



Art Termly 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>					
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Year Group	Autumn		Spring		Summer	
	A1	A2	SP1	SP2	SM1	SM2
Y1	<p><u>Painting</u> <u>Local artist</u></p> <ul style="list-style-type: none"> • Recognise primary colours and use an experiential approach to simple colour. • Mixing to discover secondary colours. e.g. exploring colour. • Enjoy discovering the interplay between materials for example wax and watercolour. • Create a painting based on a local artist using wax and watercolour. 		<p><u>Sculpture</u> <u>Antony Gormley</u></p> <ul style="list-style-type: none"> • Explore, discover and invent ways for 2D to transform into 3D sculpture. • Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do. • Use basic tools to help deconstruct (scissors) and then construct (glue sticks). • Sculpt by exploring with Modroc, clay and plasticine looking at different ways to travel. 		<p><u>Drawing</u> <u>L.S Lowry</u></p> <ul style="list-style-type: none"> • Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. • Explore mark making to start to build mark-making vocabulary. • Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt. • Become familiar with 2 or more drawing exercises repeated over time to build skill. • Create observational drawing of the landscape around school and Doncaster in the style of L.S Lowry using media that they choose from exploration. 	
Y2	<p><u>Painting</u> <u>Hans Holbein the Younger</u></p> <ul style="list-style-type: none"> • Continue to mix colours experientially. • Revisit colour mixing and 		<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Explore how 2D can become 3D through "design through making". • Cut simple shapes from card and use them to construct architectural forms. 		<p><u>Drawing</u> <u>Sarah Shiundu</u></p> <ul style="list-style-type: none"> • Develop mark-making skills through experimentation with various drawing media: pencil, 	



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	<p>understand relationships of primary and secondary colours and apply colour mixing skills to a project.</p> <ul style="list-style-type: none"> • Explore painting on different surfaces, such as fabric and different scales. • Use new colour mixing knowledge and transfer it to other media, e.g. soft pastel or plasticine. • Paint a monarch using primary and secondary colour mixing skills with powder paint. 		<ul style="list-style-type: none"> • Use drawn, collaged and printed elements as surface decoration for the architectural maquettes. • Use digital media (film and still photos) to create records of models made. • Create a maquette to represent planet earth. 		<p>graphite, chalk, soft pastel, wax and charcoal.</p> <ul style="list-style-type: none"> • Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape. • Draw from observation Kenyan figures, still life and landscapes and combine these into a final piece taking inspiration from the artist. 	
Y3	<p>Sculpture <u>Dame Elisabeth Frink</u></p> <ul style="list-style-type: none"> • Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture. • Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills. • Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick). • Create an armature of the people who use the land using paper, tape, Modroc, string, card and other materials using Frink as inspiration. 		<p>Drawing <u>Leonardo Da Vinci</u></p> <ul style="list-style-type: none"> • Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching. • Using observational drawing as a starting point, fed by imagination, design typography. • Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. • Use sketching pencils to draw figures in an Italian setting, taking inspiration from Da Vinci and how he uses pencils. 		<p>Painting</p> <ul style="list-style-type: none"> • Make larger scale painting from observation and imagination. • Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome. • Explore painting on new surfaces using colour as decoration. • Paint large scale biomes using powder paint to create a mix of colours. Use pen to add finer detail. 	
Y4	<p>Sculpture <u>Andrea Ferrucci</u></p> <ul style="list-style-type: none"> • Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or 		<p>Drawing <u>Henri Rousseau</u></p> <ul style="list-style-type: none"> • Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake 		<p>Painting</p> <ul style="list-style-type: none"> • Create a one-off project sketchbook which can inform future sketchbook practice, consolidating old skills and introducing new skills 	



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	<p>imagination. Combine with developing visual literacy skills so that the 3D sketches explore how we read and communicate emotion and idea.</p> <ul style="list-style-type: none"> • Develop visual literacy skills and discover how context and intention can change the meaning of objects. • Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually. • Create Roman busts, taking inspiration from the topic and Ferrucci using clay and materials. 	<p>the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly.</p> <ul style="list-style-type: none"> • Apply these skills to a variety of media, exploring outcomes in an openended manner throughout the other projects described here. • Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child’s own interests/affinities. • Layering of media, mixing of drawing media. • Create a mixed media drawing (sketching pencils, pens, pastels, chalk, charcoal) based on the Amazon Rainforest and Rousseau. 	<p>(including: creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point).</p> <ul style="list-style-type: none"> • Combine art forms such as drawing and painting into mixed media art pieces. • Create a mixed media painting (acrylic, water colour, pen) based around the story used in Book Talk relating to the Mayans. 	
<p style="text-align: center;">Y5</p>	<p><u>Drawing</u> <u>Anglo-Saxons</u></p> <ul style="list-style-type: none"> • Continue with the key drawing exercises. • Explore the relationship of line, form and colour. • Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response • Explore illuminated letters by the Anglo-Saxons, focusing on line, form and colour using coloured pens and pencils for accuracy and vibrancy. 	<p><u>Painting</u> <u>William Turner</u></p> <ul style="list-style-type: none"> • Explore scaling up drawings, bringing in all mark making skills previously learnt, and using technique to provide opportunity to transform original. • Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts. • Create a volcano painting using acrylic paint and water colour with pen/ marker for details/highlights. 	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Explore architecture of another time and / or culture, and make individual work in response to what is seen. Enable evolution of ideas through a combination of design through making and drawn inspiration. • Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture. • Create a sculpture using strong material (cardboard) and decorate with Middle Eastern patterns that can be painted and displayed. 	



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Y6	<p><u>Drawing</u> <u>Egyptians</u></p> <ul style="list-style-type: none">• Revisit still life. Develop drawing skills using observational drawing.• Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape.• <i>Draw an image relating to the Egyptian Topic (portrait/ landscape). Transfer design to clay and decorate with appropriate Egyptian colours.</i>	<p><u>Painting</u> <u>Henry Moore</u></p> <ul style="list-style-type: none">• Combine art forms such as drawing and painting into mixed media art pieces independently.• Choose surfaces to paint on (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts.• Decide whether to scale up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original.• <i>Use drawing media (charcoal, chalk) and paint (acrylic/ watercolour) to create a mixed media image related to WW2, taking inspiration from Henry Moore.</i>	<p><u>Sculpture</u> <u>Mary E Rogers</u></p> <ul style="list-style-type: none">• Develop clay (and drawing) skills by creating pinch pots based upon still life observation.• Explore geometric design/pattern / structure.• <i>Use clay to create pinch pots and decorate (acrylic paint) with patterns from countries covered in Topic.</i>	
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