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| Reception | <ul style="list-style-type: none"> <li>• They enjoy using a variety of media to make marks.</li> <li>• They begin to construct with a purpose in mind, manipulating materials to achieve a planned effect.</li> <li>• They can talk about what they have made and how they have made it.</li> </ul>  |
| Year 1    | <ul style="list-style-type: none"> <li>• They can name a famous artists.</li> <li>• They begin to have more control over the types of marks made with a range of media.</li> <li>• They start to mix a range of secondary colours, moving towards predicting resulting colours.</li> <li>• They can shape and model materials for a purpose.</li> <li>• They can talk about what they have made and how they could improve it.</li> </ul>  |
| Year 2    | <ul style="list-style-type: none"> <li>• They can name 1 or 2 famous artists and recognise a variety of art pieces.</li> <li>• They understand that a variety of colours can be mixed to make different colours, shades, and tones.</li> <li>• They can control the types of marks made and can explore tone, patterns, shape, and space with a range of media.</li> </ul>   |
| Year 3    | <ul style="list-style-type: none"> <li>• They can notice differences between different art movements.</li> <li>• They develop accuracy when completing observational drawings.</li> <li>• They can independently choose appropriate materials and begin to develop more intricate patterns/ marks with a variety of media.</li> <li>• They begin to record media explorations and experimentations as well as try out ideas, plan colours and collect ideas for future works.</li> </ul>   |
| Year 4    | <ul style="list-style-type: none"> <li>• They understand that using different techniques with the same medium will create different effects.</li> <li>• They use light and dark within painting and show understanding of complementary colours.</li> <li>• They can improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). LKS.</li> <li>• They can begin to independently decide which technique would be best to complete a final piece after exploration and modelling of skills.</li> </ul> |
| Year 5    | <ul style="list-style-type: none"> <li>• They understand when and how to adapt their artwork appropriately and begin to develop their own style.</li> <li>• They can fluently control types of marks made and experiment with different effects and textures.</li> <li>• They begin to plan a sculpture through drawing and other preparatory work, and plan and execute how to join parts of the sculpture.</li> <li>• They can use a variety of techniques to create different textural and patterned effects.</li> </ul>  |
| Year 6    | <ul style="list-style-type: none"> <li>• They are able to name a variety of artists and different art movements and can comment on its influence and impact on history and culture.</li> <li>• They purposely control the types of marks made and experiment with different effects, textures, line, tone, and pattern to create a piece in a chosen style.</li> <li>• They confidently improve their mastery of art and design techniques,</li> </ul>   |



including printmaking, painting and sculpture, batik, and mixed media with a range of materials (for example, pencil, charcoal, paint, clay).

- They adapt their work according to their views and describe how they might develop it further, annotating their work.