**The Eliot Bank and Gordonbrock
Schools Federation**

# Art Expectations: Portraits & Paintings (Autumn Term)

| Year | Skills | Drawing | Painting | Sketch books | Computing | Knowledge |
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| Year 1 | • Draw and paint to communicate something of themselves.<br>• Create mood. | • Use pencils and crayons.<br>• Use different line – shape and thickness – and different grades of pencil. | • Choose appropriate thickness of brush (thick or thin).<br>• Paint something they can see.<br>• Name primary and secondary colours. | | • Use simple tools such as brush and fill on painting programme. | • To be able to see and say what they like in an artists' work.<br>• Ask sensible questions about an artists' work. |
| Year 2 | • Draw and paint to communicate something of themselves.<br>• Create mood. | • Use different pencil grades.<br>• Use charcoal, pencils and pastels.<br>• Create different tones using light and dark.<br>• To show pattern and texture in their drawing,<br>• Use a viewfinder to focus on one aspect. | • Mix paint to create secondary colours.<br>• Mix and match colours and predict outcomes.<br>• Make brown<br>• Make tints by adding white<br>• Make tones by adding black. | • Set out ideas using annotations and keep notes as to how they have changed their work. | • Use simple tools such as brush and fill on painting programme.<br>• To take photos of themselves in different moods. | • Explain how an artist has used colour, pattern and shape.<br>• To create a piece of work in response to another artist's work. |
| Year 3 | • Draw and paint to communicate something of themselves.<br>• Create mood. | • Show facial expression in their drawing.<br>• Use different grades of pencil to show shade and texture.<br>• Use sketches to produce final piece.<br>• To write explanations next to sketches. | • Mix paint accurately and know where the primary and secondary colours are on the colour wheel.<br>• Create a background colour using a wash.<br>• Use a range of brushes for different effects. | • Use notes to describe feelings, likes and dislikes. Make notes about techniques used by artists.<br>• Suggest improvements to their work through notes in their sketch book. | • Combine digital images and other media to produce art work. Use the web to research an artist or style of art. | • Compare the work of different artists.<br>• Explore work from other cultures or periods of time.<br>• Understand the viewpoints of others by looking at images of people.<br>• Understand what the artist is trying to express in their artwork. |
| Year 4 | • Draw and paint to communicate something of themselves.<br>• Create mood. | • Show facial expression and body language in their sketches. Use marks and lines to use tone and texture. Organise line, tone, shape and colour to represent figures and forms in motion. Explain why they have chosen materials to draw with. | • Able to create the colours they need.<br>• Create mood in their paintings.<br>• Use shading to create mood and feeling. | • Used to describe feelings, likes and dislikes.<br>• Make a montage about themselves.<br>• Use sketchbooks to adapt and improve original ideas.<br>• Keep notes about the purpose of their work. | • Present a collection of their work on a slideshow. Create artwork that combines digital images they have taken. To combine graphics and text based on their research. | • Experiment with different styles artists have used.<br>• Explain art from other periods in history. |

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| **Year 5** | • Draw and paint to communicate something of themselves.<br>• Create mood. | • Use marks and lines to show tone and texture. Organise line, tone, shape and colour to represent figures and forms in motion. Use shade to create mood and feeling. Explain why they have chosen different materials to draw with. | • Able to create the colours they need.<br>• Create mood in their paintings.<br>• Express their emotions accurately through their paintings and sketches. | • Keep notes about how they might develop their work further.<br>• Use sketch books to compare and discuss their ideas with others. | • Scan digital images / take photos of their work and use software to adapt them and create work with meaning.<br>• Create artwork that combines digital images they have taken.<br>• To combine graphics and text based on their research. | • Experiment with different styles artists have used.<br>• Learn about the work of others using books, the internet, visits to galleries and other sources of information. |
| **Year 6** | • Draw and paint to communicate something of themselves.<br>• Create mood. | • Sketches communicate emotions and sense of self with accuracy and imagination.<br>• Children can explain why they have combined different tools to create drawings.<br>• They can explain why they have chosen specific techniques. | • Children can explain what their own style is.<br>• They can use a wide range of techniques in their work.<br>• They can explain why they have chosen specific painting techniques. | • Contain detailed notes and quotes explaining items.<br>• They compare their methods to others and keep notes.<br>• They combine graphics and text based research to influence the layout of their text books.<br>• They adapt and refine their work keeping notes and annotations. | • Use software packages to create pieces of digital artwork.<br>• Create a piece of digital artwork which can be used as part of a wider presentation. | • Children can say what they have been influenced by.<br>• They can include technical aspects in their work. |