

# Key End Points - for end of year

## Subject: Art



### Ready to Progress Criteria...

	Knowledge (critical thinking and language)	Skills
<b>EYFS</b>	<ul style="list-style-type: none"> <li>They know there are 3 Primary colours and begin to make the secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>They explore creating lines of different thickness and tone using a range of media.</li> <li>Explore cutting, sticking, joining, wrapping, weaving, and ways of applying paint.</li> <li>They can share and talk about what they have made and how they have made it.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>They understand how to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul>	<ul style="list-style-type: none"> <li>They begin to have more control over the types of marks made with a range of media.</li> <li>They can shape and model materials for a purpose.</li> <li>They can talk about what they have made and how they could improve it.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>They can say which art piece they prefer between 2 pieces and give a reason.</li> <li>They understand that a variety of colours can be mixed to make different colours, shades and tones.</li> </ul>	<ul style="list-style-type: none"> <li>They can control the types of marks made and can explore tone, patterns, shape and space with a range of media.</li> <li>They can use equipment and media safely and successfully to produce a printed image.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>They can notice differences between different art movements they have been exposed to.</li> </ul>	<ul style="list-style-type: none"> <li>They develop accuracy when completing observational drawings.</li> <li>They can join two parts successfully and secure work to continue at a later date.</li> <li>They can independently choose appropriate materials and begin to develop more intricate patterns/ marks with a variety of media.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>They can name some famous artists and art movements. They can explain an artist and their style of artwork in more detail (For example Dali and surrealism).</li> </ul>	<ul style="list-style-type: none"> <li>They use light and dark within painting and show understanding of complementary colours.</li> <li>They begin to develop an understanding of how to combine materials through different techniques (e.g. pinching, slabbing, coiling) to produce end pieces.</li> <li>They can begin to independently decide which technique would be best to complete a final piece after exploration and modelling of skills.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>They understand when and how to adapt their artwork appropriately and begin to develop their own style.</li> </ul>	<ul style="list-style-type: none"> <li>They can fluently control types of marks made and experiment with different effects and textures.</li> <li>They begin to plan a sculpture through drawing and other preparatory work, and plan and execute how to join parts of the sculpture.</li> <li>They can use a variety of techniques to create different textural and patterned effects (including Batik).</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>They are able to name a variety of artists and different art movements and can comment on their or its influence and impact on history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>They purposely control the types of marks made and experiment with different effects, textures, line, tone and pattern to create a piece in a chosen style.</li> <li>They use different techniques for different purposes in their own work, understanding which works well and why.</li> <li>They adapt their work according to their views and describe how they might develop it further, annotating their work.</li> </ul>