencing and End Points for Art and Design

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

		<ul style="list-style-type: none">• 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.• They will be able to use printing to represent a design of their choice.• 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.	<p>produce the most effective prints and discuss why.</p> <ul style="list-style-type: none">• Children can alter and modify work and the processes used.• Children will be able to work with little adult direction and relatively independently.
<p>Exploring and Developing Ideas</p>			

Curriculum Sequencing and End Points for Art and Design

End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<ul style="list-style-type: none"> • Children will have their own ideas for art work. • They will be able to say what they think and feel about their own work. 	<ul style="list-style-type: none"> • 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. • 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. • Children will record and explore ideas from first hand observation, 	<ul style="list-style-type: none"> • Children will be able to select and record from first-hand observation, experience and imagination and explore ideas for different purposes. • They can make thoughtful observations about starting points and select ideas to use in their work. • They can question and make thoughtful observations about the processes of famous artists and craftspeople and talk about 	<ul style="list-style-type: none"> • Children will explore the rolls and purposes of artists, craftspeople and designers working in different times and cultures and produce written critiques. • They will use the ideas of famous and local artists, crafts people and designers to influence their own work and justify choices. • 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.

Curriculum Sequencing and End Points for Art and Design

	<p>experience and imagination</p> <ul style="list-style-type: none"> • They will explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. • Children will be able to answer questions about the starting point for their work and the processes they have used. 	<p>similarities and differences.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • They will provide reasoning for choices made.
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"> • Children will be able to name colours and identify and 	<ul style="list-style-type: none"> • Children will be able to say what they like about 	<ul style="list-style-type: none"> • Children can compare ideas in their own work and 	<ul style="list-style-type: none"> • Children can create written critiques of the ideas, methods and approaches

Curriculum Sequencing and End Points for Art and Design

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

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