





Francis Askew Primary School

'Working together to make a positive difference for every child.'

REACH overview 2022-23



Subject: Art	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The REACH Drivers are embedded throughout teaching sequences in all year groups in all units (drawing, painting and sculpture [including collage and printmaking]). Below, specific progressive objectives have been listed to identify how the REACH Drivers are interwoven in each year group and how this progresses from EYFS to Year 6.</p>							
 R	<p>Says what they like or don't like about what they have made (N/R)</p> <p>Children will explore making skills using a range of materials. They will participate in discussion to reflect on their artwork, commenting on what they like or dislike about their own creations.</p>	<p>I can talk about the features I like in a piece of artwork, including my own and what I might change in my own work</p> <p>Children will learn new making skills and practise using a range of materials and techniques.</p> <p>Children will participate in discussion to reflect on their artwork, commenting on what they like and dislike about their art.</p> <p>Children will start to think about reflecting on their work to improve it by commenting on what they would do differently.</p>	<p>I can describe how I changed or adapted my work for a specific purpose</p> <p>Children will learn new making skills and practise using a range of materials and techniques, building on the skills taught in year 1.</p> <p>Children will start to apply evaluating skills throughout the making process by beginning to identify barriers or unsuccessful/undesired outcomes. They will start to act upon this critical evaluation by adapting their technique.</p> <p>Children will further their reflective and evaluative skills by discussing the barriers that they faced and the outcome/ impact of any adaptations they made to overcome these.</p>	<p>I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved</p> <p>Children will build upon the skills and techniques taught in KS1 to further their making skills (as appropriate for each year group, in accordance with the relevant POs for years 3 and 4).</p> <p>Children will continue to apply evaluating skills throughout the creative process by beginning to use annotations in sketchbooks to identify things that have worked well and things that could be developed or improved.</p> <p>Children will start to make comparisons between artwork, including their own, in order to suggest improvements and evaluate the outcomes of their work.</p>	<p>I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work</p> <p>I can give reasoned evaluations of my own and other's work which takes account of context and intention</p> <p>I use annotations in my sketchbook to critically evaluate and develop my ideas</p> <p>Children will further their making skills, by applying more technical and complex skills and techniques (as appropriate for each year group, in accordance with the relevant POs for years 5 and 6).</p> <p>Children will continue to apply evaluating skills throughout the creative process through annotations in their sketchbooks.</p> <p>In year 5, children will begin to use more specific and technical language in their reflections, with reference to context and their intention behind the work that they produce.</p> <p>In year 6, children will continue to use more specific and technical language in their reflections, with reference to the context and their intention behind the work that they produce.</p>		
 E	<p>Simple printing techniques such as large blocks and sponges (N), Duplo, fruit, small world toys (R)</p> <p>How colours can create mood and represent feelings and emotions (R)</p> <p>How to create different effects by controlling the pencil, brush, etc (R)</p> <p>Confidently holds a mark making tool and uses it effectively (N)</p> <p>How to hold a pencil, brush, etc with the correct grip (R)</p> <p>Know how to mix primary colours to create other shades and colours (R)</p> <p>Tears paper to appropriate size and glues to another piece of paper (N)</p> <p>How to use recycled items to create new things (N/R)</p> <p>Simple collage techniques such as overlapping and coverage (R)</p>	<p>-I can create a piece of art from either imagination or as a response to an experience</p> <p>-I can talk about the choices of tools, materials and media I have used</p> <p>-I can explore mark making, experiment with drawing lines and using 2D shapes to draw</p> <p>-I can develop skill and control when painting</p> <p>-I can paint with expression</p> <p>-I can manipulate a range of materials and use techniques such as clay-etching, printing and collage</p>	<p>-I can develop and record my ideas through painting, drawing and sculpture in response to first-hand observations and experiences</p> <p>-I can take inspiration from an artist to develop my own artwork</p> <p>-I am showing confidence when working creatively</p> <p>-I can explore drawing techniques and begin to apply tone to describe form</p> <p>-I am developing skill and control with different drawing materials</p> <p>-I can paint with creativity and expression</p> <p>-I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay</p>	<p>-I use my sketchbook to experiment with techniques used by studied artists</p> <p>-I use my sketchbook to record ideas and to plan and refine work</p> <p>-I am able to talk about my artistic intention and how I want my audience to feel or think</p> <p>-I show confidence and independence when working creatively</p> <p>-I can draw from direct observation, applying shapes and some tonal shading when drawing</p> <p>-I can draw using different media</p> <p>-I can apply greater expression and creativity to my paintings</p> <p>-I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products</p>	<p>-I use my sketchbook to experiment with techniques used by studied artists</p> <p>-I use my sketchbook to record ideas and to plan and refine work</p> <p>-I am able to talk about my artistic intention and how I want my audience to feel or think</p> <p>-I show confidence and independence when working creatively</p> <p>-I can draw still life from observation</p> <p>-I show an understanding of geometry and proportion in my drawings</p> <p>-I can paint with expression, analysing painting by artists</p> <p>-I can make art from recycled materials, create sculptures, print and create using a range of materials</p> <p>-I can display and present my own artwork</p>	<p>-I can investigate different starting points for my work and choose which idea to develop further</p> <p>-I am able to use art to express an emotion and say why I have used my chosen materials</p> <p>-I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations</p> <p>-I can use my sketchbook to record experiments with media and to try out new techniques and processes</p> <p>-I can produce personal and imaginative responses to a theme</p> <p>-I can explain how I am developing and refining ideas using language appropriate to the chosen style of art</p> <p>-I can draw using precision, perspective and detail</p> <p>-I can control brush strokes and apply tints and shades when painting</p> <p>-I can create mixed media art using found and reclaimed materials.</p> <p>-I can select materials for a purpose</p>	<p>-I can investigate different starting points for my work and choose which idea to develop further</p> <p>-I am able to use art to express an emotion and say why I have used my chosen materials</p> <p>-I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations</p> <p>-I can use my sketchbook to record experiments with media and to try out new techniques and processes</p> <p>-I can produce personal and imaginative responses to a theme</p> <p>-I can explain how I am developing and refining ideas using language appropriate to the chosen style of art</p> <p>-I can learn and apply new drawing techniques</p> <p>-I can apply tonal techniques and more complex colour theory to my own work</p> <p>-I can create photomontages</p> <p>-I can make repeat patterns using printing techniques</p>

Resilience

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								- I can create digital art - I can create 3D sculptural forms
<i>Children will explore expression through drawing, painting and sculpture units, focusing on a range of artists and artwork. Each unit provides opportunities to develop skills and techniques and showcase children's expression through their making skills. Please see MTP and Whole School Overview for more detailed context of the techniques and making skills for each year group.</i>								
 A	<p>Understand how artists such as Picasso used imagination and creativity to create a unique response to all that they saw, heard, felt and experienced and how that inspired their creatively and imagination (R) How to use different materials to achieve a desired effect or outcome (but the process is just as important!) (N/R) <i>Children will be introduced to artists, exploring what an artist does and study examples of their work. They will begin their journey of appraising artists and recognise that they can produce work like those that they have studied, through developing similar ideas and creative processes.</i></p>	<p>- I can say something about the style of an artist or designer - I can create a piece of art from either imagination or as a response to an experience - I can describe some of the art and design techniques I have used in my work - I can talk about the features I like in a piece of artwork, including my own and what I might change in my own work <i>Children will develop their recognition and awareness of artists, expanding their knowledge of artists. They will continue to appraise artists/ artwork, starting to make comparisons between their work and the work of others. Children will begin to reflect on and describe their creative process to identify successes and areas for improvement/ further practise in their own work.</i></p>	<p>- I can recognise some of the styles of artists and designers and use these ideas to inform my own work - I can take inspiration from an artist to develop my own artwork - I am showing confidence when working creatively - I can talk in more detail about the techniques and materials used in my own work and the work of others - I can describe how I changed or adapted my work for a specific purpose <i>Children will continue to expand their knowledge and awareness of artists, building up their repertoire of significant artists/ artwork. They will continue to use this as a starting point in their own practise, starting to recognise the influences and inspiration for their own work. Children will start to reflect on and describe their creative process throughout the developing ideas and making skills elements of their art journey. They will identify how they overcome barriers or adapted work to achieve the desired outcome.</i></p>	<p>- I am able to research and appraise work of artists and designers and show their influences in my work - I use my sketchbook to experiment with techniques used by studied artists - I use my sketchbook to record ideas and to plan and refine work - I am able to talk about my artistic intention and how I want my audience to feel or think - I show confidence and independence when working creatively - I can compare ideas, methods and approaches used in my own artwork and the work of others - I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved <i>Children will continue to expand their knowledge and awareness of artists, building up their repertoire of significant artists/ artwork. They will continue to use this as a starting point in their own practise, recognising their influences and inspirations in their own work. Children will continue to reflect on and describe their creative process throughout the developing ideas and making skills elements of their art journey, beginning to build an awareness of their intention and how the audience respond to their work.</i></p>	<p>- I have an understanding of significant artists throughout history and am able to link my work to them - I use my sketchbook to experiment with techniques used by studied artists - I use my sketchbook to record ideas and to plan and refine work - I am able to talk about my artistic intention and how I want my audience to feel or think - I show confidence and independence when working creatively - I can compare ideas, methods and approaches used in my own artwork and the work of others - I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved <i>Children will continue to expand their knowledge and awareness of artists, building up their repertoire of significant artists/ artwork. They will continue to use this as a starting point in their own practise, recognising their influences and inspirations in their own work. Children will continue to reflect on and describe their creative process throughout the developing ideas and making skills elements of their art journey, with an awareness of their intention and how the audience respond to their work. Children will start to make comparisons between their own work and the work of others, identifying similarities between their work and significant artists/ artwork.</i></p>	<p>- I can research and develop the techniques of great artists and designers and apply this in my own work - I can investigate different starting points for my work and choose which idea to develop further - I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations - I can use my sketchbook to record experiments with media and to try out new techniques and processes - I can explain how I am developing and refining ideas using language appropriate to the chosen style of art - I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work - I can give reasoned evaluations of my own and other's work which takes account of context and intention - I use annotations in my sketchbook to critically evaluate and develop my ideas <i>Children will continue to expand their knowledge and awareness of artists, building up their repertoire of significant artists/ artwork. They will continue to use this as a starting point in their own practise, recognising their influences and inspirations in their own work. Children will continue to reflect on and describe their creative process throughout the developing ideas and making skills elements of their art journey, with an awareness of their intention and how the audience respond to their work.</i></p>	<p>- I can investigate different starting points for my work and choose which idea to develop further - I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations - I can use my sketchbook to record experiments with media and to try out new techniques and processes - I can explain how I am developing and refining ideas using language appropriate to the chosen style of art - I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work - I can give reasoned evaluations of my own and other's work which takes account of context and intention - I use annotations in my sketchbook to critically evaluate and develop my ideas <i>Children will continue to expand their knowledge and awareness of artists, building up their repertoire of significant artists/ artwork.</i></p>	

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 C	<p>Says what they like or don't like about what they have made (N/R)</p> <p><i>Children will start to recognise things that have worked well and areas for improvement in their own work. They will be exposed to feedback that is honest, but polite and constructive.</i></p>	<p>-I am able to give my opinion and say why I like or dislike the work of other artists</p> <p>-I can talk about the features I like in a piece of artwork, including my own and what I might change in my own work</p> <p><i>Children will continue to recognise things that have worked well and areas for improvement in their own and others' work. They will be exposed to feedback that is honest, but polite and constructive. They will start to make and accept suggestions about how to improve work.</i></p>	<p>I can use appropriate vocabulary to talk about details of the work</p> <p><i>Children will continue to recognise things that have worked well and areas for improvement in their own and others' work. They will be exposed to feedback that is honest, but polite and constructive, starting to focus more on the details of the work. They will continue to make and accept suggestions about how to improve work.</i></p>	<p>-I am able to research and appraise work of artists and designers and show their influences in my work</p> <p>I can compare ideas, methods and approaches used in my own artwork and the work of others</p> <p><i>Children will continue to recognise things that have worked well and areas for improvement in their own and others' work, starting to make comparisons between outcomes. They will be exposed to feedback that is honest, but polite and constructive, focusing on the details of the work throughout the whole creative journey. They will continue to make and accept suggestions about how to improve work.</i></p>	<p>I have an understanding of significant artists throughout history and am able to link my work to them</p> <p>-I can explain the historical or cultural significance of the work of a chosen artist or art form</p> <p>-I can compare ideas, methods and approaches used in my own artwork and the work of others</p> <p><i>Children will continue to recognise things that have worked well and areas for improvement in their own and others' work, making comparisons between outcomes. They will be exposed to feedback that is honest, but polite and constructive, focusing on the details of the work throughout the whole creative journey and how this impacts the audience. They will continue to make and accept suggestions about how to improve work.</i></p> <p><i>Children will start to think about the historical and cultural impact and significance of artists' work and how art is a form of expression.</i></p>	<p>I understand how a chosen artist or art form has contributed to the culture and/or history of a nation</p> <p>I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work</p> <p>-I can give reasoned evaluations of my own and other's work which takes account of context and intention</p> <p><i>Children will continue to recognise things that have worked well and areas for improvement in their own and others' work, making comparisons between outcomes. They will be exposed to feedback that is honest, but polite and constructive. They will start focusing on the details and their artistic intent throughout the whole creative journey and how this impacts the audience. They will continue to make and accept suggestions about how to improve work.</i></p> <p><i>Children will think about the historical and cultural impact and significance of artists' work and how art is a form of expression.</i></p>	<p>I am able to critically analyse the work of artists, architects and designers throughout history</p> <p>-I can explain how a chosen artist or art form has contributed to the culture and/or history of a nation</p> <p>I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work</p> <p>-I can give reasoned evaluations of my own and other's work which takes account of context and intention</p> <p><i>Children will continue to recognise things that have worked well and areas for improvement in their own and others' work, making comparisons between outcomes. They will be exposed to feedback that is honest, but polite and constructive. They will continue to focus on the details and their artistic intent throughout the whole creative journey and how this impacts the audience. They will continue to make and accept suggestions about how to improve work.</i></p> <p><i>Children will think about the historical and cultural impact and significance of artists' work and how art is a form of expression.</i></p>
 H	<p>How colours can create mood and represent feelings and emotions (R)</p> <p>Confidently holds a mark making tool and uses it effectively (N)</p> <p>How to hold a pencil, brush, etc with the correct grip (R)</p>	<p>I can develop skill and control when painting</p> <p>I can manipulate a range of materials and use techniques such as clay-etching, printing and collage</p>	<p>I am developing skill and control with different drawing materials</p> <p>I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay</p>	<p>I can draw using different media</p> <p>I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products</p>	<p>I can make art from recycled materials, create sculptures, print and create using a range of materials</p>	<p>I can create mixed media art using found and reclaimed materials.</p>	<p>I can create 3D sculptural forms</p>
<p><i>Children will learn good housekeeping skills to keep themselves and others safe when using a wider range of materials, with increasing skill and control. They will be taught how to care for the materials used so they can continue to be used and stay in good, usable condition.</i></p>							

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