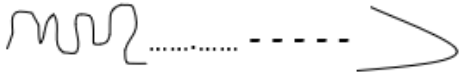


## line

wavy dotted dashed curved



thick and thin lines



overhand grip



A line is the path left by a moving point

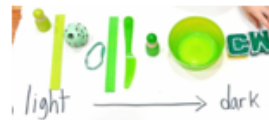
# A Reception artist will create...

## tone

light and dark places



light and dark of a colour



Tone refers to the lightness or darkness

## colour

primary colours - red yellow blue



mixing pink, grey and brown



The hue of an object created by light

## shape

geometric shapes - oval and diamond



organic shapes in the environment



A shape is an area enclosed by a line. 2 dimensional shapes can be geometric or organic

## Making

# The visual elements of art

## texture

soft hard smooth bumpy



Soft

Hard



Smooth

Bumpy/Lumpy

Texture is the surface quality of an object  
actual texture - the way something feels  
visual/implied texture - looks like it feels

## space

back view



back front

The areas between, around, above, below or within images and objects

## form

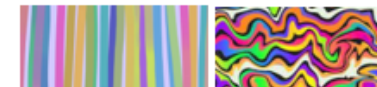
twisting pinching rolling



Objects that have length, height and depth, 3 dimensional forms can be geometric or organic

## pattern

repeated lines



The repetition of the elements of art, usually line, shape and colour

# A Reception artist will know...

## Making

### Drawing

- \*I can draw wavy, dotted, dashed and curved lines
- \*I can draw thick and thin lines
- \*I can recognise and name the light and dark tone of a colour
- \*I can draw an object from the back view
- \*I can draw organic shapes from nature
- \*I can draw a pattern as repeated lines

### Painting

- \*I can name the 3 primary colours yellow, red and blue
- \*I can recognise and name a colour wheel with the primary colours
- \*I can explore mixing the primary colours together
- \*I can mix red and white to make pink
- \* I can mix black and white to make grey
- \*I can explore mixing colours to make brown

### Sculpture

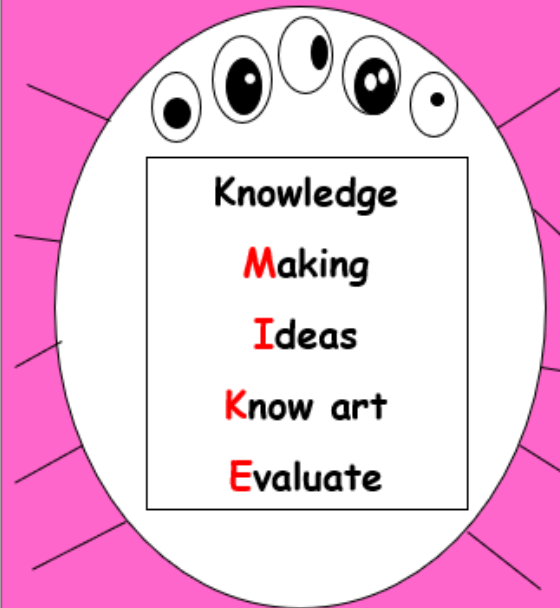
- \*I can sculpt by twisting and pinching
- \*I can use a rolling pin

### Respect for media

- \*I can use tools safely
- \*I can take care of art media and materials

### Fine motor skills

- \*I can use an overhand grip
- \*I can push down on the rolling pin



## Ideas

### Primary sources (artworks)

- \*I can copy from different artworks (across cultural traditions)

### First-hand experiences

- \*I can draw everyday objects
- \*I can record ideas from my imagination

## Evaluate

### Identify and interpret

- \*I can identify lines in artworks
- \*I can identify shapes in artworks
- \*I can identify colours in artworks
- \*I can identify the subject matter in artworks

### Express an opinion

- \*I can select an artwork I like and say why I like it

### Evaluate own artwork

- \*I can talk about my artwork
- \*I can name what I used to create my artwork
- \*I can say how I created my artwork

## Know art

### Artists

- \*I look at the artworks by artists from traditional, modern and contemporary art eras

### Art movements

- \*I can talk about what I see in the artworks (with the same subject matter)

### What art is

- \*I know that people create art

Knowledge end points - Reception

# A Year 1 artist will create...

## line

diagonal lines



outlines



soft pressure - light lines



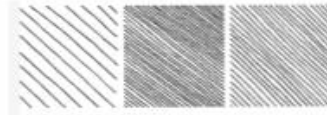
strong pressure - dark lines



A line is the path left by a moving point

## tone

hatching



Tone refers to the lightness or darkness

## colour

secondary colours -  
orange green purple



The hue of an object created by light

## shape

geometric shapes



organic shapes



A shape is an area enclosed by a line, 2 dimensional shapes can be geometric or organic

## Making

# The visual elements of art

## texture

applying texture to form -  
rubbing rolling pressing



Texture is the surface quality of an object  
actual texture - the way something feels  
visual/implied texture - looks like it feels

## space

foreground - subject matter



The areas between, around, above,  
below or within images and objects

## form

rolling a ball



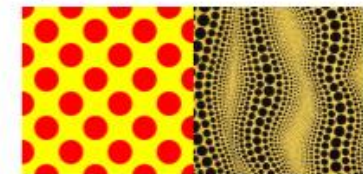
long and short coils



Objects that have length, height and  
depth, 3 dimensional forms can be  
geometric or organic

## pattern

repeated dots and circles



The repetition of the elements of  
art, usually line, shape and colour



# A Year 1 artist will know...

## Making

### Drawing

- \*I can draw with soft pressure for light lines
- \*I can draw with strong pressure for dark lines
- \*I can draw outlines
- \*I can draw repeated diagonal lines for hatching lines
- \*I can draw organic shapes
- \*I can create a pattern using repeating circles and dots

### Painting

- \*I can name and recognise a colour wheel with primary and secondary colours
- \*I can mix primary colours to create secondary colours
- \*I can paint with secondary colours

### Sculpture

- \*I can sculpt a ball in the palm of my hands
- \*I can sculpt long and short coils

### Respect for media

- \*I can

### Fine motor skills

- \*I can press softly with my hand
- \*I can press strongly with my hand



## Knowledge

Making

Ideas

Know art

Evaluate

## Ideas

### Primary sources (artworks)

- \*I can record observations from primary sources across history
- \*I can explore ideas using primary sources

### First-hand experiences

- \*I can record observations of everyday forms
- \*I can explore ideas using natural forms

### Refine

- \*I am beginning to know how to make an improvement, with my teachers support

## Evaluate

### Identify and interpret

- \*I can identify dot patterns in artworks
- \*I can identify the foreground subject matter in artworks

### Express an opinion

- \*I can say what I like or dislike about an artwork and give a reason why

### Evaluate own artwork

- \*I can use visual language to describe and explain my artwork when I am creating it

## Know art

### Artists

- \*I know an artist from the traditional, modern and contemporary art eras

### Art movements

- \*I can recognise a significant element in an artwork

### What art is

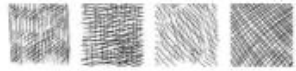
- \*I know that people have created art across history

Knowledge end points - Year 1

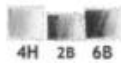
# A Year 2 artist will create...

## line

crossed diagonal lines



graphite lines 4H 2B 6B



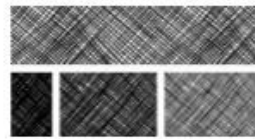
distant hold



A line is the path left by a moving point

## tone

cross hatching



Tone refers to the lightness or darkness

## colour

tints - add white



shades - add black



The hue of an object created by light

## shape

oval



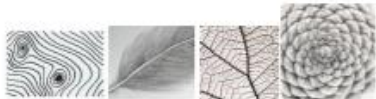
A shape is an area enclosed by a line, 2 dimensional shapes can be geometric or organic

Making

# The visual elements of art

## texture

visual texture - rough smooth  
fluffy bumpy



Texture is the surface quality of an object  
actual texture - the way something feels  
visual/implied texture - looks like it feels

## space

background - setting



The areas between, around, above, below or within images and objects

## form

egg shaped forms



twisted and folded coils



Objects that have length, height and depth, 3 dimensional forms can be geometric or organic

## pattern

patterns in nature



The repetition of the elements of art, usually line, shape and colour



# A Year 2 artist will know...

## Making

### Drawing

- \*I can draw using a distant hold
- \*I know that visual texture is the illusion of real texture
- \*I can explore creating visual texture using lines and tone
- \*I can draw the setting for a background
- \*I can draw patterns from nature
- \*I can draw ovals
- \*I can draw using graphite pencils 4H 2B 6B

### Painting

- \*I can explore and control adding white to a colour for tints
- \*I can explore and control adding shades to a colour for shades
- \*I can paint using tints and shades

### Sculpture

- \*I can roll and sculpt an egg shaped form
- \*I can sculpt twisted and folded coils

### Respect for media

- \*I can demonstrate the correct procedure for using and cleaning media

### Fine motor skills

- \*I can use my hand and arm muscles to control movement
- \*I can use hand pressure to draw with a distant hold

## Ideas

### Primary sources (artworks)

- \*I can record observations from primary sources across history
- \*I can explore ideas using primary sources

### First-hand experiences

- \*I can record observations of everyday forms
- \*I can explore ideas for backgrounds / settings

### Refine

- \*I can identify and make an improvement to my artwork, with my teachers support

## Knowledge

Making

Ideas

Know art

Evaluate

## Know art

### Artists

- \*I know an artist from the traditional, modern and contemporary art eras

### Art movements

- \*I can compare artworks from art movements with different background settings

### What art is

- \*I know what an art gallery is

## Evaluate

### Identify and interpret

- \*I can identify the background setting in artworks
- \*I can identify the differences and similarities between artworks using visual language

### Express an opinion

- \*I can express a preference about an artwork using visual language

### Evaluate own artwork

- \*I can use visual language to describe and evaluate my artwork and annotate what went well and why

Knowledge end points - Year 2

# A Year 3 artist will create...

## line

graphite lines 4H 2H HB 2B 4B  
6B 8B



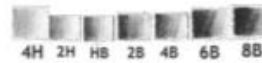
guidelines



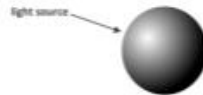
A line is the path left by a moving point

## tone

tonal scale 4H - 8B



tone to show how light changes  
across an object



Tone refers to the lightness or  
darkness

## colour

neutral colours



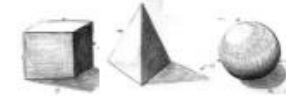
earth tone colours



The hue of an object created by light

## Shape

illusion of geometric 3D



A shape is an area enclosed by a  
line, 2 dimensional shapes can be  
geometric or organic

## Making

# The visual elements of art

## texture

texture indents in form



Texture is the surface quality of an object  
actual texture - the way something feels  
visual/implied texture - looks like it feels

## space

sideview



The areas between, around, above,  
below or within images and objects

## form

pulling form



arched and spiral coils



Objects that have length, height and  
depth, 3 dimensional forms can be  
geometric or organic

## pattern

organic patterns



The repetition of the elements of  
art, usually line, shape and colour

# A Year 3 artist will know...

## Making

### Drawing I can...

- \*draw guidelines softly
- \*draw lines using graphite pencils 4H 2H HB 2B 4B 6B 8B
- \*create a tonal scale using graphite pencils 4H 2H HB 2B 4B 6B 8B
- \*use tone to create light and dark areas in a drawing
- \*draw 3d shapes cube and pyramid using guidelines
- \*apply tone to shapes to give the illusion of visual form
- \*create silhouettes using stencils and templates

### Painting I can...

- \*name neutral colours black, white, grey, browns, creams
- \*explore neutral and earth tone colours
- \*create organic patterns

### Sculpture I can...

- \*sculpt a form by pulling clay
- \*sculpt arched and spiral coils using fingertips

### Respect for media I can...

- \*demonstrate safe and correct procedures for using and cleaning media and tools

### Fine motor skills I can...

- \*use soft pressure to draw light lines
- \*use fingertips to pull and sculpt clay



## Knowledge

Making

Ideas

Know art

Evaluate

## Ideas

### Primary sources (artworks) I can...

- \*select and record observations from primary sources
- \*explore ideas from primary sources across history

### First-hand experiences I can...

- \*record observations of everyday forms
- \*explore ideas from the Wembley Primary School community 'our class'

### Refine I can...

- \*recognise one area for improvement, discuss how and what to change to show improvement

## Evaluate

### Identify and interpret I can...

- \*identify and analyse tone and visual form in artworks
- \*identify silhouettes in artworks

### Express an opinion I can...

- \*express preferences for artworks using visual language

### Evaluate own artwork I can

- \*use visual language to describe and evaluate my artwork - annotations about what went well, effective media

## Know art

### Artists

- \*I know an artist from the traditional, modern and contemporary art eras

### Art movements I can...

- \*compare artworks with a similar message / purpose from different art eras

### What art is I..

- \*know about the different roles of street art

Knowledge end points - Year 3



# A Year 4 artist will create...

## line

broad and narrow



grid lines



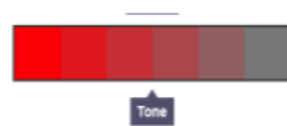
sketch lines



A line is the path left by a moving point

## tone

adding grey to a single colour



Tone refers to the lightness or darkness

## colour

monochrome - hues of a colour



complementary/contrast colours



The hue of an object created by light

## shape

shadow shapes



A shape is an area enclosed by a line, 2 dimensional shapes can be geometric or organic

## Making

# The visual elements of art

## texture

visual texture in nature



Texture is the surface quality of an object  
actual texture - the way something feels  
visual/implied texture - looks like it feels

## space

scale - enlarging



close-up view



The areas between, around, above, below or within images and objects

## form

roll a slab



plaited coils



Objects that have length, height and depth, 3 dimensional forms can be geometric or organic

## pattern

regular and irregular



The repetition of the elements of art, usually line, shape and colour

# A Year 4 artist will know...

## Making

### Drawing I can...

- \*draw grid lines for enlarging
  - \*draw broad and narrow lines
  - \*draw sketching lines
  - \*draw a close-up view
- Draw using one colour - monochrome
- \*create a scale of hues using different media
  - \*explore and compare hues of different media
  - \*explore adding grey to a single colour

### Painting I can...

- \*say that the complementary/contrast of each primary colour is a mix of the other two primary colours
- \*explore painting with complementary colours

### Sculpture I can...

- \*name and create a slab using a rolling pin
- \*sculpt plaited coils

### Respect for media I can...

- \*demonstrate an understanding of the safe and correct procedures for using and cleaning media and tools

### Fine motor skills I can...

- \*use hand and arm muscles to control movement
- \*use soft and strong pressure

## Knowledge

Making

Ideas

Know art

Evaluate

## Know art

### Artists

- \*I know artists from the traditional, modern and contemporary art eras

### Art movements I can...

- \*interpret the link between artworks from different eras of history and cultures

### What art is I...

- \*know how artworks are valued by communities

## Ideas

### Primary sources (artworks) I can...

- \*select and record observations from primary sources
- \*explore ideas from primary sources across history and cultures

### First-hand experiences I can...

- \*record observations of everyday forms
- \*explore ideas from the Wembley Primary School community 'our school'

### Refine I can...

- \*recognise one area for improvement using visual language to reason why, discuss how and what to change to show improvement

## Evaluate

### Identify and interpret I can...

- \*analyse visual texture in artworks

### Express an opinion I can...

- \*use visual language to compare preferences about artworks with others

### Evaluate own artwork I can

- \*use visual language to describe and evaluate my artwork - annotations about what went well, effective techniques

Knowledge end points - Year 4



# A Year 5 artist will create...

## line

stippling



wet media - fineliner pens



wet media - cartridge pens



A line is the path left by a moving point

## tone

stippling - visual form



Tone refers to the lightness or darkness

## colour

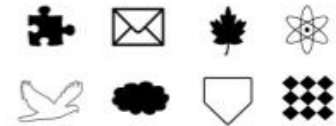
symbolic colours



The hue of an object created by light

## shape

symbolic shapes



A shape is an area enclosed by a line, 2 dimensional shapes can be geometric or organic

## Making

# The visual elements of art

## texture

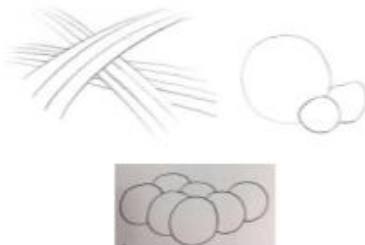
surface texture on form



Texture is the surface quality of an object  
actual texture - the way something feels  
visual/implied texture - looks like it feels

## space

overlapping



The areas between, around, above, below or within images and objects

## form

subtracted form - carved



Objects that have length, height and depth, 3 dimensional forms can be geometric or organic

## pattern

organic, irregular



The repetition of the elements of art, usually line, shape and colour

# A Year 5 artist will know...

## Making

### Drawing I can...

- \*identify that stippling is repeated marks or dots
- \*create a tonal scale of stippling marks
- \*draw stippling marks using a fineliner
- \*create visual form (illusion of 3D) using stippling
- \*draw with a cartridge pen - wet media
- \*draw symbolic shapes that represent me
- \*draw objects overlapping to show depth
- \*create organic, irregular patterns

### Painting I can...

- \*identify a colour with a meaning
- \*paint using colours that are symbolic to me

### Sculpture I can...

- \*sculpt a carved form - subtracted form
- \*create surface texture on a form using coils

### Respect for media I can...

- \*demonstrate respect of the of the procedures when taking care of media and tools

### Fine motor skills I can...

- \*draw with a cartridge pen using constant pressure
- \*use very light pressure to draw with a fineliner

## Knowledge

Making

Ideas

Know art

Evaluate

## Know art

### Artists

I know artists from the traditional, modern and contemporary art eras

### Art movements I...

\*know what the influences and inspirations to a great artist were

### What art is I...

\*know the ways artworks are evaluated by experts

## Ideas

### Primary sources (artworks) I can...

- \*record observations from primary sources across art practices
- \*explore ideas from primary sources across art practices

### First-hand experiences I can...

- \*record observations of everyday forms and annotate using visual language and feelings
- \*explore ideas of 'self' and compare with others in the WPS community 'my class'

### Refine I can...

- \*identify a strength and an area for improvement using visual language to reason why, suggest a change - make the change

## Evaluate

### Identify and interpret I can...

- \*analyse stippling and overlapping in artworks

### Express an opinion I can...

- \*compare their own interpretation of an artwork with others

### Evaluate own artwork I can

- \*record what went well and why - technique used / is effective because / next step might be

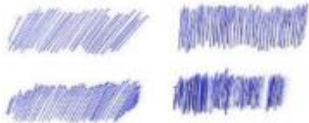
# Knowledge end points - Year 5



# A Year 6 artist will create...

## line

wet media - ballpoint pen lines



wet media - dip pen lines



A line is the path left by a moving point

## tone

wet media - hatching



wet media - cross hatching



layering

Tone refers to the lightness or darkness

## colour

tertiary colours



The hue of an object created by light

## shape

proportion of shape



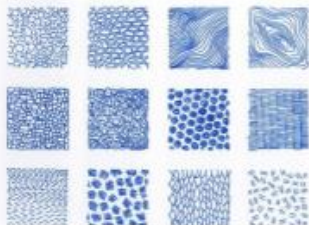
A shape is an area enclosed by a line, 2 dimensional shapes can be geometric or organic

## Making

# The visual elements of art

## texture

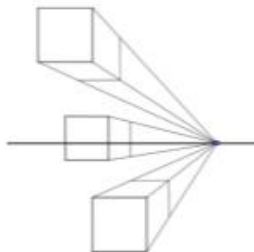
visual texture - ballpoint pen



Texture is the surface quality of an object  
actual texture - the way something feels  
visual/implied texture - looks like it feels

## space

single point perspective



The areas between, around, above, below or within images and objects

## form

coil construction - built form



Objects that have length, height and depth, 3 dimensional forms can be geometric or organic

## pattern

abstract



The repetition of the elements of art, usually line, shape and colour

# A Year 6 artist will know...

## Making

### Drawing I can...

- \*create a tonal scale using layering of ballpoint pen ink
- \*draw with ballpoint pens - wet media
- \*hold a dip pen at a 45-degree angle
- \*draw with a dip pen using different pressures to make marks - wet media
- \*create implied/visual form with wet media using hatching and cross hatching lines
- \*explore creating implied/visual texture using wet media lines
- \*draw objects using single point perspective
- \*compare object/human in proportion/disproportion/exaggeration

### Painting I can...

- \*use equal amounts of a primary colour and a secondary colour to make a tertiary colour
- \*explore mixing the tertiary colours

### Sculpture I can...

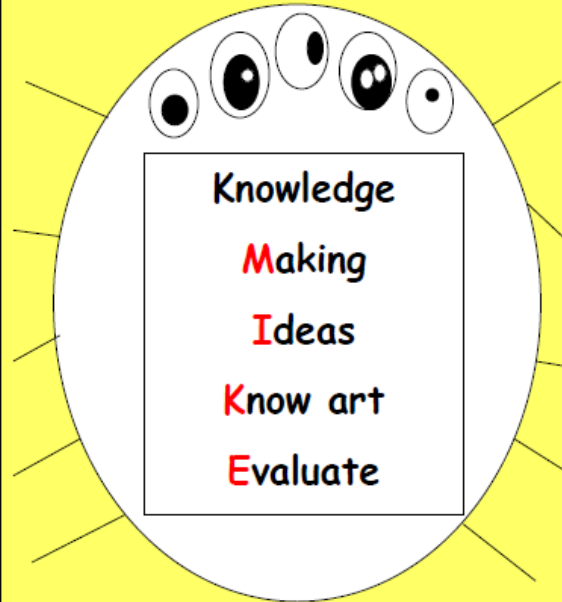
- \*sculpt a coil construction (built form) using a variety of coils
- \*create a graduation of pattern

### Respect for media I can...

- \*demonstrate respect of the procedures when taking care of media and tools

### Fine motor skills I can...

- \*use different pressures to make marks with dip pen and ink



Knowledge

Making

Ideas

Know art

Evaluate

## Ideas

### Primary sources (artworks) I can...

- \*record observations from primary sources across art disciplines
- \*explore ideas from primary sources across art disciplines

### First-hand experiences I can...

- \*record observations of everyday forms, annotate using visual language, thoughts and feelings

- \*explore ideas using the whole Wembley Primary community

### Refine I can...

- \*identify strengths and areas for improvement, make relevant changes
- \*identify how my artwork could be developed further

## Evaluate

### Identify and interpret I can...

- \*analyse perspective and proportion/size in artworks
- \*interpret/analyse artworks by contextual information to identify ideas and messages conveyed

### Express an opinion I can...

- \*compare my responses to an artwork before and after working in the same media

### Evaluate own artwork I can...

- \*record what went well and why - technique used / is effective because / this was inspired by / next step might be

## Know art

### Artists

- \*I know artists from the traditional, modern and contemporary art eras

### Art movements I can...

- \*determine messages communicated by an artwork in a particular style

### What art is I...

- \*know the ways art is judged by experts

Knowledge end points - Year 6