



Art  
Clapham and Patching CofE Primary School  
End of Year Expectations

	RECEPTION	YEAR 1	YEAR 2
Generating Ideas	<ul style="list-style-type: none"> <li>Children are beginning to think what materials best suit the task.</li> </ul>	<ul style="list-style-type: none"> <li>Children recognise that ideas can be expressed in art work.</li> <li>They openly experiment with a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Children try out different activities and make sensible choices about what to do next.</li> <li>They use drawing to record ideas and experiences.</li> </ul>
Applying / Making	<ul style="list-style-type: none"> <li>They experiment with blocks, colours and marks.</li> <li>They explore colour and how colours can be changed. (Mixing).</li> <li>They work with different materials</li> <li>They select and know how to use simple tools appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>They try out a range of materials and processes and know that they have different qualities.</li> <li>They use materials purposefully to achieve particular characteristics or qualities.</li> </ul>	<ul style="list-style-type: none"> <li>They deliberately choose to use particular techniques for a given purpose.</li> <li>They develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve).</li> </ul>
Evaluating	<ul style="list-style-type: none"> <li>They experiment to create different textures.</li> <li>They manipulate materials to achieve a planned effect.</li> <li>They select appropriate resources and adapt their work where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>They show interest in and describe what they think about the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>When looking at creative work they can express clear preferences and give some reasons for these (for instance, be able to say "I like that because...").</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>They are beginning to be interested in and describe the texture of things.</li> <li>They are beginning to be aware of the work of artists, craftspeople and designers from different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>They know how to recognise and describe some simple characteristics of different kinds of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>They know the differences and similarities within the work of artists, craftspeople and designers in different times.</li> </ul>



	YEAR 3	YEAR 4
Generating Ideas	<ul style="list-style-type: none"> <li>• They know how to gather and review information, references and resources related to their ideas and intentions.</li> <li>• They can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• They know how to select and use relevant resources and references to develop their ideas.</li> <li>• They know how to use sketchbooks, and drawing, purposefully, to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i></li> </ul>
Applying / Making	<ul style="list-style-type: none"> <li>• They can develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</li> <li>• They know how to select and use appropriately, a variety of materials and techniques in order to create the desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>• They can investigate the nature and qualities of different materials and processes systematically.</li> <li>• They know how to apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)</li> </ul>
Evaluating	<ul style="list-style-type: none"> <li>• They take the time to reflect upon what they like and dislike about their art in order to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• They know the importance of regularly reflecting upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• They know about and describe the work of key artists, craftspeople, architects or designers.</li> </ul>	<ul style="list-style-type: none"> <li>• They know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.</li> </ul>



	YEAR 5	YEAR 6
Generating Ideas	<ul style="list-style-type: none"> <li>• They engage in open ended research and exploration in the process of initiating and developing their own personal ideas.</li> <li>• They confidently use sketchbooks for a variety of purposes including: for visual continuity, recording observations; developing ideas; testing materials; planning and recording information.</li> </ul>	<ul style="list-style-type: none"> <li>• They independently develop a range of ideas which show curiosity, imagination and originality.</li> <li>• They systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance, Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i></li> </ul>
Applying / Making	<ul style="list-style-type: none"> <li>• They confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them).</li> <li>• They use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</li> </ul>	<ul style="list-style-type: none"> <li>• They independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.</li> <li>• They independently select and effectively use relevant processes in order to create successful and finished work.</li> </ul>
Evaluating	<ul style="list-style-type: none"> <li>• They regularly analyse and reflect on their progress taking account of what they hoped to achieve. Evaluating their work as they're doing it and making changes as necessary to improve the overall quality.</li> </ul>	<ul style="list-style-type: none"> <li>• They provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• They research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</li> </ul>	<ul style="list-style-type: none"> <li>• They know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> </ul>