



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

Art End of Year Expectations

Nursery
Birth to Three
<ul style="list-style-type: none">• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.• Start to make marks intentionally.• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.• Explore different materials, using all their senses to investigate them.• Manipulate and play with different materials.• Use their imagination as they consider what they can do with different materials.• Make simple models which express their ideas.
Three & Four Year Olds
<ul style="list-style-type: none">• Use one-handed tools and equipment. For example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.• Explore different materials freely, in order to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them.• Join different materials and explore different textures.• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.• Draw with increasing complexity and detail, such as representing a face with a circle and including details.• Use drawing to represent ideas like movement or loud noises.• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.• Explore colour and colour mixing.
Reception
<ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;• Use a range of small tools, including scissors, paint brushes.• Begin to show accuracy and care when drawing.• 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;
Year 1
<ul style="list-style-type: none">• Communicate their ideas simply before creating artwork.• Drawing, paint or sculpt, from observation, imagination or memory with some attention to detail including portraits.• Use materials to create different types of line and shape.• Use the colour wheel to identify primary colours. Use paints in the primary colours. Experiment using Secondary colours are made by mixing primary colours. Recognise these colours cannot be mixed from any other colours.• Compare similarities and differences between two or more pieces of art, investigating the use of colour, shape and line.• Say what they like about their own or others' work using simple artistic vocabulary.



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Year 2

- Discussion and initial sketches can be used to communicate ideas and are part of process of developing your ideas.
- Draw or paint features from memory, imagination or observation, with some attention to detail, including portraits and landscapes.
- Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.
- Describe similarities and differences between artwork on a common theme. Comparing patterns, textures and lines, and explore shape, form and space.
- Use the colour wheel to identify hues, mixing different amounts of primary colours make a range of secondary colours.
- Work discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.

Year 3

- Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
- Draw, paint or sculpt a human figure in a variety of poses using materials such as charcoal, pencil, paint and clay.
- Recognise and use visual elements include colour, line, shape, form, pattern and tone within their work.
- Develop understanding of contrasting, analogous and warm colours and techniques within weaving, sculpting and drawing
- Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time
- Make suggestions for ways to adapt and improve a piece of artwork.

Year 4

- Create a series of sketches over time to develop ideas on a theme or mastery of a technique
- Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.
- Develop understanding of complementary colours and techniques when weaving, sculpting, printing and creating textiles.
- Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.
- Compare and contrast artwork from different times and cultures.
- Give constructive feedback to others about ways to improve a piece of artwork.

Year 5

- Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Use materials such as pen and ink (ink wash) to add perspective, light and shade to a composition.
- Explore and create expression in portraiture.
- Mix and use tints and shades of colours using a range of different materials, including paint.
- Record and edit natural forms such as animals and landscapes with clarity, including the use of digital photography and graphics software.
- Investigate and develop artwork using the characteristics of an artistic movement.
- Compare and comment on the ideas, methods and approaches in their own and others' work.

Year 6

- Create innovative art that has personal, historic or conceptual meaning.
- Use distortion, abstraction and exaggeration to create interesting effects in your drawing.
- Use colour palettes and characteristics of an artistic movement or artist to develop your own artwork.
- Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.
- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
- Adapt and refine artwork in light of constructive feedback and reflection.



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