



Dinting Church of England Voluntary Aided Primary School

**Art Expectations**

	<b>Skills</b>
<b>Year 1</b>	<p>Use materials and processes (e.g. drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images/artefacts</p> <p>Use a variety of visual and tactile elements to communicate ideas and make images/artefacts</p> <p>Ask sensible questions about a piece of art</p> <p>See and say what they like in an artists' work</p> <p>Name the primary colours</p>
<b>Year 2</b>	<p>Respond and explore ideas</p> <p>Investigate and use materials and processes (e.g. . drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images/artefacts</p> <p>Use a variety of visual and tactile elements to communicate ideas and make images/artefacts</p> <p>Describe what they think or feel about their own and other's work,(including that of significant artists) making suggestions to improve</p> <p>Comment on differences between pieces of art</p> <p>Name the primary and secondary colours</p> <p>Aware of different grades of pencil for drawing</p>
<b>Year 3</b>	<p>Explore ideas and collect visual and other information for work(e.g. by sketching)</p> <p>Investigate and use variety of materials and processes (e.g. drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images/artefacts</p> <p>Use a variety of visual and tactile elements to communicate ideas and make images/artefacts</p> <p>Record ideas, marks, experiments and examples in a sketch book?</p> <p>Design and make images/artefacts for different purposes</p> <p>Describe what they think or feel about own work and others' work (including that of artists) and adapt and improve their own</p> <p>Comment on similarities and differences between pieces of art, including art from different periods and cultures</p> <p>Aware of different grades of pencil for drawing and use effectively</p>

<b>Year 4</b>	<p>Explore ideas and collect visual and other information to help develop work</p> <p>Show increasing knowledge, confidence and experiences. Investigate and use materials and processes (e.g. . drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images/artefacts</p> <p>Combine and organise visual and tactile elements to suit their intentions</p> <p>Record ideas, marks, experiments and examples in sketch books. Adapt and improve.</p> <p>Design and make images/artefacts for different purposes</p> <p>Describe what they think or feel about own work and others' work (including that of artists) and adapt and improve their own</p> <p>Comment on similarities and differences between pieces of art, including art from different periods and cultures</p> <p>Aware of different grades of pencil for drawing and know when to use them</p>
<b>Year 5</b>	<p>Explore ideas and collect visual and other information to help develop work</p> <p>Show increasing knowledge, confidence and experiences. Investigate and use materials and processes (e.g. . drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images/artefacts</p> <p>Combine and organise visual and tactile elements to suit their intentions</p> <p>Record ideas, marks, experiments and examples in sketch books. Adapt and improve.</p> <p>Design and make images/artefacts for different purposes</p> <p>Describe what they think or feel about own work and others' work (including that of artists) and adapt and improve their own</p> <p>Comment on similarities and differences between pieces of art, including art from different periods and cultures</p> <p>Awareness of design in the world around them e.g. architecture, graphic design</p>
<b>Year 6</b>	<p>Explore ideas and collect visual and other information to help develop work</p> <p>Show increasing knowledge, confidence and experiences. Investigate and use materials and processes (e.g. . drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images/artefacts</p> <p>Combine and organise visual and tactile elements to suit their intentions</p> <p>Record ideas, marks, experiments and examples in sketch books. Adapt and improve.</p> <p>Design and make images/artefacts for different purposes</p> <p>Describe what they think or feel about own work and others' work (including that of artists) and adapt and improve their own</p> <p>Comment on similarities and differences between pieces of art, including art from different periods and cultures</p> <p>Awareness of design in the world around them e.g. architecture, graphic design</p>

