

St. Leonard's C of E Primary School



Art and Design

End Points

Early Years

Below are the Early Learning Goals for **Expressive Arts and Design**:

Creating with Materials	Being Imaginative and Expressive
• Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role-playing characters in narratives and stories.	• Invent, adapt, and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, and stories with others, and—when appropriate—try to move in time with music

Year 1/2 Cycle A

	End Point
Spirals	I can draw from my fingertips, my wrist, my elbow, my shoulder, my body. I can make a drawing using a continuous line for a minute or two. I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me. I can draw from observation for a few minutes at a time. I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks. I can make choices about which colours I'd like to use in my drawing. I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work. I can talk about what I like in my drawings, and what I'd like to try again. I can take photos of my artwork.
Simple Printmaking	I can make simple prints using my hands and feet. I can explore my environment and take rubbings of textures I find. I can use my rubbings to make an image. I can push objects I find into plasticine and make prints. I can cut shapes out of foam board and stick them on a block to make a plate. I can print from the plate. I can draw into the surface of the foam board and print from the plate. I can use colour, shape, and line to make my prints interesting. I can create a repeat print. I can create a symmetrical or sequenced print. I can use my sketchbook to collect my prints and test ideas.
Exploring Watercolour	I can explore watercolour and understand the different effects I can achieve. I can work without an end goal in mind – letting the paint lead me. I have had the opportunity to see the work of other artists who use watercolour and share my thoughts about their work. I can name and use primary colours and begin to understand how colours mix to make secondary colours. I can understand that we all see different things in the artwork we make. We all have a different response. I can think about the marks I make and develop them further.

Inspired By Flora and Fauna	I have enjoyed looking at art made by other artists inspired by flora and fauna. I can look closely at insects and plants and make drawings using pen to describe what I see. I can experiment using graphite and oil pastel and make my own insects. I can cut out shapes in different colours, and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like. I can work with my classmates to make a shared drawing. I can share my artwork with the class. I can listen to what my classmates like about it and I can share what I like about their work.
Playful Making	I have explored what we mean by “sculpture” and I thought about what I like about different pieces of sculpture. I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen. I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten. I can use my hands to make sculptures without designing first. I can just see what happens if... I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok! I can share my work and listen to what other people like about it. I can look at other people’s work and sometimes share what I like about it with them.
Making Birds	I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. I can draw from life looking closely. I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. I can use colour in my drawings and mix two or more different media together. I have looked at the work of other artists who have been inspired by birds and I can share my response to their work. I can fold, tear, crumple and collage paper to transform it from 2d to 3d. I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. I can share my work with my classmates and teachers, and consider what was successful for me.

Year 1/2 Cycle B

	End Point
Explore and Draw	I have seen how some artists explore the world around them to help them find inspiration. I can explore my local environment (school, home, etc) and collect things which catch my eye. I can explore composition by arranging the things that I have collected. I can talk about what I collected, and how and why I arranged the things I collected. I can take photographs of my artwork and I can think about focus and light. I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes. I can hold an object and I can make a drawing thinking about the way the object <i>feels</i>. I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. I can cut out and collage to explore composition. I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.
Exploring the World through Monoprint	I can make drawings using photos from films as my source material. I can look closely guided by my teacher's voice, and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen. I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size. I can think carefully about which marks I will include in my drawing. I can share my sketchbook work with the class and talk about what I like about my work. I can listen to others talking about their work, and sometimes I can add my thoughts. I have seen what a mono print is and have explored the work of an artist who uses mono print. I can share my thoughts on the artist's work. I can use carbon paper to make mono prints. I can experiment with the kinds of marks I make, and think about how they help make my drawings interesting. I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing. I can explore a theme and make mono prints using my imagination to make my drawings personal. I can share my work and talk about what I like, and what I would like to try again. I can enjoy looking at the work of my classmates and sometimes I can share my thoughts about their work. I have understood that through art, I can invent and discover.
Expressive Painting	I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. I can start to share my response to the work of other artists. I can use my sketchbook to fill full of colour and brush marks, inspired by other artists. I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add. I can use various home-made tools to apply paint in abstract patterns. I can be inventive. I can make a loose drawing from a still life. I can see colours and shapes in the still life.

	I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. I can share my experiments and final piece with others and share what I liked and what went well. I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work. I can take a photograph of my final piece, thinking about focus and lighting.
Be an Architect	I have explored the work of some architects. I have seen that they design buildings, and that “architecture” can be large, incredible buildings, or smaller places near where I live. I can share how architecture makes me feel, what I like and what I think is interesting. I can use my sketchbook to help me look at architecture really carefully. I have used drawings and notes. I have explored line and shape. I have seen how architects use their imaginations to try to design buildings which make people’s lives better and I can use my own imagination when thinking about architecture I might design. I can make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks. I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model. I have seen that I don’t need to design on paper first; that I can design as I make. I have reflected upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates. I can used digital media to document my work, including taking photographs and short videos.
Stick Transformation	I can take a familiar object like a stick, and use my imagination to think about what it might become. I can use my sketchbook to generate ideas and to test ideas. I can use a variety of materials to transform my object thinking about form and colour. I can cut materials with simple tools and fasten materials together to construct my sculpture. I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates’ feedback about my work. I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. I can take a photograph of my sculpture, thinking about focus.
Music and Art	I have seen how some artists are inspired by other artforms such as music. I can share my response to their work, and listen to others. I can listen to sounds, and use my mark making skills to make marks in response. I can draw from observation whilst listening to a piece of music, and let the music inspire my drawing. I can use my imagination and work on a larger scale to make drawings of imaginative instruments, or I can use my hands to invent musical instruments made from construction materials. I can share my work with the class. I can reflect upon what I have made and share my work with the class. I can listen to their responses to my work, and talk about my response to their work. I can take photos of my artwork.

Year 3/4 Cycle A

	End Point
Gestural Drawing with Charcoal	I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work. I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. I can work on larger sheets of paper, and I can make loose, gestural sketches using my body. I can understand what Chiaroscuro is and how I can use it in my work. I can use light and dark tonal values in my work, to create a sense of drama. I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same. I have taken photographs of my work, thinking about focus, lighting, and composition. I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel.
Working with Shape and Colour	I can explore an artwork through looking, talking and drawing. I can use the “Show Me What You See” technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. I can cut shapes directly into paper, using scissors, inspired by the artwork. I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. I can add to my collage, using line, colour and shape made by stencils. I can explore negative and positive shapes. I can take photographs of my work. I can share my work with my class. I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.
Cloth, Thread and Paint	I have explored how artists combine media and use them in unusual ways to make art. I can share my response to their work. I can use my sketchbook to make visual notes capturing ideas that interest me. I can use my sketchbook to test ideas and explore colour and mark making. I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape. I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard. I can appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work. I can take photographs of my work, thinking about lighting and focus.

Telling Stories through Making	I have seen how artists are inspired by other artists often working in other artforms. I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artist's work. I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials. I can make a sculpture using materials to model or construct which is inspired by a character in a book or film. I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. I can share my feedback about my classmates' work. I can take photographs of my work thinking about focus, background and lighting.
Making Animated Drawings	I can talk about the work of other animators who make animations from their drawings. I can share what I like, and how it makes me feel. I can use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make. I can use observational skills to look at source material to inspire my character and make drawings. I can use my imagination to think about how my character might move. I can create a background for my character. I can use digital media to film my animation. I can share my moving drawing, either through an animation or by showing classmates how it would move. I can reflect and articulate my thoughts about my own artwork and that of my peers.

Year 3/4 Cycle B

	End Point
Storytelling through Drawing	I have explored the work of artists who tell stories through imagery. I can respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts. I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work. I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose. I can use line, shape, and colour using a variety of materials to test my ideas. I can think about how I might use composition, sequencing, mark making and some text in my drawings. I can create a finished piece which contains sequenced images to describe a narrative. I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board. I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work. I can take a photograph of my work, thinking about lighting and focus.
Exploring Pattern	I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome. I have explored the work of an artist who creates artwork inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter. I can work in my sketchbooks to explore how I can make drawings inspired by “rules.” I can generate lots of different types of patterns. I can make a tessellated design and think about colour and shape, exploring positive and negative shapes. or I can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape and composition. or I can fold paper and use pattern to make an object which other people can respond to. I can present and share my work. I can reflect and share my thoughts with others. I can listen to the reflections of my classmates and feedback on their work. I can take photographs of my work.
Exploring Still Life	I have explored the work of contemporary and more traditional artists who work within the still life genre. I have felt able to express my thoughts about other artists’ work, and talk about the meanings of objects as artists present them. I can use my sketchbook to make visual notes, record and reflect. I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting. I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.

The Art of Display	I have seen how some artists choose to display their work on “plinths” and I have understood how the way a work is displayed can affect the way the audience sees the work. I can use my sketchbook to collect ideas about how other artists consider how their work is displayed. I can use clay to make quick three dimensional sketches of figures sitting on “plinths”. I can use the clay to capture character/emotion of the body. The following I Can statements are dependent upon project chosen. Pocket Gallery: I can find objects around me and think about how I can re-see them when I display them as art objects. I can manipulate materials to make an environment for the art objects. I can think about how the audience might react and capture this in my artwork. The Fourth Plinth Challenge: I can work as a small team and plan an art project around how we would use a plinth in our school, taking ideas of other people on board and contributing my own. I can think creatively about art/object/performance/audience. Plinth People I can use my sketchbook to think about my interests/personality traits which I am proud of. I can imagine how I could create a version of myself that I would like to see on a plinth. I can make a sculpture/ plinth from construction materials which shows a version of myself, using things like body position, clothes, props and fine details to give the sculpture character. All Projects: I can share my work with others, and talk about my response to the project, what worked well and what I would like to try again. I can listen to the response to my work from my classmates and take on board their feedback. I can appreciate the work of my classmates, understanding where there are similarities and where there are differences. I can share my response to their work. I can take photographs of my artwork, thinking about focus, lighting and composition.
Sculpture, Structure, Inventiveness and	I have seen how we can learn about ourselves through art. I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials. I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing. I can use a variety of drawing materials to make experimental drawings based upon observation. I can construct with a variety of materials to make a sculpture. I can see my personality in what I have made. I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes. I can take photographs of my work thinking about presentation, focus and lighting.

Festival Feasts	I have explored the work of artists who are inspired by food and I can share my responses with the class. I can use my sketchbook to record and reflect how the artist's work makes me feel. I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food. I can make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints. I can explore and experiment using "Design through Making", and I can discover how I can transform and construct with different materials to make my sculpture. I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each other's' ideas. I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper. I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.
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Year 5/6 Cycle A

	End Point
Typography and Maps	I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. I have seen how other artists work with typography and have been able to share my thoughts on their work. I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made. I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me. I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting. I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me. I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me. I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.
Making Monotypes	I have understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work. I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later. I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry. I can use my sketchbook to explore my ideas. I can use my mark making skills to create exciting monotypes, combining the process with painting and collage. I can share my thinking and outcomes with my classmates. I can listen to their views and respond. I can share my response to the artwork made by my classmates. I can photograph my work, thinking about lighting, focus and composition.
Mixed Media Land and City Scapes	I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations. I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work. I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on. I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work. I have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper. I can share my journey and discoveries with others and am able to reflect upon what I have learnt. I can appreciate and be inspired by the work of my classmates, and I can share my response to their work.

Fashion Design	I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work. I can share my own response to their work, articulating what I like or don't like about their work. I can use my sketchbook to make visual notes to capture key ideas about how the designers work. I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief. I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage. I can understand how 2d shapes can become 3d form and the relationship they have to our bodies. I can share my designs and outcomes with my classmates and articulate my journey. I can listen to their feedback and respond. I can appreciate the work of my classmates and reflect upon similarities and differences. I can share my response to their work. I can take photographs of my work, thinking about presentation, lighting and focus.
Set Design	I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work. I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus. I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board. I can appreciate the artwork made by my classmates and share my response to their work. I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition. I can use my animation set as backdrop to an animation.
Architecture: Dream Big or Small?	I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives. I can use my sketchbook to collect, record and reflect my ideas and thoughts. I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes. I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief. I can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination. I can present my work, reflect and share it with my classmates. I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project. I can photograph my work considering lighting, focus and composition. I can make short films of my work giving a close-up tour of my architectural model.

Year 5/6 Cycle B

	End Point
2D Drawing to 3D Making	I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. I can use line, mark making, tonal values, colour, shape and composition to make my work interesting. I can use negative space and the grid method to help me see and draw. I can explore typography and design lettering which is fit for purpose. I can transform my drawing into a three-dimensional object. I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board. I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work. I can photograph my three-dimensional work, thinking about presentation, lighting, focus and composition.
Print and Activism	I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. I have explored how I can find out what I care about, and find ways I might share my ideas with us. I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid. I can create visuals and text which communicate my message. I can use line, shape and colour to make my artwork. I can use typography to make my messages stand out. I can combine different techniques such as print, collage and drawing. I can reflect and articulate about my own artwork and artwork made by my classmates.
Exploring Identity	I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates. I can use my curiosity to think about how I might adapt techniques and processes to suit me. I can use my sketchbook to record, generate ideas, test, reflect and record. I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning. I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond. I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work. I can take photographs of my artwork, thinking about lighting, focus and composition.
Brave Colour	I have explored the work of installation artists who use colour, light and form to create immersive environments. I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others. I can respond to a creative challenge or stimulus, research the area, and make a creative response. I can create a 3d model or 2d artwork which shares my vision with others. I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.

	I can take photos of my artwork, thinking about focus, lighting and composition. I can present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback. I can listen to the creative ideas of others, and share my feedback about their work.
Take a Seat	I have explored the work of a craftsperson / designer and seen how they bring personality to their work. I have seen how chair design has changed through the ages. I can use my sketchbook to make visual notes to record and reflect. I can experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me. I can use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality. I can see how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently. I can present and share my work, and talk about it with my classmates, and listen to their responses to my work. I can respond to the work made by my classmates and I can share my thoughts. I can take photographs of my work, thinking about focus, light and composition.
Shadow Puppets	I have seen how a variety of artists and craftspeople use their interest in cutouts to generate imagery. I can share my response to their work with my classmates. I can use my curiosity to think about how I might adapt techniques and processes to suit me. I can use my sketchbook to record, generate ideas, test ideas and reflect. I can make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome. I can manipulate the materials using tools so that the puppets I make have character and expression. I can make my puppets move in simple ways by articulating them. I can work with my peers to create a collaborative experience. I can share my work, as a team, and share and listen to feedback. I can give my feedback to the work of other teams, and appreciate the differences and similarities of their work to ours. I can photograph or film our puppets and performance.