

Art End Points Lingdale Primary School



	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Evaluation
EYFS From ELGs	<p>Can hold a pencil effectively using the tripod grip in almost all cases.</p> <p>Can show some accuracy and care when drawing.</p>	<p>Can safely use a variety of materials, and techniques, experimenting with colour, design, texture, form and function.</p> <p>Can use a range of small tools, including scissors, paint brushes.</p> <p>Can identify primary colours</p>			<p>Can share their creations, explaining the process/es they have used.</p>
KS1	<p>Can use a range of drawing materials eg pencils, chalk, charcoal, pastels, felt tips and pens to draw lines, dashes, dots, squiggles in a controlled and purposeful manner</p> <p>Can use observation skills to look closely and reflect surface texture through mark-making.</p> <p>Can draw straight, curved and free lines with control to create</p>	<p>Can paint simple lines and shapes with some control using a wide variety of tools (eg brushes, sponges, fingers) on a range of different surfaces.</p> <p>Can create secondary colours, altering the shade with different proportions of the primary colour/water or by overlapping /layering materials.</p>	<p>Can create 3D forms to represent things from their imagination or things they have seen.</p> <p>Can use their hands to manipulate a range of modelling materials, including paper and card.</p> <p>Can use simple tools with confidence when cutting, shaping & joining paper, card and malleable materials</p> <p>Can shape and join clay in simple ways and enhance the surface texture.</p>	<p>Can select materials, colours and textures to suit ideas and purposes.</p> <p>Can measure materials approximately/use a template to draw around, cut, knot, plait, weave and join card, felt and cellophane .</p> <p>Can apply knowledge of a new craft technique to make fibre art.</p>	<p>Can describe and compare features of their own and other's art work.</p> <p>Can explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Can make simple suggestions about how their own work could be improved.</p>

	<p>closed and open shapes</p> <p>Can use a variety of pencil grades (HB, 2B, 4B) to show tone, form, drawing light/dark lines, patterns and shapes.</p>			<p>Respond to a simple design brief with a range of ideas.</p> <p>Can follow a simple plan for a making process knowing when to seek advice.</p>	
LKS2	<p>Can draw a range of simple objects and compositions from observation</p>	<p>Can use paint in different ways to create a variety of effects, both mark and texture</p> <p>Can mix and use tints and shades to create 3D effects</p> <p>Can create contrast through deliberate selection of collage material</p>	<p>Can shape and join using more complex techniques such as carving soap and modelling wire</p> <p>Can finish and present a sculpture to a good standard</p>	<p>Can follow design process from mood-board to textile creation.</p> <p>Can plan how a pattern could be used in a real-world context</p>	<p>Can evaluate their work more regularly and independently during the planning and making process.</p> <p>Can use more complex vocabulary when confidently explaining and justifying their ideas and opinions / discussing their own and others' art.</p> <p>Can use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>
UKS2	<p>Can draw single object and compositions demonstrating an understanding of</p>	<p>Can plan and manipulate paint/collage materials/media to create it pre-determined effect</p>	<p>Can work with precision to plan and construct a 3D model with a stable base using paper, card, wire, soap, string and the</p>	<p>Can develop personal imaginative responses to a given design brief, based on both</p>	<p>Can evaluate the work, ideas and processes used by artists across a variety of disciplines. Can use the creative</p>

	proportion and perspective	and evaluate the finished work	correct methods to cut and join them	experience and personal research.	<p>elements and context to interpret them</p> <p>Can give reasoned evaluations of their own work which takes account of context and intention.</p> <p>Can suggest appropriate improvements and confidently apply them to their work, reworking/beginning again as necessary.</p>
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