**Art**

Progression Map

# Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum. For more detail about linked subject progression within the EYFS Framework, please refer to [**these documents**](https://www.twinkl.co.uk/resource/learning-in-eyfs-what-subject-leaders-need-to-know-resource-pack-t-tp-2548825).

**Expressive Arts and Design (Creating with Materials)**

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role playing characters and narratives in stories.

**Expressive Arts and Design (Being Imaginative and Expressive)**

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, poems and stories with others and (when appropriate) try to move in time with music.

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| **Key Stage 1 National Curriculum Expectations** | **Key Stage 2 National Curriculum Expectations** |
| Pupils should be taught:   * to use a range of materials creatively to design and make products; * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | Pupils should be taught:   * to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; * to create sketch books to record their observations and use them to review and revisit ideas; * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; * about great artists, architects and designers in history. |

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

* produce creative work, exploring their ideas and recording their experiences;
* become proficient in drawing, painting, sculpture and other art, craft and design techniques;
* evaluate and analyse creative works using the language of art, craft and design;
* know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**Intent**

We offer a sequence of lessons to ensure children cover the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils develop new skills and produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will be introduced to and have opportunity to learn a variety of techniques including drawing, painting, sculpting, collage, printing and textiles. Children will also develop their knowledge of famous artists, designers and craft makers from different traditions, cultures and times. They will know that the development of art is not linear, different traditions developing at the same point in history.

**Implementation**

Each year group will deliver a minimum of three art focused projects across the year encompassing drawing, painting, collage, sculpture, textiles and printing. In each project children will learn and apply new knowledge and skills. Cross curricula teaching can also offer other informal opportunities to practice skills where appropriate. In Key Stage Two children will use sketch books to practice skills, explore ideas, plan and evaluate ideas. Children will study the work of great artists and crafts people from different times and cultural backgrounds using inspiration from their work to inform their own art work.

**Impact**

Children will develop and early understanding of and appreciation of artistic ideas and skills, they learn to think creatively and explore ideas before making finished projects, an important life skill which will have impact across the curriculum. All children in school will be able to evaluate their work and speak confidently about their art and design work and their skills. They use technical vocabulary accurately and pupils are expected to know, apply and understand basic skills and processes.

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|  | **EYFS** | **KS1** | **LKS2** | **UKS2** |
| **Exploring and Developing Ideas** | Children explore processes and ideas. Children begin to build up resilience to getting things wrong and trying again. Children start to practise and share their learning and skills with others. They begin to receive and offer feedback for how to improve.  **Early Learning goal**   |  | | --- | | Safely use and explore a variety of materials, tools and techniques.   1. Share their creations, explaining the process they have used. |   **By the end of EYFS children know:**   * **key vocabulary to demonstrate knowledge and understanding: work, idea, look, focus, improve.**   **By the end of EYFS children know how to:**   * **explore their own ideas** * **describe differences and similarities** * **try different materials and methods** | Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.  **KS1 Art and Design National Curriculum**  To produce creative work, exploring their ideas and recording experiences.  **By the end of Key stage One children know:**   * **key vocabulary to demonstrate knowledge and understanding: work, work of art, idea, observe, focus, design, improve.**   **By the end of Key Stage One children know how to:**   * **explore ideas for their work** * **describe differences and similarities and make links to their own work;** | Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.  **KS2 Art and Design National Curriculum**  Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  To create sketchbooks to record their observations and use them to review and revisit ideas.  **By the end of lower Key Stage Two children should know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.**   **By the end of lower Key Stage Two children should know how to:**   * **use sketchbooks to record ideas;** * **explore ideas from first-hand observations;** * **question and make observations about starting points, and respond positively to suggestions;** * **adapt and refine ideas** | Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.  **KS2 Art and Design National Curriculum**  Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  To create sketchbooks to record their observations and use them to review and revisit ideas.  **By the end of upper Key Stage Two children should know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.**   **By the end of Upper Key Stage children should know how to:**   * **review and revisit ideas in their sketchbooks;** * **offer feedback using technical vocabulary;** * **think critically about their art and design work;** * **use digital technology as sources for developing ideas;** |
| **Drawing** | Children begin to explore different techniques involved in drawing such as thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.  **EYFS curriculum**   * Develop drawing skills   **By the end of EYFS children know:**   * **use key vocabulary to demonstrate knowledge and understanding: names of drawing materials (see above) portrait, self-portrait, detail, building, pastels, drawings, line, size, space.**   **By the end of EYFS children know how to:**   * **Make small controlled movements that represent an object** * **Draw circles and lines and add detail to their drawing** * **draw a picture of an object, returning to look at the object throughout the drawing process** | Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.  **KS1 Art and Design National Curriculum**  To become proficient in drawing techniques.  To use drawing to develop and share their ideas, experiences and imagination.  **By the end of Key Stage One children know:**   * **use key vocabulary to demonstrate knowledge and understanding: portrait, self-portrait, line drawing, detail, landscape, cityscape, pastels, drawings, line, bold, size, space.**   **By the end of Key Stage One children know how to:**   * **draw lines of varying thickness** * **use different materials to draw, for example pastels, chalk, felt tips** | Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.  **KS2 Art and Design National Curriculum**  To become proficient in drawing techniques.  To improve their mastery of art and design techniques, including drawing, with a range of materials.  **By the end of lower Key Stage Two children should know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.**   **By the end of lower Keys Stage Two children should know how to:**   * **experiment with showing line, tone and texture with different hardness of pencils;** * **use shading to show light and shadow effects;** * **use different materials to draw, e.g. pastels, chalk, felt tips;**   **show an awareness of space when drawing** | Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.  **KS2 Art and Design National Curriculum**  To become proficient in drawing techniques.  To improve their mastery of art and design techniques, including drawing, with a range of materials.  **By the end of Upper Key Stage Two children should know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait, graffiti.**   **By the end of Upper Key Stage Two children should know how to:**   1. **use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; stippling** 2. **depict movement and perspective in drawings;**   **use a variety of tools and select the most appropriate** |

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| **Painting** | Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand secondary colours.  **EYFS curriculum**  Learn how to mix paint colours to make green, purple and orange  Develop control over painting tools  **By the end of EYFS children know:**   * **How to make secondary colours by mixing primary colours**   **By the end of EYFS children know how to:**   * **Make controlled movements with a paintbrush to form lines, circles and other shapes** * **use a paintbrush to create small detailed shapes** | Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.  **KS1 Art and Design National Curriculum**  To become proficient in painting techniques.  To use painting to develop and share their ideas, experiences and imagination.  **By the end of Key Stage One children know:**   * **the names of the primary and secondary colours** * **key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke.**   **By the end of Key Stage One children know how to:**   * **experiment with different brushes (including brushstrokes) and other painting tools;** * **mix primary colours to make secondary colours;** * **add white and black to alter shades** | Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.  **KS2 Art and Design National Curriculum**  To become proficient in painting techniques.  To improve their mastery of art and design techniques, including painting with a range of materials.  **By the end of lower Key Stage Two children should know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.**   **By the end of lower Key Stage Two children should know how to:**   * **use varied brush techniques to create shapes, textures, patterns and lines;** * **mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;**   **create different textures and effects with paint;** | Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.  **KS2 Art and Design National Curriculum**  To become proficient in painting techniques.  To improve their mastery of art and design techniques, including painting with a range of materials.  **By the end of Upper Key Stage Two children should know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour,**   **By the end of Upper Key Stage Two Children should know how to:**   * **create a colour palette, demonstrating mixing techniques;** * **use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;** |
| **Sculpture** | Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with construction to demonstrate their understanding of the skill.  **EYFS Curriculum**  Explore and join materials  Join cardboard to create a 3D model  Make a model with malleable materials  **By the end of EYFS children should know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: model, work, 3D, shapes, materials**   **By the end of EYFS children should know how to:**   * **Join cardboard with tape** * **Join cardboard by cutting a slot** * **Join cardboard by making tabs** * **Roll clay into a ball** * **Roll clay into a cylindrical shape** * **Coil clay to make a spiral** * **Make marks in clay with tools** | Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.  **KS1 Art and Design National Curriculum**  To become proficient in sculpting techniques.  To use sculpture to develop and share their ideas, experiences and imagination.  **By the end of Key Stage One children should know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, sculptor, carving, sculpture, installation, shapes, materials, abstract, geometric.**   **By the end of Key Stage One children should know how to:**   * **use a variety of natural, recycled and manufactured** **materials for sculpting, e.g. clay, straw and card;** * **use a variety of techniques, e.g. rolling, cutting, pinching;** * **use a variety of shapes, including texture;** | Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.  **KS2 Art and Design National Curriculum**  To become proficient in sculpting techniques.  To improve their mastery of art and design techniques, including sculpting with a range of materials.  **By the end of lower Key Stage Two children should know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.**   **By the end of lower Key Stage Two children should know how to:**   * **cut, make and combine shapes to create recognisable forms;** * **use clay and other malleable materials and practise joining techniques;** * **add materials to the sculpture to create detail;** | Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.  **KS2 Art and Design National Curriculum**  To become proficient in sculpting techniques.  To improve their mastery of art and design techniques, including sculpting with a range of materials.  **By the end of Upper Key Stage Two children should know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.**   **By the end of Upper Key Stage Two children should know how to:**   * **plan and design a sculpture;** * **use tools and materials to carve, add shape, add texture and pattern;** * **develop cutting and joining skills, e.g. using wire, coils, slabs and slips;** * **use materials other than clay to create a 3D sculpture;** |

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| **Collage** | Children will have the opportunity to explore creating a variety of images with a variety of media.  Children experiment with sorting and arranging materials and refining their work.  **EYFS curriculum**  Explore and join collage materials  **By the end of EYFS children know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: collage, gaps, cut, place, arrange, stick, glue**   **By the end of EYFS children know how to:**   * **Rip paper and thin card into strips** * **Attach collage materials with flat surfaces to paper/card using glue** * **Attach collage materials with non-flat surfaces e.g. pom-poms to paper/card using glue** | Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media,  e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.  **KS1 Art and Design National Curriculum**  To become proficient in other art, craft and design techniques – collage.  To develop a wide range of art and design techniques in using texture, line, shape, form and space.  **By the end of Key Stage One children know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: collage, gaps, mosaic, features, cut, place, arrange.**   **By the end of Key Stage One children know how to:**   * **use a combination of materials that have been cut, torn and glued;** * **sort and arrange materials;** * **add texture by mixing materials;** | Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.  **KS2 Art and Design National Curriculum**  To improve their mastery of art and design techniques with a range of materials – collage.  **By the end of lower Key Stage Two children should know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.**   **By the end of lower Key Stage Two children should know how to:**   * **select colours and materials to create effect, giving reasons for their choices;** * **refine work as they go to ensure precision;**   **learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;** | Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.  **KS2 Art and Design National Curriculum**  To improve their mastery of art and design techniques with a range of materials – collage.  **By the end of Upper Key Stage Two children should know:**  **key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.**  **By the end of Upper Key Stage Two children should know how to:**   * **add collage to a painted or printed background;** * **create and arrange accurate patterns;** * **use a range of mixed media;** * **plan and design a collage;** |
| **Textiles** | Children have the opportunity to look at and practise weaving  **EYFS curriculum**  Explore weaving  **By the end of EYFS children will know: fabric, ribbon, weaving, over, under**  **By the end of EYFS children know how to:**   * **Weave onto a weaving frame** | Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.  Children will also explore decorating and embellishing their textiles to add detail, colour and effect.  **KS1 Art and Design National Curriculum**  To become proficient in other art, craft and design techniques – textiles.  To develop a wide range of art and design techniques in using colour, pattern and texture.  **By the end of Key Stage One children know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, loom, alternate, over, under, decoration, decorative, dye.**   **By the end of Key Stage One children know how to:**   * **show pattern by weaving;** * **use a dyeing technique to alter a textile’s colour and pattern;** * **decorate textiles with glue or stitching, to add colour and detail;** | Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.  **KS2 Art and Design National Curriculum**  To improve their mastery of art and design techniques with a range of materials – textiles.  **By the end of Lower Key Stage Two children know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration**   **By the end of Lower Key Stage Two children should know how to:**   * **select appropriate materials, giving reasons;** * **use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;** * **develop skills in stitching, cutting and joining;** | Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.  **KS2 Art and Design National Curriculum**  To improve their mastery of art and design techniques with a range of materials – textiles.  **By the end of Upper Key Stage Two children should know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.**   **By the end of Upper Key Stage Two children should know how to:**   * **experiment with a range of media by overlapping and layering in order to create texture, effect and colour;** * **add decoration to create effect;** |

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| **Printing** | Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. rollers  **EYFS curriculum**  Explore printing tools and techniques  **By the end of EYFS children know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, objects.**   **By the end of EYFS children know**  **how to:**   * **Apply paint with printing sponges** * **Apply paint with small objects e.g. corks, cotton reels, 3D shape blocks, cotton buds** * **Apply paint with a ruler** | Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture,  e.g. sponges.  **KS1 Art and Design National Curriculum**  To become proficient in other art, craft and design techniques  – printing.  To develop a wide range of art and design techniques in using colour and texture.  **By the end of Key Stage One children know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, relief printing, objects.**   **By the end of Key Stage One children know how to:**   * **use a variety of materials, e.g. sponges, fruit, blocks;** * **demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;** | Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.  **KS2 Art and Design National Curriculum**  To improve their mastery of art and design techniques with a range of materials – printing.  **By the end Lower Key Stage One children know:**   * **key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers**.   **By the end of Lower Key Stage Two children will know how to**:   * **use more than one colour to layer in a print;** * **replicate patterns from observations;** * **make printing blocks;** * **make repeated patterns with precision;** | Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.  **KS2 Art and Design National Curriculum**  To improve their mastery of art and design techniques with a range of materials – printing.  By the end of Upper Key Stage Two children should know:   * key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;   By the end of Upper Key Stage Two children should know how to:   * **design and create printing blocks/tiles;** * **develop techniques in mono, block and relief printing;** * **create and arrange accurate patterns;** |
| **Work of Other Artists** | Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists with links to other areas of learning e.g. Maths  **EYFS curriculum**  To develop an awareness of the work of a range of artists. To learn that some artists draw, some paint and some make sculptures  **By the end of EYFS children know:**  **key vocabulary to demonstrate knowledge and understanding about the works of: Wassily Kandinsky, Van Gogh & Louise Bourgeois**  **By the end of EYFS children know how to:**   * **describe the work of famous, notable artists** * **express an opinion on the work of famous, notable artists;** * **use inspiration from famous, notable artists to create their own work** | Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.  **KS1 Art and Design National Curriculum**  To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  **By the end of Key Stage One children know:**   * **key vocabulary to demonstrate knowledge and understanding about the works of: Wassily Kandinsky, Piet Mondrian, Barbara Hepworth, Jill Townsley,** * **Turner, Anthony Gormley,** **, Jean Arp, Arthur Spooner, Anish Kapoor, Samburu Tribal art, Tinga Tinga, Matisse.** * **Kath would like Andy Goldsworthy if not used elsewhere**   **By the end of Key Stage One children know how to:**   * **describe the work of famous, notable artists and designers;** * **express an opinion on the work of famous, notable artists;** * **use inspiration from famous, notable artists to create their own work and compare;** | Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.  **KS2 Art and Design National Curriculum**  To learn about great artists, architects and designers in history.  **By the end of Lower Key Stage Two children should know:**   * **In Year Four key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Le Corbusier, Coco Chanel, Claude Monet, Kenojuak Ashevak, Michelangelo, Rembrandt, Louis Bourgeois, Jennifer Angus ;Gainsborough; David Hockney; Ruth Daniels; Casper David Friedrich; Louisa Bourgeois; Henry Moore;Cezanne; Matisse, Stacey Chapman**   **By the end of Lower Key Stage Two children should know how to:**   * **use inspiration from famous artists to replicate a piece of work;** * **reflect upon their work inspired by a famous notable artist and the development of their art skills;** * **express an opinion on the work of famous, notable artists and refer to techniques and effect;** | Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.  **KS2 Art and Design National Curriculum**  To learn about great artists, architects and designers in history.    **By the End of Upper Key Stage Two children should know:**   * **Key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, , Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt. Brancusi, Sweeney, Alberto Giacometti**   **By the end of Upper Key Stage Two children should know how to:**   * **give detailed observations about notable artists’, artisans’ and designers’ work;** * **offer facts about notable artists’, artisans’ and designers’ lives;** |