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| --- | --- | --- | --- | --- | --- | --- |
| Typically Rec, Y1 & Y2 | | | Typically Y3 & Y4 | | Typically Y5 & Y6 | |
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The RAINBOW Continuum: Art and Design: Children can …

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|  | OBSERVATION AND CONCLUSION |  | ENQUIRY, PREDICTION, TESTING |  | DATA COLLECTION |  | RECORDING |  |
|  | Enjoy exploring in paint area | YR | Mix paint and materials at random | YR | Talk about what they have done | YR | Show little control or refinement | YR |
|  | Respond to ideas  Explore  different drawing and painting tools  Explore simple pattern  Design and make images / artefacts | Y1/2  Y1/2  Y1/2  Y1/2 | Use primary and secondary colours  Use and investigate a variety of visual and tactile materials | Y1/2  Y1/2 | Talk about drawings and paintings and say what they feel | Y1/2 | Mix colours randomly  Use some control when drawing and painting | Y1/2  Y1/2 |
|  | Communicate ideas and meanings very simply  Investigate pattern and shape in the environment  Explore ideas and collect information in a sketch book  Reproduce from memory, observation or imagination  Identify different ways to express ideas | Y2  Y2  Y2  Y2 | Use a range of materials / processes to show ideas / meanings  Select the best materials for the job  Create collage with range of materials and textures | Y2    Y2 | Talk about their work and explain it  Describe what they think or feel about their own and others’ work  Think of ways to adapt and improve own work  Begin to use ways to improve work  Explore ideas and change what they have done to give a better result | Y2  Y2  Y2  Y2  Y2 | Use a range of pens, pencils, pastels and charcoal  Make a variety of lines, using different sizes and thicknesses  Mix secondary colours to make a wide range of new colours  Use shading to create different effects | Y2  Y2  Y2  Y2 |
|  | Make their own choices  Begin to work more abstractly  Collect visual and other information  Use a digital camera to collect ideas  Experiment in many different ways  Use a sketchbook to make notes about artists, skills and techniques  Annotate a sketch book  Experiment with mood using colour  Create artwork following an idea or towards a specific purpose | Y2    Y3  Y3 | Mix and use tertiary colours  Design, draw, paint or make images for different purposes using  knowledge and understanding  Use watercolour to produce a wash  Use an ICT paint program with edit  Use a digital camera to produce art work  Use mosaic, montage and other effects  Use a range of materials and techniques in 3D work | Y2  Y3    Y2  Y3 | Make comments on the work of others, including both ideas and techniques  Apply previous knowledge to improve work  Adapt and refine work to reflect purpose | Y2  Y3  Y3 | Use art to illustrate in other subjects  Practice to improve skills  Create texture by adding dots and lines  Make different tones of colour using black and white  Use pencils of different grades and at different angles to create different effects  Use brushes in different ways  Use repeat pattern in design  Indicate movement using lines | Y2  Y3  Y3    Y3  Y3  Y2/3  Y3 |
|  | Plan work carefully before beginning  Use other cultures and times as a stimulus  Experiment with the styles of different artists | Y4 | Use a combination of visual and tactile ideas  Combine different materials in different ways  Make specific choices between different processes and materials | Y4  Y4  Y4 | Compare others’ work with their own  Appraise the ideas, methods and approaches used in others’ work, using a critical approach  Use the appraisal of others for improvement | Y4  Y4    Y4 | Show tone and texture using hatching and cross hatching  Use a program to create mood within digital photography  Show shadow or reflection by shading  Select appropriate drawing materials | Y2  Y4  Y4 |
|  | Make and support their own decisions and choices  Use inspiration from other cultures.  Experiment with combinations of materials and techniques  Keep and use detailed notes in sketch book | Y5  Y5  Y5  Y6 | Understand the importance of preparing materials before working Produce work that sometimes can be both visual and tactile | Y5    Y5 | Evaluate own and others’ work, explaining and justifying their reasons  Use analysis when commenting on ideas  Consider the end point when adapting and improving their work | Y5  Y5  Y5 | Develop and improve their own style  Use drawings to show movement  Combine a  range of colours, tints, tones and shades  Get across feeling and emotion through their work | Y5  Y5  Y5  Y6 |
|  | Use a full range of design,  experimentation, exploration  alongside  the work of others to  develop their own work | Y6 | Make specific decisions about using different visual and tactile effects towards an end point | Y6 | Analyse and comment on their own and others’ ideas, methods and approaches  Make on-going revisions  Refine their work, often with several adaptations, to move towards an end point | Y6    Y6 | Choose to use a limited range of colour to produce a chosen effect  Begin to use perspective in both abstract and real life art  Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others | Y6    Y6  Y6 |