

## ART - End Points

	Drawing Knowledge	Drawing Skills	Painting Knowledge	Painting Skills	3D/Textiles/Design Knowledge	3D/Textiles/Design Skills
<b>N</b>	<ul style="list-style-type: none"> <li>Know that pencils and pens can make marks on a surface.</li> <li>Know that closing lines will make a shape.</li> <li>Know that some drawing apparatus may look different. E.g. pencil, pen, felt tips, pencil crayons.</li> </ul>	<ul style="list-style-type: none"> <li>Can hold drawing medium (pencil, chalk etc) with some control using a full grip.</li> <li>Can close lines using some control to create a shape. Can represent human forms and features using simple shapes from memory or seen.</li> <li>Can make marks on different surfaces such as cardboard, paper etc</li> </ul>	<ul style="list-style-type: none"> <li>Know that paintbrushes can make marks on a surface when combined with paint.</li> <li>Know that paintbrushes, sponges, sticks etc can be used to make marks on a surface.</li> <li>Know that paint can be moved on a surface.</li> <li>Know primary and secondary colours</li> <li>Know that by mixing colour a new colour is created and experiment with this</li> <li>Name and use different painting tools and equipment such as combs, rollers, paint brush, natural found objects, pallet, paint dispenser</li> <li>Know the term print and explore using a variety of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Can hold painting medium (brush, sponge etc) with some control using full grip.</li> <li>Can move paint on a surface using brush strokes multi-directional)</li> <li>Can make marks on different surfaces such as cardboard, paper etc.</li> <li>Can close lines, using some control, to create a shape</li> <li>Explores colour and how colours can be changed via mixing of paint</li> <li>Can print using objects</li> </ul>	<ul style="list-style-type: none"> <li>Know names of different textures and techniques linked to collaging.</li> <li>Know how to join/layer/overlap materials.</li> <li>Know how to manipulate malleable material eg. poking, pulling, squeezing, patting.</li> <li>Know how to make a subject from malleable materials.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to use pritt stick, PVA glue, and tape to join/ collage materials</li> <li>Use malleable materials to make a subject e.g. a hedgehog, monster</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>Know that different types of drawing utensils can make different marks on a surface.</li> <li>Know when doing an observational drawing you need to look at the object.</li> <li>Know that drawing can represent movement or loud noises.</li> <li>Know how to show different emotions in drawings - happiness, sadness</li> </ul>	<ul style="list-style-type: none"> <li>Can hold drawing medium (pencil, chalk etc) with increasing control, using a consistent grip. (full grip of three fingered grip.</li> <li>Can create lines and shapes that create basic shapes that represent objects and actions based on imagination, observation and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Know that when paint is mixed, it will change its colour.</li> <li>Know that some paints move differently to others. E.g. some may be thick and need more effort to move. Some may be drier etc.</li> <li>Know that a brush stroke is a mark made by a paintbrush.</li> <li>Know how to mix primary colours to make a secondary colour.</li> <li>Recognise how to make colours lighter or darker by adding white or black e.g., pink, grey, light blue, dark green.</li> <li>Understand the terms tint and shade when an</li> </ul>	<ul style="list-style-type: none"> <li>Can hold painting medium (paintbrush, sponge brush etc) with increasing control, using a consistent full grip or three -fingered grip.</li> <li>Can create lines and shapes that more clearly reference a given shape or concept.</li> <li>Using painting apparatus, they can create basic shapes that represent objects from observation or imagination.</li> <li>Can begin to represent textures of an object using different brush strokes. E.g. sharp strokes for hair.</li> </ul>	<ul style="list-style-type: none"> <li>Know the term collage.</li> <li>Know how to use a range of textures to create a desired effect</li> <li>Know how to weave on a large scale using different fabrics.</li> <li>Know how to manipulate malleable materials to create different effects e.g. smooth,</li> </ul>	<ul style="list-style-type: none"> <li>Can demonstrate overlapping skills to create an effect assemble different pieces to create a picture or pattern</li> <li>Make models with a purpose, using different techniques and tools to represent the feel of an object e.g. spikey, furry, smooth,</li> </ul>

			<p>adult models the language</p> <ul style="list-style-type: none"> <li>• Know different types of paint e.g. poster paint, watercolours and powder paint and explore</li> <li>• Recognise the term pattern and demonstrate through printing</li> <li>• <b>Recognise the term pattern</b> and demonstrate through printing using a variety of artistic effects (e.g. using irregular and repeating patterns).</li> </ul>	<ul style="list-style-type: none"> <li>• Can create lines that consist of differing weights (thick and thin) by changing the position of the paintbrush or selecting appropriate apparatus. Experiments with different colours based</li> <li>• Explore printing and pattern using a variety of artistic effects.</li> </ul>		
<b>EYF S</b>	Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• Talk about their likes and dislikes of an artist's work and their own, using their knowledge of line, shape, colour and pattern.</li> <li>• Use disciplinary vocabulary: 'like and dislike' when discussing art work.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent themselves.</li> </ul>				
<b>Y1</b>	<ul style="list-style-type: none"> <li>• Know that refining lines means to make them more accurate.</li> <li>• Know that pencil marks can be lighter / darker depending on the pressure used to apply marks.</li> <li>• Know that pencils have different grades. HB is used for writing and sketching.</li> <li>• Name and use a variety of tools (including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media).</li> <li>• Identify line, shape and colour, and explore these elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply lines that follow basic contours and outlines of shapes from observation.</li> <li>• Refines lines to make them more accurate by erasing marks and perfecting lines.</li> <li>• Can begin to apply different tones (dark, mid and light) by utilising a change in pressure.</li> <li>• Explore lines, shape and colour</li> </ul>	<ul style="list-style-type: none"> <li>• Know the primary colours and where they are on the colour wheel.</li> <li>• Knows that blue, green and purple belong to the cool colour family. Red, orange and yellow belong to the warm colour family</li> <li>• Know complimentary &amp; contrasting colours</li> <li>• Know when to use thick and thin brushes as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance images using hot &amp; cold, complementary &amp; contrasting colours.</li> <li>• Paint simple shapes to develop control</li> </ul>	<ul style="list-style-type: none"> <li>• Know collage is the art of using elements of paper to make images.</li> <li>• Identify how to create texture by cutting, tearing and layering materials to create collages.</li> <li>• Distinguish fabrics and threads by colour and texture.</li> <li>• Identify the technique of weaving with fabric and thread as a method of joining materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather and sort the materials they will need.</li> <li>• Show accuracy when cutting materials for their work.</li> <li>• Sort threads and fabrics for purpose.</li> </ul>
<b>Y1</b>	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observation, experience, and imagination.</li> <li>• Describe what they can see, like and dislike in their work and of another artist, using their knowledge of line, shape and colour.</li> <li>• Ask sensible questions about a piece of art.</li> <li>• know and use disciplinary vocabulary: 'compare' when discussing art work.</li> </ul>				
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Know what observational drawings are.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw for a sustained period of time from the figure and (real objects,</li> </ul>	<ul style="list-style-type: none"> <li>• Know that red, blue and yellow are primary colours and orange, green and purple are</li> </ul>	<ul style="list-style-type: none"> <li>• Explore tints, tones and shades.</li> <li>• Can apply different tones (dark, mid and</li> </ul>	<ul style="list-style-type: none"> <li>• Know that sculpture is the name sometimes given for artwork which</li> </ul>	<ul style="list-style-type: none"> <li>• Combine 2 or more materials to make a sculpture (clay and twigs)</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that holding the pencil close to the point will help control and detail, further towards the end creates loose sketching.</li> <li>• Know that refining lines increases the accuracy of their drawing.</li> <li>• Know that an eraser can be used to refine lines but also to lighten shaded areas</li> <li>• Know that tones can be blended from light, mid to dark using a pencil.</li> <li>• Know that a pencil must be used at an angle when applying different tones.</li> <li>• know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide.</li> <li>• Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another.</li> </ul>	<p>including single and grouped objects).</p> <ul style="list-style-type: none"> <li>• Hold the pencil further towards the end for loose sketching.</li> <li>• When lines are refined, they will appear sharper (when working on realism or if appropriate).</li> <li>• Refine their drawing by using an eraser accurately to remove inaccurate lines.</li> <li>• Can apply different tones (dark, mid and light) by utilising a change in pressure.</li> <li>• Begin to blend tones or gradients using appropriate pressure.</li> <li>• Can begin to follow the contour lines of a shape when shading (directional shading).</li> <li>• Can choose a position of the pencil based on purpose. Eg. angled to apply tone.</li> </ul>	<p>secondary colours (and where each colour sits on the colour wheel)</p> <ul style="list-style-type: none"> <li>• Know which paint is needed to create all the secondary colours.</li> <li>• Know complementary colours.</li> <li>• Know how to create different painting effects using sponges/scrunches paper techniques and layering of paint.</li> <li>• Know how tints can be created by adding white and shades of one colour can be created by adding black</li> <li>• Know that different size/shaped brushes create different effects.</li> <li>• Know which brushes are best for creating a stippled effect.</li> <li>• Know that paintbrushes can differ in appearance and purpose: - Flat brush – straight edges or blocked strokes - Rounded brush – can be used for lots of different styles of painting</li> <li>• Know the term 'relief' when printing</li> </ul>	<p>light) by utilising the shade and tint technique.</p> <ul style="list-style-type: none"> <li>• Can use brush strokes which are more fluid and expressive.</li> <li>• Lines and contours are clearly identifiable as observed objects.</li> <li>• Begin to blend tones or gradients using appropriate pressure when using a paintbrush. (Light pressure blends paint) appropriate).</li> <li>• Can begin to follow the contour lines of a shape, using directional brush strokes, when adding tone for form.</li> <li>• Create a printed pattern.</li> </ul>	<p>exists in three dimensions</p> <ul style="list-style-type: none"> <li>• Name methods/techniques of joining materials such as stitching, glueing &amp; taping - join structures and apply decorations.</li> <li>• Identify types of stitches e.g., running stitch. and practise stitching to join and enhance work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use natural and found materials to create sculpture.</li> <li>• Explore stitching as a way to join and enhance work.</li> </ul>
<p><b>Y2</b></p>	<p><b>Disciplinary Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Identify what they might change in their current work or develop in their future work.</li> <li>• Record and explore ideas from first hand observation, experience, and imagination.</li> <li>• Annotate work in sketchbook</li> <li>• Explain how other artists have used colour, tones, pattern, shape and texture in their work.</li> <li>• Create a piece of work in response to another artist's work.</li> <li>• Know and use disciplinary vocabulary: 'justify and examine' when discussing art work.</li> </ul>				
<p><b>Y3</b></p>	<ul style="list-style-type: none"> <li>• Know that H pencils are hard and will produce light marks – best for technical drawing.</li> <li>• Know that B pencils are soft and will produce darker tones – best used for tonal drawings and shading.</li> </ul>	<ul style="list-style-type: none"> <li>• The application of tone shows a clear contrast between dark, mid and light.</li> <li>• Using shading, their objects can begin to possess form. Directional, and contour shading aids this.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict with accuracy the colours that they mix.</li> <li>• Name 'earthy' tones (colours found in the ground or soil) and explore how to create them.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a background using a wash</li> <li>• Choose the correct paint brush grip for purpose. E.g., holding the paintbrush with three -finger grip close to the tip to add detail.</li> <li>• Lines and shapes can be applied with</li> </ul>	<ul style="list-style-type: none"> <li>• Know that an armature is an interior framework</li> <li>• Explain and demonstrate in their art how to use a range of dry and wet media to create a collage/sculpture using</li> </ul>	<ul style="list-style-type: none"> <li>• Make an armature to support a sculpture</li> <li>• Work with life size materials to create 3D sculptures.</li> <li>• Add onto their work to create texture and shape.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that directional shading can influence a shape's 3D appearance.</li> <li>• Know and demonstrate how to achieve different effects using the same media (oil pastels, charcoal, and pencils – pressure and blending).</li> <li>• Know that highlighting areas of a drawn object with white, can create the illusion of reflected light – 3D effects demonstrate their knowledge in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• The blending of tones is smooth without clear intervals of contrast</li> <li>• Plan, refine and alter their drawings as necessary.</li> <li>• Make initial sketches as a preparation for adding colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to create a colour wash and how they can be effective to fill large areas with block colour.</li> <li>• Know that paintbrushes can differ in appearance and purpose: - Flat brush – aren't as versatile as round brushes but they're useful for blending and creating washes. - Rounded brushes – are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines.</li> </ul>	<p>increasing accuracy, showing control using appropriate painting medium.</p>	<p>overlapping and layering.</p> <ul style="list-style-type: none"> <li>• Know how to create clay coils, and methods of blending/joining clay</li> <li>• Know how clay can be manipulated to create a variety of 3D forms.</li> <li>• Know that we can combine collage with painting and making, by cutting and tearing media and manipulating it into 3D forms.</li> <li>• Know how to create texture by manipulating media.</li> </ul>	<ul style="list-style-type: none"> <li>• Can sculpt clay and other moldable material.</li> <li>• Explore using clay coils to create a clay container.</li> <li>• Combine collage with other media to create 3D forms</li> </ul>
<p><b>Y3</b></p>	<p><b>Disciplinary Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Use their sketchbooks to express feelings about a subject and to describe likes and dislikes.</li> <li>• Make notes about techniques used by artists.</li> <li>• Suggest improvements to their work by keeping notes.</li> <li>• Compare the work of different artists (e.g. Romans and Indigenous artists)</li> <li>• Make notes about techniques used by artists.</li> <li>• Know and use disciplinary vocabulary: 'argue and judge' when discussing art work.</li> </ul>				
<p><b>Y4</b></p>	<ul style="list-style-type: none"> <li>• Know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making.</li> <li>• Know which pencils they must use based on their properties. Eg. 2B pencil would be appropriate for mid to dark tones</li> <li>• Know that cross hatching and hatching can be used to show areas of light and dark. Close and layered lines show darker areas of an object.</li> <li>• Know that refining lines, shapes, tonal gradients will help to create a more accurate and</li> </ul>	<ul style="list-style-type: none"> <li>• Cross hatching shows areas of dark and light areas of an object. Lines that are closer together and layered show darker areas.</li> <li>• Use different pressures to relieve a drawing of graphite to uncover lighter tones.</li> <li>• Use an eraser to expose lighter tones to show texture in an artwork.</li> <li>• Identify areas of shadow and light and blend tones accurately to create soft gradients.</li> <li>• Use research to inspire drawings from memory and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between the terms shade (mixing colours with black) and tone (mixing colours with grey)</li> <li>• Know the difference between brushstrokes (including stippling and dry brushstrokes) to create different effects.</li> <li>• Know that paintbrushes can differ in appearance and purpose: Detail round brushes have short hairs. They are a good choice for working on details and making short strokes to help create realism. - Flat square end brushes are good for bold strokes,</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully use paint to create shading and tonal effects in their work.</li> <li>• Paintbrushes are chosen based on their properties.</li> <li>• Identify areas of shadow and light and blend tones accurately to create soft gradients. Follow the contours of a shape using directional brush strokes to show its form with consideration of light source.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use tile adhesive effectively to produce a piece of ceramic, mosaic art.</li> <li>• Identify and describe how to join clay (using slip and score).</li> <li>• Know how to create texture in clay and which tools are most suitable for a desired effect.</li> <li>• Define and combine visual and tactile qualities and apply these in their own 3D work.</li> <li>• Understand that designers and makers sometimes work towards briefs but always bring their own experiences to the project</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how to create a Roman mosaic using tiles and adhesive</li> <li>• Select from a range of tools to add detail.</li> <li>• Explore how to create a range of textures in clay.</li> <li>• Can use a variety of materials to design (through making) and construct a piece of Saxon style jewellery</li> </ul>

	<p>realistic outcome (where appropriate).</p> <ul style="list-style-type: none"> <li>Describe and draw the effect of light (shadows) on a surfaces and objects</li> <li>Know that erasers can be used expressively to create texture in a drawing.</li> <li>Begin to understand that the composition of an artwork can affect its focal point.</li> </ul>		<p>washes and filling wide spaces.</p> <ul style="list-style-type: none"> <li>Know directional brush strokes can be used to portray form.</li> </ul>			
<p><b>Y4</b></p>	<p><b>Disciplinary Knowledge</b></p>	<ul style="list-style-type: none"> <li>Describe the roles and purposes of artists, craftspeople, and designers</li> <li>Collect images and information independently.</li> <li>Experiment with different styles which artists have used.</li> <li>Explain art from other periods of history (Saxons)</li> <li>Identify artwork from other cultures.</li> <li>Use their sketchbooks to adapt and improve their original ideas.</li> <li>Know and use disciplinary vocabulary : 'value, express and influence' when discussing art work.</li> </ul>				
<p><b>Y5</b></p>	<ul style="list-style-type: none"> <li>Know that sketched lines are used to map concepts on a surface. A loose grip can also suggest movement in an artwork.</li> <li>Know that objects can be affected by many light sources.</li> <li>Know that 3D objects have a tactile texture and when this is captured in a drawing it is called implied texture</li> <li>Know what technical drawings are and know that H pencils are best for this type of drawing.</li> <li>Identify how to organise facial proportions and demonstrate improved accuracy when drawing people and faces.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly marks areas of light and shadow in an observational drawing.</li> <li>Light and shadow is captured in the correct areas with knowledge of the light source.</li> <li>Use a variety of source material for their work.</li> <li>Work in a sustained and independent way from observation, experience, and imagination.</li> <li>begin to create technical drawings concentrating on perspective..</li> <li>use a variety of techniques to show the effect of light on objects and people, e.g. rubbers to lighten, tones of the same colour.</li> <li>When drawing, elements of the same</li> </ul>	<ul style="list-style-type: none"> <li>Know how to create all colours and mix colours needed for artwork (including watercolours and acrylics).</li> <li>Know and describe how to use a 'pallet knife' when creating texture with acrylic paints.</li> <li>Know that sketched paint strokes are used to map concepts on a surface. A loose grip can also suggest movement in an artwork.</li> <li>Know that texture can be manipulated via different methods and techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife.</li> <li>Know that when painting from observation, they must consistently look at the subject to gauge</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to explore pattern and texture in an artwork using different techniques such as layering, differing brush strokes, or varying equipment such as a sponge or palette knife.</li> <li>successfully use shading, tone and brushstrokes to create mood and feeling.</li> <li>Painting can be sustained over a period of time.</li> <li>Composition is considered with regards to placement of the object with an understanding of how to highlight the focal point.</li> </ul>	<ul style="list-style-type: none"> <li>Know that architects (Walter Aurbrey Thomas/Zara Hadid) and other artists have a responsibility towards society and can help shape and impact it.</li> <li>Know how to use a combination of materials to prepare textured paper and create architectural studies..</li> <li>Know that texture can be manipulated via different methods and techniques such as layering of media</li> <li>Know the tools and techniques used in Batik Art (tjanting tool, wax pot, resist)</li> <li>Describe the effects of the wax resist technique and colour bleeds.</li> </ul>	<ul style="list-style-type: none"> <li>Through studies, emonstrate an awareness of architectural influences within society.</li> <li>Demonstrate an understanding of shape, space and form.</li> <li>Explore wax resist and colour bleeds to create a piece of batik art.</li> <li>Explore texture via different methods and techniques such as layering of media</li> </ul>

		<p>object are drawn using an accurate proportion e.g. the facial features</p>	<p>accurate shape, form, tone and proportion</p> <ul style="list-style-type: none"> <li>Describe the mood (tranquil/dark/disturbing) in their paintings</li> <li>Express their emotions accurately through their painting and sketches.</li> </ul>			
Y5	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Use a sketchbook to develop their ideas independently.</li> <li>Compare the work of others by looking at their work in books, the internet, and other sources of information.</li> <li>Describe technical aspects in their work e.g. technical drawings, knowledge of colour mixing, line, tone, shape, pattern, form and texture.</li> <li>Keep notes as to how they might develop their work further.</li> <li>Compare and discuss ideas with others.</li> <li>Know and use disciplinary vocabulary: 'relate, convince and criticise' when discussing art work.</li> </ul>				
Y6	<ul style="list-style-type: none"> <li>Name sketching techniques (eg. contouring, stippling, scumbling, linear hatching)</li> <li>Know that tone can affect the mood of an artwork. Dark = melancholy</li> <li>Know the effect of light on a shape/form from different directions.</li> <li>Know the concept of perspective, foreground &amp; background</li> <li>To know that perspective allows artists to portray form in their artwork.</li> <li>Know that tone can affect the ability to create form</li> </ul>	<ul style="list-style-type: none"> <li>Uses directional shading with confidence to create form in a drawing.</li> <li>Experiment to create: line, tone, pattern, texture, form, space, colour and shape.</li> <li>Clearly shows areas of light and shadow in an observational drawing based on one or several light sources.</li> <li>Create objects in the foreground that appear larger than those in the back and midground.</li> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>Shapes and lines are refined independently using controlled lines.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and use a range of techniques in their work and say why they have chosen them. (e.g. Directional brush strokes, stippling to create textured effects, dry brush technique to add detail, watercolour bleeds to show clouds etc.)</li> <li>Know that flat and oval-shaped end brushes work well for blending and creating soft-rounded edges like flower petals. Similar to a rounded tip.</li> <li>Know that Fan flat brushes have hairs that spread. They are good for smoothing, blending and feathering. They are effective for textural effects, such as for clouds and leaves on trees. Explain why they have chosen specific painting techniques.</li> <li>Identify symbolism and use it in their painting/printing.</li> <li>Name the tools needed to create a lino print.</li> <li>Evaluate the effectiveness of their work.</li> </ul>	<ul style="list-style-type: none"> <li>Can blend colours using a soft and smooth gradient.</li> <li>Colours are blended with little visual appearance of intervals.</li> <li>Clearly shows areas of light and shadow in an observational painting based on one or several light sources. Shapes and lines are refined independently using controlled strokes.</li> <li>Explore lino printing techniques.</li> <li>Explore how to create a lino print using 3 or more colours.</li> <li>Explore symbolism and use it in their painting.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to combine materials and processes to design and make 3D form (wire armature and Modroc)</li> <li>Convey a message through their sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>Use recycled, natural and manmade materials to create sculpture.</li> </ul>

Y6	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"><li>• Develop ideas using different or mixed media.</li><li>• Independently identify artists who have worked in a similar way to their own work.</li><li>• Independently select materials and techniques to create a specific outcome.</li><li>• Make a record about the styles and qualities in their work.</li><li>• Describe what their work is influenced by.</li><li>• Sketchbooks contain detailed notes and quotes explaining about items.</li><li>• Compare their methods to those of others and keep notes.</li><li>• Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations.</li><li>• know and use disciplinary vocabulary: 'interpret, construct, convey and evokes' when discussing art work.</li></ul>
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**\*Disciplinary knowledge includes sketchbook knowledge**