

Art Objectives by Year Group

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Generating ideas</u>	<p>1. Create from own imagination.</p> <p>2. Experiment with an open mind and try out all the materials.</p> <p>3. Create a piece of Art that is responding to an experience.</p>	<p>1. Try out different activities and make sensible choices about what to do next.</p> <p>2. Use drawing to record ideas and experiences.</p>	<p>1. Gather and review information and resources related to their ideas and intentions.</p> <p>2. Use a sketch book to record observations, plan and shape ideas.</p>	<p>1. Select and use relevant resources and references to develop their ideas.</p> <p>2. Use sketch books, and drawing, purposefully to inform ideas and plan for an outcome.</p> <p>3. Show several different versions of an idea and how research has led to improvements in their proposed outcome</p>	<p>1. Engage in open ended research to initiate and develop their own personal ideas.</p> <p>2. Confidently use sketchbooks for a variety of purposes including: recording, observations, developing ideas, testing materials, planning and recording information.</p>	<p>1. Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>2. Systematically investigate, research and test ideas.</p> <p>3. Sketchbooks will show how work will be produced and how the qualities of materials will be used.</p>
<u>Materials</u>	<p>4. Explore a range of materials and processes and recognise that they have different qualities. (Wet and dry, hard and soft, paint and ink)</p> <p>5. Use a range of textile equipment including beads and fabric/thread for sewing.</p> <p>6. Explore natural materials.</p> <p>7. Collect images as starting points using digital camera.</p> <p>8. Take prints and rubbings from objects using roller and ink</p>	<p>3. Broaden drawing techniques with a wide range of wet and dry materials.</p> <p>4. Explore shading: light and dark tones.</p> <p>5. Introduce sculpture materials.</p> <p>6. Simple dyeing techniques including tie dyeing and printing.</p> <p>7. Work with a range of paints including powder, ready mix, block and ink.</p> <p>8. Create printing blocks using a relief or impressed method.</p>	<p>3. Explore different pencils for different purpose and effect.</p> <p>4. Experiment with different brushes. Use more specific colour language.</p> <p>5. Combine materials and give reasons for choices.</p> <p>6. Begin to experiment with different tools for line drawing.</p> <p>7. Join clay adequately and construct a simple base for extending and modelling other shapes.</p>	<p>4. Decorate using different materials to finish.</p> <p>5. Experiment with working on different surfaces.</p> <p>6. Explore different textures (laminating, Modroc, collage)</p> <p>7. Build up painting techniques (resist work, layering and scraping)</p> <p>8. Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p> <p>9. Introduction to monoprinting.</p>	<p>3. Build upon previous work on colour mixing by exploring consistency/ texture of paint and application techniques.</p> <p>4. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>5. Use drawing techniques to introduce perspective (drawing from above and below, near and far.</p> <p>6. Produce intricate patterns and textures in malleable materials,</p> <p>7. Use of roller and ink on different surfaces to create low</p>	<p>4. Start to develop their own style using tonal contrast and mixed media.</p> <p>5. Explore a variety of materials to create sculptures.</p> <p>6. Start to take risks with paint incorporating mixed media such as collage materials.</p> <p>7. Use dyes, paints, batiks, applique to design their own textile.</p> <p>8. Use a graphics package to create and manipulate images.</p>

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<u>Skills and Making</u>	<p>9. Explore line and mark making in different ways.</p> <p>10. Work with a variety of different brushes.</p> <p>11. Learnt o thread and use a needle to sew.</p> <p>12. Learn colour mixing.</p>	<p>9. Deliberately choose to use particular techniques for a given purpose.</p> <p>10. Develop and exercise some care and control over the range of materials they use.</p>	<p>8. Develop practical skills by experimenting with, and testing the qualities of a range of different materials.</p> <p>9. Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p>	<p>10. Investigate the nature and qualities of different materials and processes systematically.</p> <p>11. Apply the technical skills they are learning to improve the quality of their work.</p> <p>12. Select and use the appropriate tools and materials for different purposes.</p>	<p>8. Confidently investigate and exploit the potential of new and unfamiliar materials.</p> <p>9. try out several different ways of using tools and materials that are new to them.</p> <p>10. Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p>	<p>9. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.</p> <p>10. Independently select and effectively use relevant processes in order to create successful and finished work.</p>
<u>Knowledge and understanding</u>	<p>13. Explore a range of work by other artists, craft makers and designers.</p> <p>14. Name simple tools, techniques and the formal elements (colours, shapes, tones) that they use.</p>	<p>11. Recognise that different forms of creative works are made by artists, craftspeople and designers from all cultures and time.</p> <p>12. Talk about the materials, techniques and processes they have used.</p> <p>13. Know the names of tools and colours they use.</p>	<p>10. Research and describe the work of some artists, craftspeople and designers.</p> <p>11. Explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>13. Know about and describe some of the key ideas, techniques of a variety of artists, craftspeople, architects and designers.</p> <p>14. Be able to demonstrate how tools, they have chosen to work with, should be used effectively and with safety.</p>	<p>11. Research and discuss the ideas and various approaches of various artists, craftspeople, designers and architects.</p> <p>12. To take into account particular cultural contexts and intentions.</p> <p>13. To be able to describe the processes they are using and how they hope to achieve high quality outcomes.</p>	<p>11. To describe, interpret and explain the work and ideas of some significant artists, craftspeople, designers, architects.</p> <p>12. To be able to discuss the influence of the different historical, cultural, social contexts in which they worked.</p> <p>13. To use technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
<u>Evaluation</u>	<p>15. To show interest in, and say what they think about, the work of others.</p>	<p>14. To be able to express clear preferences and give some reasons for these.</p> <p>15. To begin to give reasons for the choice of materials and colours.</p>	<p>12. To take the time to reflect upon what they like and dislike about their work.</p> <p>13. To be able to say what they would do next to improve their work.</p>	<p>15. Regularly reflect upon their own work.</p> <p>16. Use comparisons with the work of others (pupils and artists) to identify how to improve.</p>	<p>14. To regularly analyse and reflect on their progress.</p> <p>15. To talk about what they hoped to achieve.</p>	<p>14. To be able to provide a reasoned evaluation of both their own and professionals' work.</p> <p>15. To be able to take into account the starting points, intentions and context behind the work.</p>
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