



Year group	Yearly Objectives	Progression / curriculum coverage / approach to objectives
Year 1	<ul style="list-style-type: none"> • I can show how people feel in paintings and drawings. • I can create moods in art work. • I can use pencils to create lines of different thickness in drawings. • I can name the primary and secondary colours. • I can create a repeating pattern in print. • I can cut, roll and coil materials. • I can use IT to create a picture. • I can describe what I can see and give an opinion about the work of an artist. • I can ask questions about a piece of art. 	<ul style="list-style-type: none"> • Cogs and wheels designs • Weaving patterns/designs • Lowry – mill paintings/industrial towns • Artwork in the style of Lowry • Tissot’s painting for upper class costume – paint self in this style of costume • Look for repeating patterns in Victorain architecture e.g. railings, windows, ridge tilestiles • Trace profiles on IWB to create cameo silhouettes • Look at designs for around fireplaces – design a set of • Develop techniques in line, shape, form, colour. texture & pattern e.g. of fantasy characters • Design and paint an alien, paper folding to create legs • Look at pointillism artist – draw Knott hill in that style • Pencil draw part of the school using a view finder – display can other children identify which part of school it is? • Draw & paint various plants using different medias e.g. oil pastel, pencil, watercolours • Paint a silhouette painting using hot colours • Make an envelope (folding and sticking) •
Year 2	<ul style="list-style-type: none"> • I can choose and use three different grades of pencil when drawing. • I can use charcoal, pastel and pencil to create art. 	<ul style="list-style-type: none"> • Recreating and comparing portraits e.g. paintings and pictures • Recreate famous picture of the fire • Analyse portraits

	<ul style="list-style-type: none"> • I can use a viewfinder to focus on a specific part of an artefact before drawing it. • I can mix paints to create all the secondary colours. • I can create brown with paint. • I can create tints with paint by adding white. • I can create tones with paint by adding black. • I can create a printed piece of art by pressing, rolling, rubbing and stamping. • I can make a clay pot. • I can join two clay finger pots together. • I can use different effects within an IT paint package. • I can suggest how artists have used colour, pattern and shape. • I can create a piece of art in response to the work of another artist. 	<ul style="list-style-type: none"> • Draw portraits of Guy Fawkes • Christmas craft • Illustrations e.g. Quentin Blake • Portraits of Shakespeare • Designing own maps • Colouring maps • Sketching physical features • Look at environmental artists • Make map out of range of materials • Weave local scene • Design new flag • Safari scene using range of materials • Study art of David Shepherd (safari animals) • Pressed flowers • Observational drawings of plants • Design and make 3d habitat for particular animals • Study art of Dave Gibbons – famous British comic strip artist • Sketch sporting heroes • Word art about superhero qualities
Year 3	<ul style="list-style-type: none"> • I can show facial expressions in my art. • I can use sketches to produce a final piece of art. • I can use different grades of pencil to shade and show different shades and textures. • I can create a background using a wash. • I can use a range of brushes to create different effects in painting. • I can identify the techniques used by different artists. • I can use digital images and combine with other media in my art. • I can use IT to create art which includes my own work and that of others. 	<ul style="list-style-type: none"> • Create sketch books. • Mastery of techniques. • Observational drawings • Colours and tools used in that era. • What can the drawings found tell us about that era? • Cave paintings- chalk, clay pottery • Look at the art of Roman Britain. Examine the architecture and dress of the time. Looking at function and design. Investigate the tools used. Roman food. • Tribal art and clothing. African patterns and culture. Colour. African artists and designers. African food.

	<ul style="list-style-type: none"> • I can compare the work of different artists. • I recognise when art is from different cultures. • I recognise when art is from different historical periods. 	<ul style="list-style-type: none"> • TingaTinga art, African masks
Year 4	<ul style="list-style-type: none"> • I can show facial expressions and body language in sketches and paintings. • I can use marks and lines to show texture in my art. • I can use line, tone, shape and colour to represent figure and forms in movement. • I can show reflections in my art. • I can print onto different materials using at least 4 colours. • I can sculpt clay and other mouldable materials. • I can integrate my digital images into my art. • I can experiment with styles used by other artists. • I can explain some of the features of art from historical periods. 	<ul style="list-style-type: none"> • Make a long boat + shields. Period food. Shields and pop up warriors • Evaluate and analyse creative works of the period and recreate. • Research and replicate the Bayeux Tapestry • Learn about the greatest artists, architects and designers in history. • Extend skills using information and communication technology. • Begin colour theory- Primary eng. • Learn about aboriginal artwork. Developing techniques, experimentation and awareness of different art. • Make animal top trumps game • Tribal art. • Still life studies. • Develop techniques. • Build models to explain layers- still life pictures using acrylic crayons- Primary eng. • Learn about the greatest artists and designers in history • Extend skills using ICT to research artists and designers
Year 5	<ul style="list-style-type: none"> • I can identify and draw objects and use marks and lines to produce texture. • I can successfully use shading to produce mood and feeling. • I can organise line, tone, shape and colour to represent figures and forms in movement. • I can use shading to create mood and feelings. • I can express emotion in my art. • I can create an accurate print design following criteria. 	<ul style="list-style-type: none"> • Egyptian – clay cartouches • David Hockney • Andy Warhol- sculpture • Create their own Pop Art and compare those of the more famous artists • European artists- copy styles • Great artists- watercolour artist- Paul Klee • Georgia O' Keefe • Make water scenes with ripped paper and oil pastels

	<ul style="list-style-type: none"> • I can use images which I have created, scanned and found; altering them when necessary to create art. • I can research the work of an artist and use their work to replicate a style. 	<ul style="list-style-type: none"> • Follow current scheme • Entertainment • Learn vocabulary for stage/film • Look at French films – watch some famous films with French dubbing and no subtitles.
Year 6	<ul style="list-style-type: none"> • I can explain why I have used different tools to create art. • I can explain why I have chosen specific techniques to create art. • I can explain the style of my art and how it has been influenced by a famous artist. • I can overprint to create different patterns. • I can use feedback to make amendments and improvement to my art. • I can use a range of e-resources to create art. 	<ul style="list-style-type: none"> • Using wider range of tools, representing ideas in 3D (wire /modroc class model) • Using different media to represent mythical monsters • Focus on selected artist as prompt for own artwork [vary artist each year] • Use traditional S American patterns to design ponchos • Using natural and recycled materials (Goldsworthy)