

Art end of term checkpoints

Art	YEAR 1	YEAR 2
<p><b>AUTUMN 1</b> <b>Checkpoints</b></p> <p><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>● Begin to explore a variety of drawing materials – pencils, charcoal, inks, chalk, pastels</li> <li>● Explore mark making and related vocabulary</li> <li>● Use lines to represent a shape or outline</li> <li>● Use marks to represent and record observation</li> </ul>	<ul style="list-style-type: none"> <li>● Develop control of mark making, experimenting with – pencil, graphite, charcoal, chalk, soft pastel and wax</li> <li>● Develop ideas from a range of starting points – man made, natural, fantasy</li> <li>● Experience and explore a variety of materials in an open ended way</li> <li>● Use multimedia to create effects</li> </ul>
<p><b>AUTUMN 2</b> <b>Checkpoints</b></p> <p><b>Painting/Drawing</b></p>	<ul style="list-style-type: none"> <li>● Explore paint – ready mixed, powder, water colour.</li> <li>● Explore using different tools to apply and move the paint</li> <li>● Experiment with marks made using different brushes, pads, rollers, hands (Ongoing)</li> <li>● Recognise primary colours and experiment mixing</li> </ul>	<ul style="list-style-type: none"> <li>● Continue developing drawing skills</li> <li>● Develop controlled mark making</li> <li>● Investigate tone by drawing light and dark lines, patterns and shapes with a pencil</li> <li>● Develop hatching, scribbling, stippling and blending</li> </ul>
<p><b>SPRING 1</b> <b>Checkpoints</b></p> <p><b>Painting/Collage</b></p>	<ul style="list-style-type: none"> <li>● Continue to recognise primary colours and experiment mixing</li> <li>● Explore colour mixing and using different tools to apply paint – brushes, squeeze bottles, rollers, hands and feet</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise primary colours and secondary colours through experimenting and mixing paints, soft pastels, powder paints</li> <li>● Explore painting on different surfaces and scale - fabric, large boxes</li> </ul>
<p><b>SPRING 2</b> <b>Checkpoints</b></p> <p><b>Printing</b></p>	<ul style="list-style-type: none"> <li>● Create simple monoprints using a range of tools and found materials – cork, sponges, natural objects</li> <li>● Explore pattern, line shape and texture and combine them together</li> </ul>	<ul style="list-style-type: none"> <li>● Create mono and relief prints using plasticine, polystyrene rubbers</li> <li>● Continue to explore pattern, line shape and texture</li> </ul>

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<p><b>SUMMER 1 Checkpoints</b></p> <p>3D</p>	<ul style="list-style-type: none"> <li>● Explore ways to change 2D to transform to 3D through cutting, folding, collage</li> </ul>	<ul style="list-style-type: none"> <li>● Explore shaping and moulding clay to create pinch pots</li> <li>● Explore mark making on clay</li> <li>● Explore and use modelling materials to create an imagined or realistic form</li> </ul>
<p><b>SUMMER 2 Checkpoints</b></p> <p>3D</p>	<ul style="list-style-type: none"> <li>● Explore modelling materials in an open ended manner</li> <li>● Manipulate plasticine, clay and modroc in different ways</li> </ul>	<ul style="list-style-type: none"> <li>● Explore how 2d can become 3d</li> <li>● Explore ways paper can take on a 3D element – folding, bending, spring, curling, scoring.</li> <li>● Cut simple shapes from card and use them to construct architectural forms.</li> </ul>
<p><b>GENERATING IDEAS</b></p>	<ul style="list-style-type: none"> <li>● Introduce sketchbooks as a place to record responses to experiences</li> <li>● Look at artworks by artists and designers to find ideas to inspire</li> <li>● Generate ideas through hands on exploration without being restricted by outcome</li> <li>● Describe the sensory properties of a range of mediums and decide which one to use</li> </ul>	<ul style="list-style-type: none"> <li>● Make a sketchbook using range of joining techniques (Glue, elastic bands, stapling tying) and to develop ownership</li> <li>● Use sketchbooks to develop ideas as a response to what is around them</li> <li>● To enjoy looking at artworks by artists and designers to find elements to inspire</li> <li>● Generate ideas through exploring materials – develop a deeper understanding of what a material can do.</li> </ul>
<p><b>EVALUATING</b></p>	<ul style="list-style-type: none"> <li>● Listen to other people’s views about artwork</li> <li>● Feel able to express and share an opinion about artwork</li> </ul>	<ul style="list-style-type: none"> <li>● Share your work with others and listen to what they think</li> <li>● Talk about your own work and others</li> <li>● Express how you have felt about the making process and what you like about the end result</li> </ul>

	Year 3	Year 4
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<p><b>AUTUMN 1</b> <b>Checkpoints</b></p> <p><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>● Make larger scale drawing from observation and imagination</li> <li>● To understand the key proportions of the face</li> <li>● Use mark making to explore texture</li> <li>● To draw on different surfaces</li> </ul>	<ul style="list-style-type: none"> <li>● Use a sketchbook to explore ideas, colour, medium and mark making.</li> <li>● Explore different stimuli and viewpoints.</li> <li>● Be more confident and experiment with drawing</li> <li>● Use a wide range of materials</li> <li>● To experiment with the layering of media, mixing of drawing media</li> </ul>
<p><b>AUTUMN 2</b> <b>Checkpoints</b></p> <p><b>Painting/Drawing</b></p>	<ul style="list-style-type: none"> <li>● Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome</li> <li>● To think about composition on the page</li> <li>● Explore light and shade</li> <li>● Exploring mark making with colours and paint mixing to music.</li> </ul>	<ul style="list-style-type: none"> <li>● Draw from observation looking closely at details</li> <li>● Use range of materials to use tone to emphasise form</li> <li>● Show an awareness of objects having a third dimension and perspective</li> <li>● Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination.</li> <li>● Explore how we read and communicate emotion and idea</li> </ul>
<p><b>SPRING 1</b> <b>Checkpoints</b></p> <p><b>Painting/Collage</b></p>	<ul style="list-style-type: none"> <li>● To use a sketch book and close observation, to explore different possible starting points</li> <li>● Explore how ideas translate and develop through different medium</li> <li>● To use mediums in different ways to create pattern, line and colour</li> <li>● To explore how colour and tone can be changed</li> </ul>	<ul style="list-style-type: none"> <li>● To know that the work of other artists can be used as starting points to inspire</li> <li>● To explore changing paint texture and viscosity to create effects</li> <li>● To explore using a mix of media to create layers</li> </ul>
<p><b>SPRING 2</b> <b>Checkpoints</b></p> <p><b>Printing</b></p>	<ul style="list-style-type: none"> <li>● Develop repeat patterns for decorative purposes using natural and found materials</li> <li>● Begin to combine different prints from different objects to create an end piece</li> </ul>	<ul style="list-style-type: none"> <li>● To use a variety of media to show a response to observation – developing technical skills</li> <li>● To use close, observed drawing as a starting point</li> <li>● Combine art forms such as collage, painting and printmaking in mixed media projects</li> <li>● To practice and develop mono and relief painting</li> <li>● To understand positive and negative images</li> </ul>

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<p><b>SUMMER 1</b> <b>Checkpoints</b></p> <p><b>3D/Painting</b></p>	<ul style="list-style-type: none"> <li>● Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture</li> <li>● Discover how best to manipulate materials (cut, tear, bend, fold) and fasten them together (tie, bind, stick).</li> <li>● Successfully join parts together using modroc</li> </ul>	<ul style="list-style-type: none"> <li>● To explore changing paint texture and viscosity to create effects</li> <li>● To explore using a mix of media to create layers</li> <li>● Using different tools to apply thickened paint</li> <li>● Adding sand to paint</li> </ul>
<p><b>SUMMER 2</b> <b>Checkpoints</b></p> <p><b>3D</b></p>	<ul style="list-style-type: none"> <li>● To be able to manipulate and coil clay</li> <li>● To use score and slip to join clay effectively</li> <li>● To develop calving and create relief patterns and marks using tools and found materials</li> </ul>	<ul style="list-style-type: none"> <li>● Create a slip when joining clay and understand its purpose</li> <li>● Explore clay slabs as relief pieces alongside more intricate mark making</li> </ul>
<p><b>GENERATING</b> <b>IDEAS</b></p>	<ul style="list-style-type: none"> <li>● Practise and develop sketchbook use – drawing to experiment, drawing to show observation, colour experiments, testing ideas, writing notes, sticking in liked images.</li> <li>● To enjoy looking at artworks by artists and designers and reflect on your personal response</li> <li>● Explore how ideas change and develop through different medium</li> </ul>	<ul style="list-style-type: none"> <li>● Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show what you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes.</li> <li>● Discuss artists intentions and reflect on response</li> <li>● Use a growing knowledge of how different materials change to inspire own ideas</li> </ul>
<p><b>EVALUATING</b></p>	<ul style="list-style-type: none"> <li>● Talk about your own work and suggest ways it could be adapted</li> <li>● Make suggestions about other people’s work using references from other artwork you have seen</li> <li>● Discuss problems and solutions that you had creating your artwork</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to talk about similarities and differences between your work and others, being able to say how you feel</li> <li>● To be able to comment on artworks by different artists on a similar theme, discussing the different approaches</li> <li>● Discuss problems and solutions that you had creating your artwork</li> </ul>

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	Year 5	Year 6
<b>AUTUMN 1</b> <b>Checkpoints</b>  <b>Drawing</b>	<ul style="list-style-type: none"> <li>• Use simple rules of perspective in drawings of figures and buildings</li> <li>• Use cross hatching to add tonal detail – show the effect of light from different directions</li> <li>• Develop observational sections of drawings using viewfinders</li> <li>• Use drawing techniques to work from a variety of sources i.e. photographs, observation and digital images</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work</li> <li>• Use pen and ink and a tonal ink wash</li> <li>• Explore drawing and mark making on different surfaces</li> <li>• Develop drawing skills using observational drawing – still life</li> <li>• Develop their own style of drawing through line, tone, pattern and texture</li> <li>• To be able to draw over a sustained period of time on 1 piece</li> </ul>
<b>AUTUMN 2</b> <b>Checkpoints</b>  <b>Painting/Collage</b>	<ul style="list-style-type: none"> <li>• To know how to create different tones of the same colour</li> <li>• To know that colour communicates a mood/feeling</li> <li>• To use a growing range of stimuli as a starting point for ideas</li> </ul>	<ul style="list-style-type: none"> <li>• To use drawn and digital images as a starting point</li> <li>• To know the proportions of the face</li> <li>• To use collage to play with a known image</li> <li>• To choose a medium that is appropriate for purpose through experimentation</li> </ul>
<b>SPRING 1</b> <b>Checkpoints</b>  <b>Drawing/Painting</b>	<ul style="list-style-type: none"> <li>• To begin to understand the relationship between line, form and colour</li> <li>• To use perspective to give the impression of distance</li> <li>• To choose colours to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>• Use studied painters to inspire paint techniques, colour and application</li> <li>• Independently explore and choose paint techniques for specific effect - line, tone, pattern, texture, hue, tint and mood</li> <li>• Explore and use the style of selected artists in their own work, being able to give a reason for choice</li> </ul>
<b>SPRING 2</b> <b>Checkpoints</b>	<ul style="list-style-type: none"> <li>• To use a variety of media to show a response to observation – developing technical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use overprinting to create pattern and texture</li> <li>• To see positive and negative shapes</li> <li>• To use research to explore pattern and shape</li> </ul>

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<p>Printing</p>	<ul style="list-style-type: none"> <li>● To use close, observed drawing as a starting point</li> <li>● Create a detailed block for printing using mixed media. Overlay prints with other media</li> </ul>	<ul style="list-style-type: none"> <li>● To use printing techniques to create texture</li> <li>● To experiment using a range of techniques and make choices from the results</li> </ul>
<p>SUMMER 1 Checkpoints  3D</p>	<ul style="list-style-type: none"> <li>● Allow sketchbook exploration to develop into a sculpture project.</li> <li>● Combine a variety of materials.</li> <li>● Use recycled, natural and manmade materials to create sculpture, joining successfully</li> <li>● To understand and apply proportions of the face</li> <li>● To choose mediums to represent 2D to 3D</li> <li>● To research and use work of known and studied artists</li> </ul>	<ul style="list-style-type: none"> <li>● Use colour and texture to reflect a mood</li> <li>● Create abstract forms choosing tools and materials for effect.</li> <li>● Create 3D 'bowl' piecing together triangles of thick card/foam board. Each triangle represents something different.</li> <li>● To express inspiration of another artist</li> <li>● To translate 2D ideas onto a 3D form</li> </ul>
<p>SUMMER 2 Checkpoints  3D</p>	<ul style="list-style-type: none"> <li>● Create forms using wire and embellish with mixed materials – feathers, fabric, sequins, ribbon, tissue paper, beads etc</li> <li>● Gain experience in modelling over an armature: newspaper frame for modroc</li> <li>● To explore ways to create 3D form from 2D image</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring materials to create a 3D sculpture base on a figurative form</li> <li>● Choose appropriate material for own work – using clay to pinch, coil, slab and relief</li> <li>● construct around armatures and frames with Modroc or papier mache</li> </ul>
<p>GENERATING IDEAS</p>	<ul style="list-style-type: none"> <li>● Practice and develop sketchbook use</li> <li>● Drawing to discover, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links</li> <li>● Look at a variety of types of source material and understand the differences</li> </ul>	<ul style="list-style-type: none"> <li>● Use the sketchbook as a place to record responses to things you have seen, heard, enjoyed. Use these recordings as a starting point for creativity</li> <li>● Develop questions to ask when looking at artworks and /or stimulus:</li> <li>● Describe the artwork - What do you like/dislike? Why?</li> <li>● Which other senses might you bring to this artwork? How does it make you feel?</li> <li>● What is the artist saying to us in this artwork?</li> </ul>

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	<ul style="list-style-type: none"><li>• Explore how ideas translate and develop through different medium</li></ul>	
<b>EVALUATING</b>	<ul style="list-style-type: none"><li>• Ask questions about process, technique, idea or outcome</li><li>• Share work to others and listen to ideas and make suggestion about the work of others</li><li>• Share how other artists and artwork has inspired you and how it fits into a wider context</li></ul>	<ul style="list-style-type: none"><li>• Use reflections of other artists work to develop and adapt their own</li><li>• Discuss how and why the artwork was made</li></ul>