



Stocksbridge Junior School
Art & Design
Concepts and End Points

“An artist is an explorer.”

Henri Matisse

SJS Art & Design Concepts

Concept 1:

Formal elements – the basic building blocks artists use - line, tone/value, shape, colour, form, pattern and texture.

Concept 2:

Technique and media – the methods and materials used by artists.

Concept 3:

Individual expression – unique creativity shaped by personal experiences, emotions and culture.

Concept 4:

Art history – art from different times and places.

Concept 5:

Diversity – including many viewpoints and experiences, celebrating differences.

Concept 6:

Evaluation – judging the value of artwork, how it looks, what it means, and its importance.

End Points in Learning in the Art & Design Curriculum

Year 3 End Points

Generating ideas - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.

Sketchbooks - Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.

Making skills – Drawing

- Know the difference between organic and geometric shapes.
- Use simple shapes to form the basis of a detailed drawing.
- Use shading to demonstrate a sense of light and dark in their work.
- Shade with a reasonable degree of accuracy and skill.
- Blend tones smoothly and follow the four shading rules.
- Collect a varied range of textures using frottage.
- Compose an interesting frottage image from own ideas.
- Make considered cuts and tears to create own ideas.
- Understand how to apply tone, with some guidance about where to use it.
- Draw a framed selection of an image onto a large scale with some guidance.
- Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

Making skills - Painting and mixed media

- Recognise the processes involved in creating prehistoric art.
- Explain approximately how many years ago prehistoric art was produced.
- Use simple shapes to build initial sketches.
- Create a large-scale copy of a small sketch.
- Use charcoal to recreate the style of cave artists.
- Demonstrate good understanding of colour mixing with natural pigments.
- Discuss the differences between prehistoric and modern paint.
- Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.
- Successfully make positive and negative handprints in a range of colours.
- Apply their knowledge of colour mixing to make natural colours.

Making skills - Sculpture and 3D

- Join 2D shapes to make 3D structures.
- Define 'sculpture'.
- Try different ways to join card shapes.
- Build a 3D structure that stands up on its own.
- Join materials in different ways when working in 3D.

Year 4 End Points

Generating ideas - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop own ideas and plan more purposefully for an outcome.

Sketchbooks - Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.

Making skills – Drawing

- Create several pencil tones when shading and create a simple 3D effect.
- Explore the effect of holding a pencil in different ways and applying different pressures.
- Use charcoal and rubber to show areas of light and dark in own drawings.
- Demonstrate an awareness of the relative size of the objects they draw.
- Use scissors with care and purpose to cut out images.
- Try out multiple arrangements of cut images to decide on their composition.
- Use different tools to create marks and patterns when scratching into a painted surface.
- Show some awareness of how to create contrast by including areas with more and less marks.
- Create an interesting finished drawing based on own original composition, including detail such as contrast and pattern.
- Work co-operatively to create a joint artwork, experimenting with own methods.

Making skills – Painting and mixed media

- Share own ideas about a painting.
- Describe the difference between a tint and a shade.
- Mix tints and shades by adding black or white paint.
- Discuss own real-life experiences of how colours can appear different.
- Use tints and shades to paint an object in 3D.
- Try different arrangements of objects for a composition, explaining own decisions.
- Produce a clear sketch that reflects the arrangement of own objects.
- Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- Paint with care and control to make a still life with recognisable objects.

Making skills – Sculpture and 3D

- Try drawing in an unfamiliar way and take risks in own work.
- Use familiar shapes to create simple 3D drawings and describe the shapes they use.
- Draw a simple design with consideration for how its shape could be cut from soap/clay.

- Try out more than one way to join 3D shapes.
- Work with a partner to make larger structures.
- Problem solve if something does not work first time.
- Develop ideas for 3D artwork.
- Identify 2D shapes in photos of 3D objects.
- Identify shapes in the background space between objects (negative space).
- Use drawings to plan a sculpture.
- Apply knowledge of sculpture when working in 3D.
- Follow sketchbook plans.
- Make choices about how to join materials.
- Adapt ideas if things do not go to plan.
- Evaluate and improve artwork and compare two sculptor's work.
- Say what I like and what I could change about my sculpture.
- Choose how to add texture and colour to the surfaces of a sculpture.

Making skills - Craft and design

- Describe objects, images and sounds with relevant subject vocabulary.
- Create drawings that replicate a selected image.
- Select imagery and colours to create a mood board with a defined theme and colour palette.
- Complete drawings, created with confident use of materials and tools to add colour.
- Understand the work of William Morris, using subject vocabulary to describe his work and style.
- Create a pattern using own drawings, taking inspiration from mood boards and initial research to develop it.
- Identify and explain where a pattern repeats.
- Follow instructions to create a repeating pattern, adding extra detail.
- Understand different methods of creating printed fabric in creative industries.
- Use sketchbooks to evaluate patterns.
- Produce ideas to illustrate products using own designs.

Knowledge of artists – Use subject vocabulary to describe and compare creative works. Describe and compare creative works by using art and design vocabulary. Explain how art works have been made by using own experiences of making.

Evaluating and analysing – Confidently explain own ideas and opinions about own work and that of others, giving reasons. Reflect on own work in order to make improvements. Record these reflections in sketchbooks.

- Transfer a drawn idea successfully to a soap/clay carving.
- Make informed choices about own use of tools.
- Successfully bend wire to follow a simple template, adding details for stability and aesthetics.
- Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.
- Show they are considering alternative ways to display own sculpture when photographing it.
- Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.
- Describe how their work has been influenced by the work of El Anatsui.

Making skills – Craft and design

- Recognise and discuss the importance of Ancient Egyptian art.
- Consider the suitability of a surface for drawing.
- Record colours, patterns and shapes through observational drawing.
- Choose and use tools and materials confidently.
- Begin to experiment with drawing techniques.
- Create a selection of sketches that show idea exploration.
- Produce a final design with a clear purpose.
- Follow instructions with minimal support.
- Discuss and evaluate the process and outcome of own work.
- Produce a complete painted or drawn piece from a design idea.
- Use colours and materials appropriately, showing an understanding of effective composition.
- Have a clear idea of the subject of own zine, including a range of images and information.

Knowledge of artists - Use subject vocabulary confidently to describe and compare creative works. Use own experiences of techniques and making processes to explain how art works may have been made.

Evaluating and analysing - Build a more complex vocabulary when discussing own and others' art. Evaluate own work more regularly and independently during the planning and making process.

Year 5 End Points

Generating ideas - Develop ideas more independently from own research. Explore and record own plans, ideas and evaluations to develop own ideas towards an outcome.

Sketchbooks - Develop ideas through sketches, enhance knowledge, skill and technique, independently using experimental media in sketchbooks.

Making skills – Drawing

- Understand and explain what retrofuturism is.
- Participate in discussions and offer ideas.
- Evaluate images using simple responses, sometimes using formal elements to extend ideas.
- Provide plausible suggestions for how a piece was created.
- Use different stimuli to draw from.
- Use past knowledge and experience to explore a range of drawing processes.
- Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.
- Create a selection of drawings and visual notes that demonstrate own ideas using sketchbooks.
- Generate a clear composition idea for a final piece that shows how it will be drawn.
- Apply confident skills to make an effective collagraph print.
- Independently select tools and drawing techniques, with some guidance.
- Demonstrate growing independence, discussing ways to improve work.

Making skills – Painting and mixed media

- Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.
- Try a variety of materials and compositions for the backgrounds of own drawings.
- Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.
- Create a successful print.
- Use art vocabulary to talk about and compare portraits.
- Identify key facts using a website as a reference.
- Explain own opinion of an artwork.
- Experiment with materials and techniques when adapting photo portraits.
- Create a portrait that aims to represent something about the character of the person they have selected.

Year 6 End Points

Generating ideas - Draw upon own experience of creative work and their research to develop their own starting points for creative outcomes.

Sketchbooks – Make personal investigations and record observations in sketchbooks. Record experiments with media and independently try out new techniques and processes in sketchbooks.

Making skills – Drawing

- Collect a good range of imagery, adding annotated notes and sketches.
- Make relevant comparisons between different styles of art.
- Use tools effectively to explore a range of effects.
- Generate symbols that reflect own likes and dislikes, with little support.
- Create a tile that is full of pattern, symbols and colours that represents themselves.
- Discuss ideas to create light and dark through drawing techniques.
- Explain the term chiaroscuro.
- Apply chiaroscuro to create light and form through a tonal drawing.
- Understand the impact of using techniques for effect.
- Participate in a discussion that examines the similarities and differences between different styles of art.
- Form own opinions about what art is, justifying own ideas.
- Identify a cause and decide what message they want to convey.
- Understand artist choices to convey a message.
- Review sketchbook and creative work to develop a drawn image.
- Review and revisit ideas to develop own work.

Making skills – Painting and mixed media

- Understand a narrative and use descriptive language to tell a story.
- Suggest ideas for the meaning behind a picture.
- Identify different features within a painting and use the formal elements to describe it.
- Be creative and imaginative in finding own meaning in a painting.
- Use own art or personal experiences to justify own ideas.
- Read a picture well and see beyond the first glance, analysing and evaluating it successfully.
- Reflect on personal experiences to convey through own piece of abstract art.
- Contribute to discussions to either the class, group or talk partner.
- Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.
- Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.
- Generate an idea for a final piece, demonstrating some inspiration from own chosen artist.

- Show they have considered the effect created by their choice of materials and composition in their final piece.

Making skills – Sculpture and 3D

- Group images together, explaining own choices.
- Answer questions about a chosen installation thoughtfully and generate own questions.
- Show that they understand what installation art means.
- Justify own opinions of installation artworks.
- Evaluate own box designs, considering how they might appear as full-sized spaces.
- Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.
- Create an installation plan, model or space.
- Describe own creations and the changes they made as they worked.
- Describe how their space conveys a particular message or theme.
- Make and explain own choices about materials used, arrangement of items in the space and the overall display of the installation.
- Show they have considered options for how to display their installation best.
- Present information about own installation clearly in the chosen format.
- Justify choices made, explaining how they improve the viewer experience or make it interactive.

Making skills – Craft and design

- Sketch a house from first-hand or second-hand observation.
- Use basic shapes to place key features and form the composition, measuring to work out proportions.
- Notice small details to incorporate into the drawing by observing.
- Select a section of own drawing that creates an interesting composition, with a variety of patterns, lines and texture.
- Follow steps to create a print with clear lines, with some smudging.
- Purposefully evaluate own work, demonstrating what went well and what could be improved.
- Create a building design based on a theme or set purpose.
- Draw a plan view or front elevation of own building design, annotating the key features.
- Discuss the work of others and create a factual presentation about Hundertwasser in a visually pleasing way.
- Show understanding of what a monument is for by designing a monument that symbolises a person or event.
- Describe own monument and explain own choices.
- Give constructive feedback to others about their monument designs.

- Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.
- Experiment and revisit ideas, drawing on creative experiences.
- Work in a sustained way to complete a piece, making evaluations at each stage.

Making skills – Sculpture and 3D

- Discuss the work of artists that appreciate different artistic styles.
- Create a sculpture to express themselves in a literal or symbolic way.
- Reflect verbally or in writing about creative decisions.
- Suggest ways to represent memories through imagery, shapes and colours.
- Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.
- Competently use scissors to cut shapes accurately.
- Talk about an artists' work and explain what they might use in own work.
- Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show own methods and materials needed.
- Successfully translate plans to a 3D sculpture.
- Work mostly independently, experimenting and trying new things.
- Identify and make improvements to own work.
- Produce a completed sculpture demonstrating experimentation, originality and technical competence.
- Competently reflect on successes and personal development.

Making skills – Craft and design

- Explain how a new image can be created using a combination of other images.
- Understand what photomontage is and recognise how artists use photography.
- Select relevant images and cut them with confidence and a level of control.
- Demonstrate a competent knowledge of effective composition, discussing own ideas.
- Use recording devices and available software with confidence.
- Demonstrate a confident understanding of Edward Weston's style through their artistic choices.
- Discuss the features of a design, e.g. explaining what is effective about a composition.
- Select a suitable range of props, considering the design brief and own initial ideas.
- Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.
- Use editing software to change own image, reflecting an artist's style.
- Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.
- Set up a composition and think about a space that will provide good lighting levels.
- Take a portrait that is focused and appropriately framed.
- Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.
- Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.

Knowledge of artists - Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

Evaluating and analysing - Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to reflect on their intentions and choices. Try alternative solutions and make improvements to their work.

- Create a final painting or drawing with tonal differences that create a photo-realistic effect.

Knowledge of artists - Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

Evaluating and analysing - Give reasoned evaluations of their own and others' work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

At Stocksbridge Junior School, every child is an artist and a designer!