



St Francis Xavier Catholic Primary School Art End Points

INTENT	<p>We firmly believe that all children have the abilities and talents to become capable, innovative artists and designers no matter their creative background. The use of well-structured creative lessons around art and design, is critical in nurturing the children’s fundamental skills. We believe that it is essential that children have the opportunities to master the basic skills in art and design during EYFS and KS1, this allows the children to then build on these skills in KS2, where they encounter a wider variety of media to work with. With the use of sketch books, children will be able to evaluate, critique and improve their own and others’ pieces of art work. We intend to allow the art and design curriculum to flow through the entirety of the school curriculum, where cross curricular links can be made and the children can therefore use their expressive skills in other lessons.</p>		
PUPILS ARE ENABLED TO...	<ul style="list-style-type: none"> ♣ 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. 		
End Points – End of Phase			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Mark making and drawing</p> <ul style="list-style-type: none"> • Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). • Selects coloured drawing implements for a purpose. • Uses drawing tools to make marks, lines and curves. • Draws accurate representations of people and objects. To talk about their own and others’ work. <p>Colour</p> <ul style="list-style-type: none"> • Can recognise and name different colours. • Understands that when colours are mixed, new colours are created. • Can select and create different colours. • Uses a variety of tools to apply paint, e.g. brushes of different sizes, 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Know how to recognise and describe some simple characteristics of different kinds of art, craft and design • Know the names of tools, techniques and formal elements • Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary <p>Generating Ideas</p> <ul style="list-style-type: none"> • Recognise that ideas can be generated through doing as well as thinking • Recognise that ideas can be expressed through art 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Know the names of tools, techniques and formal elements • Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. • Be able to know and describe the work of some artists, craftspeople, architects and designers. • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary • Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Know the names of tools, techniques and formal elements • Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. • Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. • Describe processes used and how they hope to achieve high quality outcomes • Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with <p>Generating Ideas</p>



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<p>sponges, fingers, objects.</p> <ul style="list-style-type: none"> • Can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). • Can work from direct observation and imagination. 	<ul style="list-style-type: none"> • Experiment with an open mind • Enjoy trying out different activities and make both informed and intuitive choices about what to do next, letting practical experience feed ideas • Use drawing to record and discover ideas an experiences 	<p>Generating Ideas</p>	<ul style="list-style-type: none"> • Independently develop a range of ideas which show curiosity, imagination and originality • Investigate, research and test ideas and plans using sketchbooks and other approaches • Understand sketchbooks as places to explore personal creativity, and as such they should be experimental, imperfect, ask questions demonstrate inquisitive exploration
<p>Texture</p> <ul style="list-style-type: none"> • Enjoys playing with and using a variety of textiles and fabric. • Can decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc. • Has a go at threading a needle. • Shows experience in simple weaving: paper, twigs. • Shows experience in fabric collage: layering fabric, adding different textiles and media. 	<p>Making</p> <ul style="list-style-type: none"> • Try out a range of materials and processes and recognise they have different qualities • Use materials purposefully to achieve particular characteristics or qualities • Be excited by the potential to create • Understand that art is different to many subjects at school: through art, they can invent and discover • Deliberately choose to use particular techniques for a given purpose • Develop and exercise some care and control over the ran 	<ul style="list-style-type: none"> • Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential, personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration • Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects 	<p>Making</p> <ul style="list-style-type: none"> • Independently take action to refine technical and craft skills to improve mastery of materials and techniques • Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices • Independently select and effectively use relevant processes in order to create successful and finished work • Feel safe enough to take creative risks, enjoying the journey
<p>Form (3D work)</p> <ul style="list-style-type: none"> • Explores malleable media such as clay, salt dough, playdoh and sand. • Can impress and apply simple decoration. • Can cut shapes using scissors and other modelling tools. • Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. • Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. 	<p>Evaluating</p> <ul style="list-style-type: none"> • Show interest in and describe what they think about the work of others • Take pleasure in the work they have created and see that it gives other people pleasure • Understand how evaluating creative work during the process, as well as at the end, helps feed 	<p>Making</p> <ul style="list-style-type: none"> • Investigate the nature and qualities of different materials and processes • Apply technical skills to improve quality of work, combined with beginning to listen and trust “instinct” to help make choices • Be excited by the potential to create and feel empowered to undertake their own exploration 	<p>Evaluating</p> <ul style="list-style-type: none"> • Provide a reasoned evaluation of both their own work and professionals work which take into account starting points, intentions and contexts • Regularly analyse and reflect upon progress taking into account of intention • Take photographs and videos and use digital media as a way to re-see work <p>Each child should be given the opportunity to:</p>
		<p>Evaluating</p> <ul style="list-style-type: none"> • Reflect regularly upon their work, throughout the creative process • Look to the work of others (pupils and 	



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<ul style="list-style-type: none"> • Can choose own resources and tools. 	<p>the process</p> <ul style="list-style-type: none"> • Begin to take photographs and use digital media as a way to re-see work • When looking at creative work, express clear preferences and give some reasons <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> • Discover that art is subjective (we all have our own legitimate understanding) • Begin to feel confident to express a preference in... • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Begin to build knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups 	<p>artists) to identify how to feed their own work</p> <ul style="list-style-type: none"> • Take photographs and videos and use digital media as a way to re-see work <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) • Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others 	<ul style="list-style-type: none"> • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey • Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others
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