

## Capenhurst CE Primary National Curriculum 2014 – Art and Design (KS1)

## **Coverage of KS1 objectives**

| KS1 | Objective   | Pupils  | Pupils  | Pupils  |
|-----|---|---------|---------|---------|
|     | (those in bold are the NC end of KS1 objectives)  | working | working | working |
|     |   | towards | at      | beyond  |
|     | I can draw with pencils, crayons, charcoal and pastels.   |         |         |         |
|     | I can gather and sort the materials I need for my work.   |         |         |         |
|     | I can explain why I have used different materials and textures in my collage.                                       |         |         |         |
|     | I can cut, roll and coil materials such as clay, dough and plasticine.  |         |         |         |
|     | I can print with sponges, vegetables and fruit.   |         |         |         |
|     | I can print onto paper and textiles.  |         |         |         |
|     | To use a range of materials creatively to design and make products  |         |         |         |
|     | I can make a range of artefacts from clay pots to figurative representations  |         |         |         |
|     | of chosen items.  |         |         |         |
|     | I can paint a picture of something I can see.   |         |         |         |
|     | I can create individual and group pieces of work.   |         |         |         |
|     | I can make sensible comments about the drawings of my peers and artists.  |         |         |         |
|     | I can create moods in my drawings.  |         |         |         |
|     | To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination                |         |         |         |
|     | I can create a painting in response to a painting by an artist.   |         |         |         |
|     | I can make tints by adding white and tones by adding black.   |         |         |         |
|     | I can draw different line shapes and thicknesses using, at least 3 grades of pencil.                                |         |         |         |
|     | I can name all primary and secondary colours and mix paint to create the secondary colours.                         |         |         |         |
|     | I can use a viewfinder to focus on a specific part of an artefact/image before drawing it.                          |         |         |         |
|     | I can add texture to my work using a range of tools.  |         |         |         |
|     | I can use a range of brushes for different effects in my painting.  |         |         |         |
|     | I can use abstract placement and repetition in my collage.  |         |         |         |
|     | I can create a repeating pattern with my printing block.  |         |         |         |
|     | I can create a print using pressing, rolling, rubbing and stamping.   |         |         |         |
|     | I can create my own printing block.   |         |         |         |
|     | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |         |         |         |



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I can describe what I can see in the work of an artist.

I can express likes and dislikes about different pieces of art.

I can find out about the life and work of an artist.

I can discuss and describe the work of local artists, artisans and designers.

I can use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the art work.

I can talk about the life of the artist being studied.

I can talk about the work of a famous printer, e.g William Morris

I can make sensible comments about the work of a sculptor/pottery maker.

To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work