

Level Expected at the End of EYFS We have selected the Early Learning Goal that links most closely to the Art National Curriculum.

Expressive Art and Design

Children at the expected level of development will: Explore, use and refine a variety of artistic effects to express ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught about: • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

	Generating ideas (G)	Making (M)	Evaluating (E)	Artistic knowledge & understanding (AKU)
	• explore • imagine • observe • collect • visualise	• Drawing • Painting • Sculpting • Textiles/collage • Printing	• Describe • Link/dislike • Change • Feeling • Review	• Art forms • Roles • Visual elements • Context
Year 1	Recognise that ideas can be expressed in art work Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)	Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve particular characteristics or qualities.	Show interest in and describe what they think about the work of others.	To recognise and describe some simple characteristics of different kinds of art, craft and design. To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.
Year 2	To try out different activities and make sensible choices about what to do next. To use drawing to record ideas and experiences.	deliberately choose to use particular techniques for a given purpose. To develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve)	When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")	To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)
End of phase expectations	• Pupils can explore ideas by using their imagination and observation. • They can explain what they are going to make and why. • They can gather simple visual information (e.g., collecting leaves for a collage).	• Drawing: Can use thick and thin lines, different grades of pencil (B/HB), and control shading. • Painting: Can name and mix primary colours to make secondary colours; apply paint with control. • 3D/Textiles: Can manipulate malleable materials (rolling, pinching clay) and cut/glue simple shapes effectively.	• Pupils can describe what they have made and say what they like or dislike about it. • They can identify simple differences and similarities between their work and others'. • They can suggest one change they would make next time.	• They can name different types of art (e.g., sculpture, portrait, landscape). • They can name a range of artists and describe the work of a specific craft maker or designer. • They use basic vocabulary (e.g., <i>line</i>, <i>colour</i>, <i>shape</i>, <i>pattern</i>, <i>texture</i>).

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Year 3	gather and review information, references and resources related to their ideas and intentions. To use a sketchbook for different purposes, including recording observations, Planning and shaping ideas.	Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.	Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)	To know about and describe the work of some artists, craftspeople, architects and designers. To be able to explain how to use some of the tools and techniques they have chosen to work with.
Year 4	To select and use relevant resources and references to develop their ideas. To use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)	To investigate the nature and qualities of different materials and processes systematically. To apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)	To regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. To be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
End of phase expectations	• Pupils use a sketchbook regularly to record observations and test materials. • They can adapt and refine their initial ideas based on research. • They can experiment with different tools to see which works best for a specific task.	• Drawing: Can use shading to create simple 3D effects and show light/shadow; draw from observation with increasing accuracy. • Painting: Can mix tertiary colours and lighter/darker shades (tints/shades) to create mood. • 3D/Textiles: Can use clay techniques (coiling/slabs) with slip to join; use simple stitching or weaving.	• Pupils can compare their work to the work of the artist they are studying. • They can explain the specific techniques they used to achieve an effect. • They use their sketchbooks to annotate their work, noting successes and areas for improvement.	• They understand that art is made by people from different cultures and times. • They can discuss the "style" of an artist (e.g., "This looks like a Van Gogh because of the swirls"). • They use more technical vocabulary (e.g., <i>foreground, contrast, tone, form</i>).

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Year 5	To engage in open ended research and exploration in the process of initiating and developing their own personal ideas. To confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	To confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) • To use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	To regularly analyse and reflect on their progress taking account of what they hoped to achieve.	To research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. To describe the processes they are using and how they hope to achieve high quality outcomes.
Year 6	To independently develop a range of ideas which show curiosity, imagination and originality. To stematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)	To independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. To independently select and effectively use relevant processes in order to create successful and finished work.	To provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.	To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. To know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.
End of phase expectations	• Pupils use sketchbooks to develop a sustained line of inquiry (a project from start to finish). • They can research independently to find inspiration and combine different visual elements. • They select the most suitable materials and tools for the intended effect without prompting.	• Drawing: Can use perspective (e.g., vanishing points) and accurate proportion/scale when drawing people or landscapes. • Painting: Can create texture and specific effects using different brushstrokes and paint consistencies (e.g., watercolour wash vs. impasto). • 3D/Textiles: Can construct armatures (frameworks) for stability; combine media (mixed media) purposefully.	• Pupils can analyse and critique their own work and the work of others using the formal language of art. • They can explain how their final piece has evolved from their initial idea. • They can suggest specific technical improvements (e.g., "I need to increase the contrast here").	• They understand how art reflects the history and culture of its time (e.g., Pop Art and consumerism). • They can compare and contrast different art movements (e.g., Impressionism vs. Realism). • They use advanced vocabulary (e.g., <i>perspective, composition, symbolism, abstract, medium</i>).