

Art and Design



End Point measures EYFS to Y6

Year Group	End Points
EYFS	<p style="text-align: center;">ELG - Expressive Arts and Design</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing character
Year 1	<ul style="list-style-type: none"> • Use drawing to represent objects • Draw to explore pattern • Name primary colours • Name secondary colours • Use primary colours to mix secondary colours • Use colour to express mood • Identify hot and cold colours • Print with fingertips, cotton buds and natural materials • Cut and stick a variety of materials • Create artwork in the style of Mondrian (horizontal and vertical stripes) • Create sculpting in style of Andy Goldsworthy • Cut and glue fabric pieces
Year 2	<ul style="list-style-type: none"> • Create a printed piece of art by pressing, rolling, rubbing and stamping • Make a thumb pressed clay pot • Make a representation of animals using mixed media • Use different effects within a computing design package • Use pencil, chalk and pastel to create art • Use a viewfinder to focus on a specific part of an artefact before drawing it • Describe what can be seen and describe similarities and differences • Ask questions about a piece of art and give opinions about the work of an artist • Study Arcimboldo and Seurat and create a piece of work in response and make links with their own work • Create tints with paint by adding white and know how to create tones with paint by adding black • Weave with wool and paper • Use a running stitch
Year 3	<ul style="list-style-type: none"> • know how to use sketches to produce a final piece of art • know how to use digital images and combine with other media • know how to use IT to create art which includes their own work and that of others • know how to use different grades of pencil to shade and to show different tones and textures • know how to create a background using a wash • know how to use a range of brushes to create different effects in painting • know how to identify the techniques used by different artists such as Andy Warhol and Henri Rousseau • know how to compare the work of different artists (Henri Rousseau and Henri-Edmond Cross) • recognise art from a variety of different cultures • recognise art from different historical periods including Stone Age cave art and Roman mosaics • use photographs and mirrors to help create reflections • know how to sculpt clay to create Stone Age pottery and jewellery
Year 4	<ul style="list-style-type: none"> • know how to integrate digital images into artwork. • Use sketchbooks to help create facial expressions • use sketchbooks to experiment with different texture • know how to show facial expressions and body language in sketches and paintings • know how to use marks and lines to show texture in art. • know how to use line, tone, shape and colour to represent figures and forms in movement • know how to print hieroglyphics onto different materials using at least four colours. • know how to sculpt clay to create a Greek pot • know how to identify the techniques used by different artists • know how to compare the work of different artists

	<ul style="list-style-type: none"> • recognise when art is from different cultures • recognise art from different historical periods including Ancient Greece and Ancient Egypt
Year 5	<ul style="list-style-type: none"> • To use scrunched paper of different shades and colour to build a 3D illuminated letter in the style of the early Anglo-Saxon monks • To use a running stitch to create a working purse in the style of those kept historically by the monks at Chester Cathedral • To make a relief block print based on a drawing of the Ellesmere Port skyline using string, card and paints • To know how to use shading and tones to create mood and feeling when creating a landscape of an industrial town inspired by RS Gardner • To use knowledge of the colour wheel to create a collage using complimentary colours in the style of Gaudi • To use charcoal to create atmosphere whilst developing a winter scene • To use a simple drawing of the Ellesmere Port skyline to plan a block print • To use chalks and pastels to produce texture when creating a piece of nature inspired Native American art
Year 6	<ul style="list-style-type: none"> • Know how to use feedback to make amendments and improvement to art • Know how to use a range of e-resources to create alternate book covers for children's literature • Know how to overprint to create different patterns inspired by Athos Bulcao • Use a full range of pencils, charcoal or pastels when creating a piece of observational art inspired by LS Lowry or Henri Rousseau • Explain the style of art used to inspire LS Lowry or Henri Rousseau • Understand what a specific artist is trying to achieve in any given situation (Rousseau or Lowry) • Begin to understand abstract art and what message the artist is trying to convey - Julieta Sathler and Elizabeth Wang and He Qi (Exploring the Mass)