



Knowledge and Skills Progression Map: Art

EYFS

Early Learning Goals

Expressive Arts and Design : Creating with Materials ELG

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;

Exploring and Using Media and Materials

- Can children experiment with ways of changing media and materials?
- Can they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function?

Being Imaginative

- Can children use what they have learnt about media and materials in original ways, thinking about uses and purposes?
- Can they represent their own ideas, thoughts and feelings through art?

Drawing

- Can they express their feeling through drawing?
- Can they create moods in their drawings?
- Can they draw controlled lines and use the skill to make different shapes
- Can they interpret an object through drawing?

Knowledge

- Can they describe what they can see and like in the work of another artist/craft maker/designer?
- Can they express their feelings about their own piece of art?
- Can they express their feelings about a peer's piece of art?

Digital Media

- Can they use a simple painting program to create a picture?
- Can they recognise the different tools and how to use them?
- Can they go back and change their picture?

Painting

- Can they express their feelings through painting?
- Can they interpret an object through painting?
- Do they have an understanding of basic colour theory?

Printing

- Can they recognise different marks through printing with different objects?
- Can they repeat a print to make a pattern?
- Can they apply drawing skills to print?

Textiles

- Can they group fabrics and threads by colour and texture?
- Can they weave a pattern?
- Can they identify when patterns are used in textile design?

3-D

- Can they recognise different textures in different surfaces?
- Can they use different materials to create raised texture?
- Can they scrunch, roll, shape materials to make a 3D form?

Collage

- Can they cut and tear paper and card for their collages?
- Can they colour sort materials?
- Can they build layers of materials to create an image?

Greater Depth

- Can they make links between their own artwork and other artists'?
- Can they evaluate their own and others' artwork and make suggestions for improvement?
- Can they comment how an artist/designer has used colour, pattern and shape?

- Can they plan their art using a range of techniques e.g. sketches, discussion

Focus Art and Artists

Autumn	Spring	Summer
Environmental Art: Andy Goldsworthy	Portraits and Self Portraits : Frida Kahlo	Landscapes and Still Life : Monet and Van Gogh
Pattern and Print : Alma Thomas and Bisa Butler	Installation and Sculpture: Yayoi Kusama	Architecture and Shape: Zaha Hadid and Paul Klee

Key Stage 1 National Curriculum Objectives

3

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Year 1

Exploring and Developing Ideas

- Record and explore ideas from first hand observations
- Ask and answer questions about the starting points for their work
- Develop their ideas- try things out, change their minds
- Explore the work of artists, craftspeople and designers from different times and cultures
- Use a range of materials creatively to design and make products
- Use drawing, sculpture and painting to develop ideas
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space

Evaluating and developing work

- Share ideas, experiences and imagination
- Explore the work of artists, craftspeople and designers from different times and cultures,
- making links to own work
- Review what they have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work
- Annotate work in sketch books

Drawing

Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with a range of media Use sketch books to collect and record visual information from different sources		<u>Lines and Marks-</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	<u>Shape-</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	<u>Tone-</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	<u>Texture-</u> Investigate textures by describing, naming, rubbing, copying
Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none">• Explore ideas using digital sources e.g. Internet, CD-ROMs• Record visual information using	<ul style="list-style-type: none">• Use a variety of tools and techniques including different brush sizes and types	<ul style="list-style-type: none">• Print with a range of hard and soft materials e.g. Corks, pen barrels, sponge	<ul style="list-style-type: none">• Match and sort fabrics and threads for colour, texture, length, size and shape	<ul style="list-style-type: none">• Manipulate malleable materials in a variety of ways including rolling and kneading	<ul style="list-style-type: none">• Create images from a variety of media e.g. photocopied material, fabric,

<p>digital cameras and recorders</p> <ul style="list-style-type: none"> • Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas • Use eraser, shape and fill tools • Use basic selecting and cropping tools 	<ul style="list-style-type: none"> • Mix and match colours to artefacts and objects • Work on different scales • Experiment with tools and techniques eg. Layering, mixing media, scrapping through • Name different types of paint and their properties <p><u>Colour-</u></p> <ul style="list-style-type: none"> • Identify primary colours by name • Mix primary shades and tones <p><u>Texture-</u></p> <ul style="list-style-type: none"> • Create textured paint by adding sand, plaster 	<ul style="list-style-type: none"> • Make simple marks on rollers and printing palettes • Take simple prints e.g. Mono-print • Roll printing ink over found objects to create patterns e.g. Plastic mesh, stencils • Build repeating patterns and recognise patterns in the environment • Create simple printing blocks with press print • Design more repetitive patterns <p><u>Colour-</u></p> <ul style="list-style-type: none"> • Experiment with overlapping motifs and colours <p><u>Texture-</u></p> <ul style="list-style-type: none"> • Make rubbings to collect textures and patterns 	<ul style="list-style-type: none"> • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting • Cut and shape fabric using scissors/snips • Apply shapes with glue or by stitching • Apply decoration using beads, buttons, feathers etc... • Create cords and plaits for decoration <p><u>Colour-</u></p> <ul style="list-style-type: none"> • Apply colour with printing, dipping, fabric crayons • Create and use dyes e.g. onion skins, tea, coffee <p><u>Texture-</u></p> <ul style="list-style-type: none"> • Create fabrics by weaving materials e.g. grass through twigs, carrier bags through a bike wheel 	<ul style="list-style-type: none"> • Explore sculpture with a range of malleable media • Manipulate malleable materials for a purpose, e.g. Pot, tile • Understand the safety and basic care of materials and tools <p><u>Form-</u></p> <ul style="list-style-type: none"> • Experiment with construction and joining recycled, natural and manmade materials • Use simple 2-D shapes to create a 3-D form <p><u>Texture-</u></p> <ul style="list-style-type: none"> • Change the surface of a malleable material e.g. Build a textured tile 	<p>crepe paper, magazines etc...</p> <ul style="list-style-type: none"> • Arrange and glue materials to different backgrounds • Sort and group materials for different purposes e.g. Colour, texture • Fold, crumple, tear and overlap papers • Work on different scales <p><u>Colour-</u></p> <ul style="list-style-type: none"> • Collect, sort and match colours appropriate for an image <p><u>Shape-</u></p> <ul style="list-style-type: none"> • Create and arrange shapes appropriately <p><u>Texture-</u></p> <ul style="list-style-type: none"> • Create, select and use textured paper for an image
<p>Greater Depth</p> <ul style="list-style-type: none"> • Can they make comparisons between their own artwork and other artists'? • Can they articulate what they are trying to express in their own artwork? • Can they make suggestions for improvement in their own and others' artwork? • Can they transfer skills into a different medium e.g. using drawing skills when painting? 					

Year 2						6
Exploring and Developing Ideas			Evaluating and developing work			
<ul style="list-style-type: none">Record and explore ideas from first hand observationsAsk and answer questions about the starting points for their workDevelop their ideas- try things out, change their mindsExplore the work of artists, craftspeople and designers from different times and culturesUse a range of materials creatively to design and make productsUse drawing, sculpture and painting to develop ideasDevelop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space			<ul style="list-style-type: none">Share ideas, experiences and imaginationExplore the work of artists, craftspeople and designers from different times and cultures, making links to own workReview what they have done and say what they think and feel about itIdentify what they might change in their current work or develop in future workAnnotate work in sketch books			
Drawing						
Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with a range of media Use sketch books to collect and record visual information from different sources	<u>Lines and Marks-</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	<u>Shape-</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	<u>Tone-</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	<u>Texture-</u> Investigate textures by describing, naming, rubbing, copying		
Digital Media	Painting	Printing	Textiles	3-D	Collage	
<ul style="list-style-type: none">Explore ideas using digital sources e.g. Internet, CD-ROMsRecord visual information using digital cameras and recordersUse a simple graphics package to create images and effects with lines by changing	<ul style="list-style-type: none">Use a variety of tools and techniques including different brush sizes and typesMix and match colours to artefacts and objectsWork on different scalesExperiment with tools and techniques e.g.	<ul style="list-style-type: none">Print with a range of hard and soft materials e.g. Corks, pen barrels, spongeMake simple marks on rollers and printing palettesTake simple prints e.g. Mono-printRoll printing ink over found objects to	<ul style="list-style-type: none">Match and sort fabrics and threads for colour, texture, length, size and shapeChange and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting	<ul style="list-style-type: none">Manipulate malleable materials in a variety of ways including rolling and kneadingExplore sculpture with a range of malleable mediaManipulate malleable materials for a purpose, e.g. Pot, tile	<ul style="list-style-type: none">Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc...Arrange and glue materials to different backgroundsSort and group materials for different	

<p>the size of brushes in response to ideas</p> <ul style="list-style-type: none"> • Use eraser, shape and fill tools • Use basic selecting and cropping tools 	<p>Layering, mixing media, scrapping through</p> <ul style="list-style-type: none"> • Name different types of paint and their properties <p><u>Colour-</u></p> <ul style="list-style-type: none"> • Identify primary colours by name • Mix primary shades and tones <p><u>Texture-</u></p> <ul style="list-style-type: none"> • Create textured paint by adding sand, plaster 	<p>create patterns e.g. Plastic mesh, stencils</p> <ul style="list-style-type: none"> • Build repeating patterns and recognise patterns in the environment • Create simple printing blocks with press print • Design more repetitive patterns <p><u>Colour-</u></p> <ul style="list-style-type: none"> • Experiment with overlapping motifs and colours <p><u>Texture-</u></p> <ul style="list-style-type: none"> • Make rubbings to collect textures and patterns 	<ul style="list-style-type: none"> • Cut and shape fabric using scissors/snips • Apply shapes with glue or by stitching • Apply decoration using beads, buttons, feathers etc... • Create cords and plaits for decoration <p><u>Colour-</u></p> <ul style="list-style-type: none"> • Apply colour with printing, dipping, fabric crayons • Create and use dyes e.g. onion skins, tea, coffee <p><u>Texture-</u></p> <ul style="list-style-type: none"> • Create fabrics by weaving materials e.g. grass through twigs, carrier bags through a bike wheel 	<ul style="list-style-type: none"> • Understand the safety and basic care of materials and tools <p><u>Form-</u></p> <ul style="list-style-type: none"> • Experiment with construction and joining recycled, natural and manmade materials • Use simple 2-D shapes to create a 3-D form <p><u>Texture-</u></p> <ul style="list-style-type: none"> • Change the surface of a malleable material e.g. Build a textured tile 	<p>purposes e.g. Colour, texture</p> <ul style="list-style-type: none"> • Fold, crumple, tear and overlap papers • Work on different scales <p><u>Colour-</u></p> <ul style="list-style-type: none"> • Collect, sort and match colours appropriate for an image <p><u>Shape-</u></p> <ul style="list-style-type: none"> • Create and arrange shapes appropriately <p><u>Texture-</u></p> <ul style="list-style-type: none"> • Create, select and use textured paper for an image
Greater Depth					
<ul style="list-style-type: none"> • Can they make comparisons between their own artwork and other artists'? • Can they articulate what they are trying to express in their own artwork? • Can they make suggestions for improvement in their own and others' artwork? • Can they transfer skills into a different medium e.g. using drawing skills when painting? 					

Key Stage 2 National Curriculum Objectives

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Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Year 3

Exploring and Developing Ideas

- Develop techniques; including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- Improve mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)
- Learn about great roles and purposes of artists, architects, designers and crafts people from different times and cultures
- Select and record from first hand observation, experience and imagination and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work

Evaluating and developing work

- Create sketch books to record observations and use them to review and revisit ideas
- Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it
- Adapt work according to their views and describe how they might develop it further
- Annotate work in sketch books

Drawing

Experiment with ways in which surface detail can be added to drawings Use sketch books to collect and record visual information from different sources Draw for a sustained period of time at an appropriate level	<u>Line and Marks-</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc... Experiment with different grades of pencil and other implements to create lines and marks	<u>Form and shape-</u> Experiment with different grades of pencil and other implements to draw different forms and shapes Begin to show an awareness of objects having a third dimension	<u>Tone-</u> Experiment with different grades of pencil and other implements to achieve variations in tone Apply tone in a drawing in a simple way	<u>Texture-</u> Create textures with a wide range of drawing implements Apply a simple use of pattern and texture in drawing	
Digital Media	Painting	Printing	Textiles	3-D	Collage

<ul style="list-style-type: none"> Record and collect images using digital cameras and video recorders Present recorded visual images using software e.g. Photo story, Photoshop Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making sections to cut, duplicate and repeat Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose 	<ul style="list-style-type: none"> Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects Work on a range of scales e.g. Thin brushes on small picture etc... Create different effects and textures with paint according to what they need for the task <p><u>Colour-</u></p> <ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades 	<ul style="list-style-type: none"> Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays 	<ul style="list-style-type: none"> Use a variety of techniques, e.g. Printing, dyeing, weaving and stitching to create different textual effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist 	<ul style="list-style-type: none"> Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use paper mache to create a simple 3D object 	<ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary
Greater Depth					
<ul style="list-style-type: none"> Can they evaluate their learning process and make suggestions for improvement in their own and others' artwork? Can they adapt or improve their original ideas? 					

- Can they explain why they have selected specific materials for their artwork?
- Can they begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature?

Year 4						11
Exploring and Developing Ideas			Evaluating and developing work			
<ul style="list-style-type: none">Develop techniques; including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and designImprove mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)Learn about great roles and purposes of artists, architects, designers and crafts people from different times and culturesSelect and record from first hand observation, experience and imagination and explore ideas for different purposesQuestion and make thoughtful observations about starting points and select ideas to use in their work			<ul style="list-style-type: none">Create sketch books to record observations and use them to review and revisit ideasCompare ideas, methods and approaches to their own and others’ work and say what they think and feel about itAdapt work according to their views and describe how they might develop it furtherAnnotate work in sketch books			
Drawing						
Experiment with ways in which surface detail can be added to drawings Use sketch books to collect and record visual information from different sources Draw for a sustained period of time at an appropriate level	<u>Line and Marks-</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc... Experiment with different grades of pencil and other implements to create lines and marks	<u>Form and shape-</u> Experiment with different grades of pencil and other implements to draw different forms and shapes Begin to show an awareness of objects having a third dimension	<u>Tone-</u> Experiment with different grades of pencil and other implements to achieve variations in tone Apply tone in a drawing in a simple way	<u>Texture-</u> Create textures with a wide range of drawing implements Apply a simple use of pattern and texture in drawing		
Digital Media	Painting	Printing	Textiles	3-D	Collage	
<ul style="list-style-type: none">Record and collect images using digital cameras and video recordersPresent recorded visual images using software e.g. Photo story, Photoshop	<ul style="list-style-type: none">Experiment with different effects and textures including block colour, washes, thickened paint creating textural effectsWork on a range of scales e.g. Thin	<ul style="list-style-type: none">Create printing blocks using a relief or impressed methodCreate repeating patternsPrint with two colour overlays	<ul style="list-style-type: none">Use a variety of techniques, e.g. Printing, dyeing, weaving and stitching to create different textual effectsMatch the tool to the material	<ul style="list-style-type: none">Plan, design and make models from observation or imaginationJoin clay adequately and construct a simple base for extending and	<ul style="list-style-type: none">Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent texturesUse collage as a means of collecting	

<ul style="list-style-type: none"> • Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision • Changing the type of brush to an appropriate style e.g. charcoal • Create shapes by making sections to cut, duplicate and repeat • Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose 	<p>brushes on small picture etc...</p> <ul style="list-style-type: none"> • Create different effects and textures with paint according to what they need for the task <p><u>Colour-</u></p> <ul style="list-style-type: none"> • Mix colours and know which primary colours make secondary colours • Use more specific colour language • Mix and use tints and shades 		<ul style="list-style-type: none"> • Develop skills in stitching, cutting and joining • Experiment with paste resist 	<p>modelling other shapes</p> <ul style="list-style-type: none"> • Create surface patterns and textures in a malleable material • Use paper mache to create a simple 3D object 	<p>ideas and information and building a visual vocabulary</p>
Greater Depth					
<ul style="list-style-type: none"> • Can they critique their own and others' artwork throughout the learning process to develop and support each other? • Can they use a range of sources e.g. books, internet, galleries to influence their ideas? • Can they experiment with combining different materials and discuss their effectiveness? • Can they discuss how a range of factors influences art from different cultures? 					

Year 5						13
Exploring and Developing Ideas			Evaluating and developing work			
<ul style="list-style-type: none">Develop techniques; including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and designImprove mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)Learn about roles and purposes of artists, architects, designers and crafts people from different times and culturesSelect and record from first hand observation, experience and imagination and explore ideas for different purposesQuestion and make thoughtful observations about starting points and select ideas to use in their work			<ul style="list-style-type: none">Create sketch books to record observations and use them to review and revisit ideasCompare ideas, methods and approaches to their own and others’ work and say what they think and feel about itAdapt work according to their views and describe how they might develop it furtherAnnotate work in sketch books			
Drawing						
Work from a variety of sources including observation, photographs and digital images Work in a sustained and independent way to create detailed drawing Develop close observation skills use view finders Use a sketchbook to collect and develop ideas Identify artists who have worked in similar ways to their own work		<u>Lines, marks, tone, form and texture-</u> Use dry media to make different marks, lines, patterns and shapes within drawing Experiment with wet media to make different marks, lines, patterns, textures and shapes Explore colour mixing and blending techniques with coloured pencils Use different techniques for different purposes e.g. shading, hatching within own work Start to develop their own style using tonal contrast and mixed media		<u>Perspective and composition-</u> Begin to use simple perspective in their work using a single focal point and horizon Begin to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background Show an awareness of how paintings are created		
Digital Media	Painting	Printing	Textiles	3-D	Collage	
<ul style="list-style-type: none">Record, collect and store images using digital cameras and video recordersPresent visual images using software e.g. photo story, PowerPoint	<ul style="list-style-type: none">Develop a painting from drawingCarry out preliminary studies, trying out different media, materials and mixing appropriate coloursCreate imaginative work from a variety of	<ul style="list-style-type: none">Create printing blocks by simplifying a sketch book ideaUse relief or impressed methodCreate prints with three overlays	<ul style="list-style-type: none">Use fabric to create 3-d structuresUse different grades of threads and needlesExperiment with batik techniqueExperiment with a range of media to	<ul style="list-style-type: none">Shape, model and construct from observation or imaginationUse recycled, natural and man-made materials to create sculptures	<ul style="list-style-type: none">Add collage to a painted, printed or drawn backgroundUse a range of media to create collagesUse different techniques, colours and textures when	

<ul style="list-style-type: none"> • Use a graphics package to create and manipulate their images • Be able to import an image (scanned, retrieved, taken) into a graphics package • Understand that a digital image is created by layering • Create layered images from original ideas (sketch books etc...) 	<p>sources e.g. Observational drawing, themes, poetry and music</p> <p><u>Colour-</u></p> <ul style="list-style-type: none"> • Mix and match colours to create atmosphere and light effects • Be able to identify primary, secondary, complimentary and contrasting colours • Work with complimentary colours 	<ul style="list-style-type: none"> • Work into prints with a range of media e.g. Pens or paints 	<p>overlap and layer to create interesting colours, textures and effects</p>	<ul style="list-style-type: none"> • Plan a sculpture through drawing and other preparatory work • Develop skills in using clay including slabs, coils, slips etc... • Produce intricate textures in malleable media 	<p>designing and making pieces of work</p> <ul style="list-style-type: none"> • Use collage as a means of extending work from initial ideas
Greater Depth					
<ul style="list-style-type: none"> • Can they keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? E.g. form, composition, tone • Can they plan carefully their art, taking into account layout, composition and perspective? • Can they explain their own style of art and what has influenced their choices? E.g. mood, events, geography, nature, history 					

Year 6						15
Exploring and Developing Ideas			Evaluating and developing work			
<ul style="list-style-type: none">Develop techniques; including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and designImprove mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)Learn about roles and purposes of artists, architects, designers and crafts people from different times and culturesSelect and record from first hand observation, experience and imagination and explore ideas for different purposesQuestion and make thoughtful observations about starting points and select ideas to use in their work			<ul style="list-style-type: none">Create sketch books to record observations and use them to review and revisit ideasCompare ideas, methods and approaches to their own and others’ work and say what they think and feel about itAdapt work according to their views and describe how they might develop it furtherAnnotate work in sketch books			
Drawing						
Work from a variety of sources including observation, photographs and digital images Work in a sustained and independent way to create detailed drawing Develop close observation skills use view finders Use a sketchbook to collect and develop ideas Identify artists who have worked in similar ways to their own work		<u>Lines, marks, tone, form and texture-</u> Use dry media to make different marks, lines, patterns and shapes within drawing Experiment with wet media to make different marks, lines, patterns, textures and shapes Explore colour mixing and blending techniques with coloured pencils Use different techniques for different purposes e.g. shading, hatching within own work Start to develop their own style using tonal contrast and mixed media		<u>Perspective and composition-</u> Begin to use simple perspective in their work using a single focal point and horizon Begin to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background Show an awareness of how paintings are created		
Digital Media	Painting	Printing	Textiles	3-D	Collage	
<ul style="list-style-type: none">Record, collect and store images using digital cameras and video recordersPresent visual images using software e.g. photo story, PowerPoint	<ul style="list-style-type: none">Develop a painting from drawingCarry out preliminary studies, trying out different media, materials and mixing appropriate coloursCreate imaginative work from a variety of	<ul style="list-style-type: none">Create printing blocks by simplifying a sketch book ideaUse relief or impressed methodCreate prints with three overlays	<ul style="list-style-type: none">Use fabric to create 3-d structuresUse different grades of threads and needlesExperiment with batik techniqueExperiment with a range of media to	<ul style="list-style-type: none">Shape, model and construct from observation or imaginationUse recycled, natural and man-made materials to create sculptures	<ul style="list-style-type: none">Add collage to a painted, printed or drawn backgroundUse a range of media to create collagesUse different techniques, colours and textures when	

<ul style="list-style-type: none"> • Use a graphics package to create and manipulate their images • Be able to import an image (scanned, retrieved, taken) into a graphics package • Understand that a digital image is created by layering • Create layered images from original ideas (sketch books etc...) 	<p>sources e.g. Observational drawing, themes, poetry and music</p> <p><u>Colour-</u></p> <ul style="list-style-type: none"> • Mix and match colours to create atmosphere and light effects • Be able to identify primary, secondary, complimentary and contrasting colours • Work with complimentary colours 	<ul style="list-style-type: none"> • Work into prints with a range of media e.g. Pens or paints 	<p>overlap and layer to create interesting colours, textures and effects</p>	<ul style="list-style-type: none"> • Plan a sculpture through drawing and other preparatory work • Develop skills in using clay including slabs, coils, slips etc... • Produce intricate textures in malleable media 	<p>designing and making pieces of work</p> <ul style="list-style-type: none"> • Use collage as a means of extending work from initial ideas
Greater Depth					
<ul style="list-style-type: none"> • Can they demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements? • Are they able to work independently, confidently and take creative risks in their work? • Can they explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history 					

All Year Groups:

Use of sketchbooks:

- a place of discovery, used to gather, collect, experiment and reflect.
- to record thoughts on the artwork that children have produced.

Start the day with a 5 minutes sketchbook exercise, which focuses pupils or challenges them to think creatively.

Throughout the day when pupils would benefit from thinking around subjects (mathematical symbols, Science, Topic, English: poetry, setting or character description).

End the day with a sketchbook session, which aids reflection and absorption of learning. Read a story and let children draw.