



## Art and Design Curriculum and End of Year Expectations 2023-24

### **Purpose of study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **Aims**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

### **Subject content**

#### **Key stage 1**

Pupils should be taught:

- 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.

#### **Key stage 2**

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

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### Curriculum Coverage

	Autumn Term	Spring Term	Summer Term
<b>Reception</b>	<p>Make observations of real objects</p> <p>Hold a chunky paintbrush effectively to create own pictures</p> <p>Use chunky chalk to mark make in the outdoors</p> <p>Self portraits</p> <p>Colour mixing activities using natural materials collected from outside</p> <p>Colour mixing activities using paint</p> <p>Use play dough tools to practise rolling and squash and manipulate using hands.</p> <p>Rangoli patterns</p>	<p>Tell an adult about what they are creating</p> <p>Explore patterns</p> <p>Make observations of artefacts and add details</p> <p>Make models out of plasticine</p> <p>Sketching objects.</p> <p>Use tools to manipulate and make different shapes out of plasticine.</p> <p>Draw pictures to retell stories.</p>	<p>Make sculpture out of clay</p> <p>Use a range of media e.g. pastels, chalks etc and make comparisons</p> <p>Hold a chunky paintbrush effectively to create own pictures with a choice of thick and thin brushes to compare and explore the effects of different tools.</p> <p>Make own paint using nature (plants etc)</p> <p>Explore colour mixing using natural paint.</p> <p>Sketching objects using a variety of hard and soft graphite pencils to experiment with.</p> <p>Experiment creating the same images using different media and talk about what they notice.</p> <p>Introduce charcoal to draw with</p> <p>Draw pictures to invent and tell own stories.</p>
<b>Year 1</b>	Sculpture	Painting - Jackson Pollock (Links to Great Fire of London: history)	Weaving Self-portraits – for a castle wall
<b>Year 2</b>	Sculpture - Clay from figure drawing Rubbings and printings - Local Area	Collages - Paper, Fabric, Materials	
<b>Year 3</b>	Portraits	Sculpture – natural local environment	Investigating patterns (mosaics)
<b>Year 4</b>	Pattern and colour – Andy Warhol	Paint – Kandinsky	Sculpture – Egyptian death masks (Links to Ancient Egypt: history)
<b>Year 5</b>		Collage	Painting animals - Henri Rousseau Sculptures – looking at the human form.
<b>Year 6</b>	Printing – William Morris	Sculpture - Faberge Eggs	Painting

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<b>Learning, working and talking like an artist:</b>	Being introduced to the key vocabulary that an artist would use; defining the key vocabulary that an artist would use; high expectations of pupils 'talking' like an artist. <ul style="list-style-type: none"> <li>• colour (hue, intensity, value, shade, tint),</li> <li>• form (two-dimensional, three-dimensional, sculpture, perspective),</li> <li>• line (lines, curves length, width, strokes, direction),</li> <li>• shape (SHAPE NAMES),</li> <li>• space (background, foreground, middle ground, distance, in between, around, within),</li> <li>• texture (feel, look, smooth, bumpy, hard, soft, clear, rough)</li> <li>• value (lightness, darkness, contrast, shades, tints)</li> </ul>						
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Vocabulary of an artist when Exploring, Developing and Evaluating</b>	<ul style="list-style-type: none"> <li>• Different</li> <li>• Similar</li> <li>• Compare</li> <li>• Artist</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Differences</li> <li>• Similarities</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Foreground</li> <li>• Background</li> <li>• Annotate</li> <li>• develop</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Plain</li> <li>• Busy</li> <li>• Colourful</li> <li>• Bright</li> <li>• Dark</li> <li>• Realistic</li> <li>• Unrealistic</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Fine</li> <li>• Dull</li> <li>• Patterned</li> <li>• Crowded</li> <li>• Natural</li> <li>• Unnatural</li> <li>• Abstract</li> <li>• Pop art</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Comparison</li> <li>• Contrast</li> <li>• Media</li> <li>• Study</li> <li>• Experiences</li> <li>• Imagination</li> <li>• Properties</li> <li>• Reflecting</li> <li>• Distance</li> <li>• Symbolic</li> <li>• Subtle</li> <li>• Complex</li> <li>• Complimentary</li> <li>• Contrasting</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Manipulate</li> <li>• Sources</li> <li>• Representation</li> <li>• Delicate</li> <li>• Vibrant</li> </ul>
<b>Vocabulary of an artist when drawing/ painting</b>	<ul style="list-style-type: none"> <li>• Draw</li> <li>• Pattern</li> <li>• Repeating</li> <li>• Thick</li> <li>• Thin</li> <li>• Line</li> <li>• Shape</li> <li>• Primary colours</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Shade</li> <li>• Change</li> <li>• Portrait</li> <li>• Self-portrait</li> <li>• Secondary colours</li> <li>• Sketching</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Sketchbook</li> <li>• Layer</li> <li>• Smudge</li> <li>• Blend</li> <li>• Tone</li> <li>• Figure</li> <li>• Object</li> <li>• Single</li> <li>• Group</li> <li>• Pattern</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Grades of pencil</li> <li>• Scale</li> <li>• Symmetry</li> <li>• Alter</li> <li>• Texture</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Paper types</li> </ul>	IN ADDITION TO PREVIOUS YEARS: NO NEW VOCABULARY	ADDITION TO PREVIOUS YEARS: NO NEW VOCABULARY
<b>Vocabulary of an artist when using textiles, collage and 3DForm</b>	<ul style="list-style-type: none"> <li>• Play-doh</li> <li>• Plasticine</li> <li>• Clay</li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• Weave/weaving</li> <li>• Loom</li> <li>• Rolling</li> <li>• Shaping</li> <li>• Texture</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Sculpture</li> <li>• Shaping</li> <li>• Slip</li> <li>• Form</li> <li>• Overlapping</li> <li>• 2D shapes</li> <li>• Rubbing</li> <li>• Printing</li> <li>• Texture</li> <li>• Medium</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Malleable</li> <li>• Manipulate</li> <li>• Maquette</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Embroidery</li> <li>• Layering</li> <li>• Modroc</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Carving</li> <li>• Surface</li> <li>• Tactile</li> <li>• Mosaic</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>• Appliqué</li> <li>• Quilting</li> </ul>

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	Produce creative work, exploring their ideas and recording their experiences	Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms	Become proficient in drawing, painting, sculpture and other art, craft and design techniques	Evaluate and analyse creative works using the language of art, craft and design
EYFS	<p>Explore what happens when they mix colours.</p> <ul style="list-style-type: none"> <li>Experiments to create different textures.</li> <li>Understands that different media can be combined to create new effects.</li> <li>Manipulates materials to achieve a planned effect.</li> </ul> <p><b>Chooses particular colours to use for a purpose.</b></p>		<ul style="list-style-type: none"> <li>Uses simple tools and techniques competently and appropriately</li> <li>Selects appropriate resources and adapts work where necessary</li> </ul>	
How this is currently evidenced in EYFS:	<p>Colour mixing paint, dough etc</p> <p>Self portraits</p> <p>Create Rangoli patterns as part of work on Diwali</p> <p>Printing with a variety of objects including vegetables,</p> <p>Create seasonal landscapes – mixing colours to make different shades</p>	<p>Paint sunflowers inspired by Van Gogh's sunflowers</p>	<p>Observational drawing of simple objects</p> <p>Observational drawing of the outside of fruits and other foods, exploring different drawing medium and adding colour</p> <p>Clay pots and diva lamps lined to Diwali</p> <p>Drawing seasonal landscapes</p>	
Year 1	<ul style="list-style-type: none"> <li>Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.</li> <li>Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.</li> <li>Beginning to work creatively e.g. with a range of media on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they think and feel about the work of a chosen artist, craft maker or designer.</li> <li>Begin to talk about the style of a chosen artist, craft maker or designer.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.</li> <li>Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.</li> <li>Talk about the features they like in their own work and in the work of others.</li> <li>Talk about what they might change in their own work</li> </ul>
How this is currently evidenced in Y1:	<ul style="list-style-type: none"> <li>Colour mixing activity – paint one primary colour on each hand and make a hand print on paper then children rub hands together to mix the two primary colours then create a third hand print using the secondary colour made. Repeat until all secondary colours have been made.</li> <li>Observational drawing at the beginning of the year.</li> </ul>	<ul style="list-style-type: none"> <li>Jackson Pollock linked to Bonfire night – discuss what they like / don't like about his work. Discuss how they think he created the firework effect. Why has he chosen this style? Why have certain colours have been used?</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawing – focus on line and shape.</li> <li>Jackson Pollock - explore how to make the firework effect by splatting paint onto black paper using paintbrushes. Experiment with different sized brushes.</li> <li>Drawing Tudor style houses (Great Fire of London link) using charcoal and graphite. Use chalk and pastels to add flames to the buildings.</li> </ul>	<ul style="list-style-type: none"> <li>Clay unit - Discuss clay techniques used when making animal sculptures.</li> </ul> <p>Talk about the features they like in their clay sculptures. What worked well? What needs to be improved? What they think about it. What they feel about it.</p> <ul style="list-style-type: none"> <li>Weaving unit</li> <li>Portrait unit</li> </ul>

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	<ul style="list-style-type: none"> <li>Sketching introduced – toy penguin.</li> <li>Sketching an animal (link to science) making sure relevant body parts are included.</li> <li>Use playdough to introduce and experiment pinching, squeezing, rolling techniques before introducing clay. Experiment with clay tools on playdough 1<sup>st</sup> as well.</li> <li>Use clay to make animal sculptures. Children to use techniques on the clay that they learnt from experimenting with playdough.</li> </ul>		<ul style="list-style-type: none"> <li>Using 2 paint a picture or 2 publish+ children to develop their images of burning Tudor houses into digital art, experimenting with different brush sizes.</li> </ul>	
Year 2	<ul style="list-style-type: none"> <li>Develop and record their ideas through painting, drawing, and sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences.</li> <li>Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.</li> <li>Show confidence in working creatively e.g. with a range of media on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Talk about the similarities and differences between different artists, craft makers or designers.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens.</li> <li>Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'.</li> <li>Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.</li> <li>Adapt and make changes to their work and the tools they use as it develops.</li> <li>Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.</li> </ul>
How this is currently evidenced in Y2:	<ul style="list-style-type: none"> <li>Manipulate clay to create 3D shapes</li> <li>Look at coats of arms linked to Houghton Tower (local history) and draw, design and create our own using different mediums and clay</li> <li>Look at photographs of famous CoA and then look at primary sources on school trip</li> <li>Use wooden figures of human bodies to help with proportionate sizing of limbs</li> <li>Discussions about best materials to use and strengths and weaknesses for each</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawings of humans</li> <li>Look at work by Keith Haring to draw proportionately and implement skills he uses</li> <li>Work with peers to discuss what would be included on their CoA and why</li> <li>Compare different coat of arms and why they are similar or different</li> </ul>	<ul style="list-style-type: none"> <li>Draw and sketch observational drawings (fruit, landscapes, humans) by selecting different mediums and manipulating them in different ways</li> <li>Clay unit and using tools to manipulate the clay in different ways</li> <li>Collage unit – tearing and ripping and comparing to the use of scissors – pros and cons.</li> <li>Thinking of different ways we can use the equipment available and effectiveness of each approach</li> <li>Recognising different and less common uses of materials – e.g. PVA to seal instead of stick</li> </ul>	<ul style="list-style-type: none"> <li>Clay unit discussions – working with partners to explain what they have done and why</li> <li>Liken their work to Keith Haring and how his work inspired theirs</li> <li>Collage unit – working as a group and with peers on a group picture/project and working collaboratively – made a big map of the world.</li> <li>Presenting work to one another at the front to explain how they did it, what they think worked well and what they would do differently next time</li> </ul>

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	<ul style="list-style-type: none"> <li>Collages of a world map using different materials and colours – linked to continents in geography</li> <li>Rubbings of local area</li> </ul>			
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.</li> <li>Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.</li> <li>Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.</li> <li>Show confidence and independence when working creatively e.g. with a range of media on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Begin to understand the historical and/or cultural significance of a chosen artist / art form.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively.</li> <li>Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.</li> <li>Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.</li> </ul>
<b>How this is currently evidenced in Y3:</b>	<ul style="list-style-type: none"> <li>Observing a range of existing portrait styles.</li> <li>Sketch book used to review existing art and to develop own ideas.</li> <li>Pictures of nativity (RE)</li> <li>Investigating patterns unit</li> <li>Experiment with drawing expressions and compare to examples of the portraits shown</li> </ul>	<ul style="list-style-type: none"> <li>Sculpture unit</li> <li>Investigating patterns unit</li> <li>Investigating the work of Andy Goldsworthy</li> <li>Looking at the portraits of a selection of artists and when they appeared in history; significance of this; varying styles</li> <li>Looking at historical significance of Stone Age drawings</li> </ul>	<ul style="list-style-type: none"> <li>Sculpture unit – using natural materials</li> <li>Painting using natural brushes (as in, sticks, leaves) <a href="#">Link to Stone Age/history</a></li> <li>Study of proportion in portraits unit</li> <li>Use shading and scale to represent the human face when drawing portraits</li> </ul>	<ul style="list-style-type: none"> <li>Cross-curricular art (English, RE)</li> <li>Comparing own work to portraits by other artists.</li> <li>Using others' portraits to interpret artists' intent</li> <li>Work completed in sketch books; reviews and evaluations in sketch books.</li> <li>Evaluate own art against criteria</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Investigate different starting points for their work, and choose which idea to develop further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these.</li> <li>Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.</li> <li>Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Understand the historical and / or cultural significance of the work of a chosen artist / art form.</li> </ul>	<ul style="list-style-type: none"> <li>Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture.</li> <li>Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.</li> <li>Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.</li> </ul>
<b>How this is currently evidenced</b>	<ul style="list-style-type: none"> <li>Developing ideas using Andy Warhol pop art influences and Kandinsky impressionism/abstract</li> </ul>	<ul style="list-style-type: none"> <li>History, impact and examples of artwork for Warhol and Kandinsky.</li> <li>Significance of Pop Art and reflection of popular culture.</li> </ul>	<ul style="list-style-type: none"> <li>Sketching of facial features for use in Pop Art.</li> <li>Print style used for Pop Art (chosen by children)</li> </ul>	<ul style="list-style-type: none"> <li>Discussions held throughout units of work. Children share thoughts on own work and work of others.</li> </ul>



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<b>evidenced in Y4:</b>	<ul style="list-style-type: none"> <li>Experimenting with colour for the above.</li> <li>Work completed in sketch books.</li> </ul>	<ul style="list-style-type: none"> <li>Significance of Kandinsky moving away from Germany during WW2 and work being denounced by Nazis.</li> </ul>	<ul style="list-style-type: none"> <li>A choice of paints used for impressionism.</li> <li>Papier mache for Egyptian masks.</li> </ul>	<ul style="list-style-type: none"> <li>Sketch books used for Warhol and Kandinsky to create and develop ideas.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Investigate a range of starting points for their work, and choose which idea to develop further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.</li> <li>Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</li> <li>Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</li> </ul>	<ul style="list-style-type: none"> <li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.</li> <li>Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</li> <li>Describe what they think and feel about their own and others' work and how this might influence their designs.</li> <li>Use sketch book 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.</li> </ul>
<b>How this is currently evidenced in Y5:</b>	<ul style="list-style-type: none"> <li>Developing an understanding of artists studied, such as Henri Rousseau</li> <li>Use of appropriate technical vocabulary to explain their work</li> <li>Encouragement of development and innovation of ideas, rather than a piece being fixed end point</li> </ul>	<ul style="list-style-type: none"> <li>Examples of work and significance thereof looked at with all artists studied</li> <li>Cultural background and impact of all artists studied considered in the beginning phases of each unit</li> </ul>	<ul style="list-style-type: none"> <li>Use of material and texture explored through collage and sculpture units</li> <li>Use of art on the computer linked with work in Programming Su1</li> </ul>	<ul style="list-style-type: none"> <li>Discussions to be held throughout units of work. Children share thoughts on own work and work of others.</li> <li>Sketch books used to create and develop ideas.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Independently investigate a range of starting points for their work, and confidently develop their ideas further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.</li> <li>Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.</li> <li>Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.</li> <li>Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.</li> </ul>	<ul style="list-style-type: none"> <li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas.</li> <li>Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints.</li> </ul>	<ul style="list-style-type: none"> <li>Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.</li> <li>Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.</li> <li>Annotations reflect their critical evaluations and development of ideas.</li> <li>Reflect on the ways in which their imaginative work has developed from a range of starting points.</li> </ul>
<b>How this is currently evidenced in Y6:</b>	<ul style="list-style-type: none"> <li>3-D – Clay pots (Faberge Eggs)</li> <li>Paint – Colour mixing, water colour, glass painting</li> <li>Printing (William Morris)</li> <li>Work recorded in sketch books</li> </ul>	<ul style="list-style-type: none"> <li>Colour mixing – Revisit Kandinsky</li> <li>Faberge Eggs – Peter Carl Faberge (Russia)</li> </ul>	<ul style="list-style-type: none"> <li>Prints – work into prints using own choice of media</li> <li>Clay pots</li> <li>Glass painting</li> </ul>	<ul style="list-style-type: none"> <li>All units</li> <li>Discussions about their own work and the work of others</li> <li>Annotations in sketch books</li> </ul>