



# Art



**Yr6** Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.

Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.

Discuss and review own and others work, expressing thoughts and feelings explaining their views.

YEAR  
**6**

**Yr6** Identify artists who have worked in a similar way to their own work. artists, architects and designers in history.

Artists: Have opportunity to explore modern and traditional artists using ICT and other resources.

**Yr 6** Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

**Yr5** Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Artists: Lowry, Matisse, Margritte.

YEAR  
**5**

**Yr5** Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.

**Yr5** Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media.

**Yr4** Start to look at working in the style of a selected artist (not copying). Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history. Artists: Hopper, Rambrant.

YEAR  
**4**

**Yr4** Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.

**Yr4** Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.

**Yr3** Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Explore a range of great artists, architects and designers in history. Artists: Rothko, Rivera, Indian Miniatures, O'Keeffe, Abstract Expressionism.

YEAR  
**3**

**Yr3** Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Confidently create different effects and textures with paint according to what they need for the task.

**Yr3** Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.

**Yr2** Explore 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. Discuss own work and others work, expressing thoughts and feelings. Artists: Pollock, Riley, Monet, Aboriginal.

YEAR  
**2**

**Yr2** Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.

**Yr2** Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighter and darken without the use of black or white. Begin to mix colour shades and tones. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.

**Yr1** Explore 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. Look at and talk about own work and that of other artists and the techniques they had used. Artists: Klimt, Marc, Klee, Hockney.

YEAR  
**1**

**Yr1** Experiment with a variety of media; different brush sizes and tools. Start to record simple media explorations in a sketch book.

Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to mix a range of secondary colours, moving towards predicting resulting colours.

**EYFS** Creating patterns, repeated and irregular patterns including simple symmetry.

**EYFS** Handling, manipulating a variety of materials using senses

**EYFS** Experimenting with colours, naming and mixing

**EYFS** Begin to use drawing tools and exploring with lines

YEAR  
**R**



Experiment  
Explore – thoughts and feelings  
Demonstrate  
Identify  
Grow in Confidence