



St Peter's Catholic Primary School Progression of skills:

Art and Design

	EYFS
Reception	<ul style="list-style-type: none"><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Develop overall body-strength, balance, coordination and agility.</li><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li></ul>
ELG	<ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li></ul>

Subject	ART	Domain	ART APPRECIATION
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	Y1	Y2	Y3	Y4	Y5	Y6
EXS	<p>Know the names of key artists studied and their names.</p> <p>Use a specific piece of art work.</p>	<p>Discuss likes and dislikes of art work.</p> <p>Describe what is observed, beginning to use technical vocabulary in relation to colour, shape, line</p>	<p>Experiment with different artistic styles, using some techniques in their own work.</p> <p>Contrast artistic styles within a range of domains.</p> <p>Describe how the artist may have been feeling when they created their work.</p>	<p>Explore work from a range of cultures and periods.</p> <p>Use techniques from studied artists to inspire their own work.</p> <p>Describe how the artist may have been feeling when they created their work.</p>	<p>Explore how images are portrayed by different artists at different times.</p> <p>Make comparisons about the same artist / art style / work from the same time period.</p>	<p>Gather own information about an artist (choice) and link to own work.</p> <p>Consider artistic influences within and across time periods.</p>
GDS	<p>Discuss likes and dislikes <i>and give some reasons.</i></p>	<p>Describe how they feel about the artist or art work observed</p> <p>Use technical vocabulary <i>to share ideas.</i></p>	<p>Make accurate use of correct technical art vocabulary.</p>	<p>Make comparisons between different cultures and time periods, making reference to colour, media, tone, texture, brush strokes.</p>	<p>Consider artistic influences within and across time periods.</p>	<p>Justify the story and emotion of the art and provoke questions in their audience.</p>

Subject	ART	Generating Ideas	Through: Observation & Discussion, Making
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	Y1	Y2	Y3	Y4	Y5	Y6
<p>KSI &amp; KS2</p> <p>Teachers should: Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook)</p>	<p>By <i>observing and discussing</i> (looking and talking).</p> <p>Enjoy looking at <i>artwork</i> made by <i>artists, craftspeople, architects</i> and <i>designers</i>, and finding <i>elements</i> which <i>inspire</i>.</p> <p>Be given <i>time and space</i> to engage with the <i>physical world</i> to</p>	<p>By <i>observing and discussing</i> (looking and talking).</p> <p>Enjoy looking at <i>artwork</i> made by <i>artists, craftspeople, architects</i> and <i>designers</i>, and finding <i>elements</i> which <i>inspire</i>.</p> <p>Look at a variety of types of <i>source material</i> and understand the differences:</p>	<p>By <i>observing and discussing</i> (looking and talking).</p> <p>Enjoy looking at <i>artwork</i> made by <i>artists, craftspeople, architects</i> and <i>designers</i>.</p> <p>Discuss <i>artist's intention</i> and <i>reflect upon your response</i>.</p> <p>Look at <i>artforms</i></p>	<p>By <i>observing and discussing</i> (looking and talking).</p> <p>Enjoy looking at <i>artwork</i> made by <i>artists, craftspeople, architects</i> and <i>designers</i>.</p> <p>Discuss <i>artist's intention</i> and <i>reflect upon your response</i>.</p> <p>Look at <i>artforms</i> beyond the <i>visual arts</i>: <i>literature, drama,</i></p>	<p>By <i>observing and discussing</i> (looking and talking).</p> <p>Enjoy looking at <i>artwork</i> made by <i>artists, craftspeople, architects</i> and <i>designers</i>.</p> <p>Discuss <i>artist's intention</i> and <i>reflect upon your response</i>.</p> <p>Look at <i>artforms</i> beyond the <i>visual arts</i>: <i>literature, drama, music, film</i> etc and</p>	<p>By <i>observing and discussing</i> (looking and talking).</p> <p>Enjoy looking at <i>artwork</i> made by <i>artists, craftspeople, architects</i> and <i>designers</i>.</p> <p>Discuss <i>artist's intention</i> and <i>reflect upon your response</i>.</p> <p>Look at <i>artforms</i> beyond the <i>visual arts</i>: <i>literature, drama, music, film</i> etc and</p>

			<i>beyond the visual arts:</i>			
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<p>Let pupils discover and share for themselves</p> <p>KS2</p> <p>Enable pupils to build confidence in their own ideas</p>	<p>stimulate a creative response (visiting, seeing, holding, hearing).</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe what you can see.</li> <li>• Describe what you like? Why?</li> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> </ul>	<p>including images on screen, images in books and websites, art work in galleries and objects in museums.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe what you can</li> </ul>	<p>literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p>	<p>music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe the artwork.</li> </ul>	<p>explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p>	<p>explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe</li> </ul>
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		<p><i>see.</i></p> <ul style="list-style-type: none"><li>• Describe what you like? Why?</li></ul>	<p>Develop questions to</p>	<ul style="list-style-type: none"><li>• What do you like/dislike? Why?</li></ul>	<ul style="list-style-type: none"><li>• Describe the artwork.</li></ul>	<p><i>the artwork.</i></p> <ul style="list-style-type: none"><li>• What do you like/dislike? Why?</li></ul>
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		<ul style="list-style-type: none"> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> </ul>	<p>ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe what you see</li> <li>• What do you like/dislike?</li> </ul> <p>Why</p> <ul style="list-style-type: none"> <li>• What is the artist saying to us in this artwork?</li> <li>• How does it make you feel?</li> <li>• How might it inspire you in making your own art?</li> </ul>	<ul style="list-style-type: none"> <li>• Which other senses can you bring to this artwork?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• If you could take this art work home, where would you put it and why?</li> </ul> <p>Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</p>	<ul style="list-style-type: none"> <li>• What do you like/dislike? Why?</li> <li>• Which other senses might you bring to this artwork? How does it make you feel?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• Who or what else might you look at to help feed your creativity?</li> </ul> <p>Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</p>	<ul style="list-style-type: none"> <li>• Which other senses might you bring to this artwork? How does it make you feel?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• Who or what else might you look at to help feed your creativity?</li> </ul> <p>Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</p>
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					<i>.process.</i>	
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	<p><b>Exploration:</b> <b>Playing</b> Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.</p>	<p><b>Making:</b> Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.</p>	<p><b>Making:</b> Use growing knowledge of how materials and medium act, to help develop ideas.  Continue to generate ideas through space for playful making. . Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p><b>Making:</b> Use growing knowledge of how materials and medium act, to help develop ideas.  Continue to generate ideas through space for playful making. . Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p><b>Making:</b> Use growing knowledge of how materials and medium act, to help develop ideas.  Continue to generate ideas through space for playful making.  Explore how ideas translate and develop Through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p><b>Making:</b> Use growing knowledge of how materials and medium act, to help develop ideas.  Continue to generate ideas through space for playful making.  Explore how ideas translate and develop Through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>
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<p>End of year expectations:</p>	<p>Recognise that ideas can be generated through doing as well as thinking</p>	<p>Recognise that ideas can be generated through doing as well as thinking.  Recognise that ideas can be</p>	<p>Gather and review information from different sources (primary and secondary),</p>	<p>Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential.</p>	<p>Engage in open-ended research and exploration to initiate and develop personal ideas.</p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality</p>
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	<p>Recognise that ideas can be expressed through art</p> <p>Experiment with an open mind</p>	<p>expressed through art</p> <p>Experiment with an open mind.</p> <p>Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas</p> <p>Use drawing to record and discover ideas and experiences</p>	<p>references and resources related to their ideas and intentions.</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p>	<p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration.</p> <p>Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects</p>	<p>Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p>	<p>Investigate, research and test ideas and plans using sketchbooks and other approaches</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p>
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Subject	ART	Evaluating	
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	Y1	Y2	Y3	Y4	Y5	Y6
<p>Teachers Should:</p> <p>KSI &amp; 2</p> <p>Be aware of the importance of sensitively unearthing intention, which may not always be apparent in end result</p> <p>KS2</p>	<p><b>As a Class:</b> Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p>	<p><b>As a Class:</b> Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p>	<p><b>As a Class:</b> Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p> <p>Think about why the work was made, as well as how.</p>	<p><b>As a Class:</b> Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p> <p>Think about why the work was made, as well as how.</p>	<p><b>As a Class:</b> Feel able to express and share an opinion about the artwork.</p> <p>Discuss why the work was made, as well as how.</p> <p>Share your response to the artwork.</p> <p>Ask questions about process, technique, idea or outcome.</p>	<p><b>As a Class:</b> Feel able to express and share an opinion about the artwork.</p> <p>Discuss why the work was made, as well as how.</p> <p>Share your response to the artwork.</p> <p>Ask questions about process, technique, idea or outcome.</p>

	<p><b>In Small Groups:</b> Share work to others in small groups, and listen to what they think about</p>	<p><b>In Small Groups:</b> Share work to others in small groups, and listen to what they think about what you have made.</p>	<p><b>In Small Groups:</b> Share work to others in small groups, and listen to what they think about what you have made.</p>	<p><b>In Small Groups:</b> Share work to others in small groups, and listen to what they think about what you have made.</p>	<p><b>In Small Groups:</b> Share work to others in small groups, and listen to what they think about what you have made.</p>	<p><b>In Small groups:</b> Share work to others in small groups, and listen to what they think about what you have made.</p>
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<p>Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process</p>	<p><i>what you have made.</i></p>	<p>Take <i>photos</i> of work made so that a <i>record</i> can be kept, to be added to a <i>digital folder/presentation</i> to capture progression.</p> <p>Use documenting the artwork as an opportunity for <i>discussion</i> about how to <i>present work</i>, and a chance for pupils to use <i>digital media</i>.</p>	<p>Make <i>suggestions</i> about other people's work, using things you have <i>seen or experienced</i> yourself.</p> <p>Take <i>photos</i> of work made so that a <i>record</i> can be kept, to be added to a <i>digital folder/presentation</i> to capture progression.</p> <p>Use documenting the artwork as an opportunity for <i>discussion</i> about how to <i>present work</i>, and a chance for pupils to use <i>digital media</i>.</p>	<p><i>what you have made.</i></p> <p>Make <i>suggestions</i> about other people's work, using things you have <i>seen or experienced</i> yourself.</p> <p>Take <i>photos</i> of work made so that a <i>record</i> can be kept, to be added to a <i>digital folder/presentation</i> to capture progression.</p> <p>Use documenting the artwork as an opportunity for <i>discussion</i> about how to <i>present work</i>, and a chance for pupils to</p>	<p>Make <i>suggestions</i> about other people's work, using things you have <i>seen or experienced</i> yourself.</p> <p>Take <i>photos</i> of work made so that a <i>record</i> can be kept, to be added to a <i>digital folder/presentation</i> to capture progression. #</p> <p>Use documenting the artwork as an opportunity for <i>discussion</i> about how to <i>present work</i>, and a chance for pupils to use <i>digital media</i></p> <p><i>Present work</i> in</p>	<p>Make <i>suggestions</i> about other people's work, using things you have <i>seen or experienced</i> yourself.</p> <p>Take <i>photos</i> of work made so that a <i>record</i> can be kept, to be added to a <i>digital folder/presentation</i> to capture progression.</p> <p>Use documenting the artwork as an opportunity for <i>discussion</i> about how to <i>present work</i> as an artist/maker/designer would to a client, and a chance for pupils to use <i>digital media</i></p> <p><i>Present work</i> in retrospect, i.e. to class, assembly or parents.</p>
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				<i>use digital media.</i>	<i>retrospect, i.e. to</i>	
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					class, assembly or parents.	
	<p><b>One to One</b> Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>	<p><b>One to One</b> Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>	<p><b>One to One</b> Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p> <p>Discuss problems which came up and how they were solved.</p> <p>Think about what you might try next time.</p>	<p><b>One to One</b> Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p> <p>Discuss problems which came up and how they were solved.</p> <p>Think about what you might try next time.</p>	<p><b>One to One</b> Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p> <p>Discuss problems which came up and how they were solved.</p> <p>Think about what you might try next time.</p> <p>Share how other artists/artwork inspired you and how your work fits into</p>	<p><b>One to One</b> Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p> <p>Discuss problems which came up and how they were solved.</p> <p>Think about what you might try next time.</p> <p>Share how other artists/artwork inspired you and how your work fits into larger</p>

					<i>larger context.</i>	<i>context.</i>
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<p>End or Year Expectations:</p>	<p>Show interest in and describe what they think about the work of others</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure</p> <p>Begin to take photographs and use digital media</p>	<p>Show interest in and describe what they think about the work of others</p> <p>Take pleasure in the work they have created and see that it gives other people pleasure</p> <p>Understand how evaluating creative work during the process, as well as at the end, helps feed the process.</p> <p>Begin to take photographs and use digital media as a way to re-see work .</p> <p>When looking at creative work express clear preferences and give some reasons</p>	<p>Take pleasure in the work they have created and see that it gives other people pleasure</p> <p>Take the time to reflect upon what they like and dislike about their work in order to improve it</p> <p>Understand how evaluating creative work during the process, as well as at the end, helps feed the process.</p> <p>Take photographs and videos and use digital media as a way to re-see work</p>	<p>Reflect regularly upon their work, throughout the creative process</p> <p>Look to the work of others (pupils and artists) to identify how to feed their own work</p> <p>Take photographs and videos and use digital media as a way to re-see work</p>	<p>Regularly analyse and reflect upon progress taking into account of intention.</p> <p>Look to the work of others (pupils and artists) to identify how to feed their own work.</p> <p>Take photographs and videos and use digital media as a way to re-see work.</p>	<p>Provide a reasoned evaluation of both their own work and professionals work which take into account starting points, intentions and contexts Regularly analyse and reflect upon progress taking into account of intention.</p> <p>Take photographs and videos and use digital media as a way to re-see work.</p>
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Subject	ART	Generating Ideas: Through use of sketchbooks.	Sketchbook Progression
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	Y1	Y2	Y3	Y4	Y5	Y6
	<p>KSI are not expected to keep individual sketchbooks, however, children should explore and practise new skills. They should be encouraged to experiment in a variety of ways using a variety of media/paper/materials. This journey of learning should be included in children's Topic Books and Active Learning Books.</p>		<ul style="list-style-type: none"> <li>• Introduce "sketchbook" as being a place to record individual response to the world.</li> <li>• Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).</li> <li>• Collect and record visual information</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</li> <li>• Begin to feel a sense of ownership about the sketchbook, which means allowing</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</li> <li>• Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop a "sketchbook habit", using as sketchbook as a place to record individual response to the world.</li> <li>• Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</li> </ul>

			<i>every child to work at own pace, following</i>	<i>exploration.</i>	
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		<p>from different sources.</p> <ul style="list-style-type: none"> <li>• Develop a "sketchbook habit".</li> <li>• Begin to feel a sense of ownership about the sketchbook.</li> <li>• Begin to work for a sustained period time.</li> </ul>	<p>own exploration.</p> <ul style="list-style-type: none"> <li>• Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly see the sketchbook as a place which raises questions which can be explored/answered</li> <li>• outside the sketchbook, so that the link between sketchbook and</li> <li>• journey and outcome becomes understood.</li> <li>• Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</li> <li>• Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint,</li> </ul>
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			<i>forwards and around...</i>	<i>colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking</i>	<i>testing ideas, collecting, sticking,</i>
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			<ul style="list-style-type: none"> <li>• Draw/work for a sustained period of time at an appropriate level.</li> </ul>	<p>back, thinking forwards and around, reflecting, making links...</p> <ul style="list-style-type: none"> <li>• Begin to refer back and use ideas/information in sketch books to assist with current work.</li> <li>• Identify Artists who have worked in a similar way.</li> <li>• Work from a variety of sources eg. Photos, observation, digital images.</li> </ul>	<p>writing notes, looking back, thinking forwards and around, reflecting, making links...</p> <ul style="list-style-type: none"> <li>• Clearly use the sketch books to develop ideas.</li> <li>• Work in a sustained and independent way to create detailed drawings/images.</li> <li>• Develop close observation skills using a variety of viewfinders.</li> </ul>
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Subject	ART ~ Making	Domain	DRAWING
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	Y1	Y2	Y3	Y4	Y5	Y6
EXS	<p><b>Lines &amp; Marks:</b></p> <ul style="list-style-type: none"> <li>Experiment with a range of media: pencils, rubbers, crayons, pastels, felt tips, charcoals, ballpoints, chalk, colouring pencils, charcoal.</li> <li>Making lines and marks from observations - mark making on</li> </ul>	<p><b>Lines &amp; Marks:</b></p> <ul style="list-style-type: none"> <li>Control the types of marks made with a range of media.</li> <li>Use different tools to show lines and marks on different surfaces.</li> <li>Name, match and draw lines/marks from observations.</li> </ul> <p><b>Form and Shape:</b></p> <ul style="list-style-type: none"> <li>Draw</li> </ul>	<p><b>Lines &amp; Marks:</b></p> <ul style="list-style-type: none"> <li>Make marks and lines with a wide range of drawing implements eg charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>Experiment with different grades of pencils and implements to create lines and marks.</li> </ul>	<p><b>Lines &amp; Marks:</b></p> <ul style="list-style-type: none"> <li>Experiment/explore marks and lines with a wide range of drawing implements eg charcoal, pencil, crayon, chalk pastels, pens etc</li> <li>Experiment with different grades of pencils to draw different forms and shapes.</li> <li>Work on a different scales eg large brush on large paper.</li> </ul>	<p><b>Lines &amp; Marks:</b></p> <ul style="list-style-type: none"> <li>Use dry media to make different marks, lines, patterns, textures and shapes.</li> <li>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>Work on a different scales eg large brush on large paper.</li> </ul> <p><b>Tone:</b></p> <ul style="list-style-type: none"> <li>Sketching Light</li> </ul>	<p><b>Lines &amp; Marks:</b></p> <ul style="list-style-type: none"> <li>Use different techniques for different purposes. Eg shading, hatching within their own work.</li> <li>Work on a different scales eg large brush on large paper.</li> </ul> <p><b>Tone:</b></p> <ul style="list-style-type: none"> <li>Start to develop their own style</li> </ul>

	<p><i>different surfaces; draw lines</i></p>	<p><i>shapes in</i></p>		<p><b>Form &amp; Shape:</b></p> <ul style="list-style-type: none"><li><i>• Begin to show an awareness</i></li></ul>	<p><i>(more than one light source) and the effect of sketching</i></p>	<p><i>using tonal contrast</i></p>
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	<p>of different size and thickness.</p> <ul style="list-style-type: none"> <li>Invent new marks/ lines.</li> </ul> <p><b>Form and Shape:</b></p> <ul style="list-style-type: none"> <li>Observe and draw shapes from observation</li> </ul> <p><b>Tone:</b></p> <ul style="list-style-type: none"> <li>Understand the terms dark/light colours and begin to draw light and dark marks.</li> </ul> <p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>Describe and name</li> </ul>	<p>between objects.</p> <ul style="list-style-type: none"> <li>Invent new shapes</li> </ul> <p><b>Tone:</b></p> <ul style="list-style-type: none"> <li>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> </ul> <p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>Investigate textures by describing, naming, rubbing, copying</li> </ul> <p><b>Biodiversity</b> <b>Lucy Arnold</b> <b>Levon Biss</b></p>	<ul style="list-style-type: none"> <li>Work on a different scales eg large brush on large paper.</li> </ul> <p><b>Form &amp; Shape:</b></p> <ul style="list-style-type: none"> <li>Use charcoal s and different gradients of pencils</li> <li>Observe shapes and objects closely and identify detail</li> <li>Begin to draw (sketch) for painting</li> <li>Positive</li> </ul>	<p>of objects having a third dimension.</p> <ul style="list-style-type: none"> <li>Experiment with scale and proportion.</li> <li>Draw faces in proportion, moving to whole body.</li> </ul> <p><b>Tone:</b></p> <ul style="list-style-type: none"> <li>Sketching light (light source) on objects.</li> </ul> <p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>Explore/use cross-hatching, -back and forth, Stippling</li> </ul> <p><b>Norway</b> <b>Edvard Munch</b></p>	<ul style="list-style-type: none"> <li>Explore/use sketching / blending.</li> <li>Explore/use different techniques for different purposes eg shading, hatching within their own work.</li> </ul> <p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>Closely observe texture of an object.</li> <li>Scribble, blending</li> </ul> <p><b>Form &amp; Shape</b></p> <ul style="list-style-type: none"> <li>Draw human form.</li> </ul> <p><b>Perspective &amp; Composition:</b></p> <ul style="list-style-type: none"> <li>Begin to develop an awareness</li> </ul>	<p>and mixed media.</p> <ul style="list-style-type: none"> <li>Explore colour mixing and blending techniques with coloured pencils.</li> </ul> <p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>Choosing correct medium to show texture and effect of light (more than one)</li> <li>Able to effectively interpret the texture of a surface</li> </ul> <p><b>Perspective &amp; Composition:</b></p> <ul style="list-style-type: none"> <li>Begin to develop</li> </ul>
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	<p><i>textures and begin to explore with</i></p>		<p><i>/ negative shapes</i></p>		<p><i>of composition, scale and</i></p>	<p><i>an awareness of composition</i></p>
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	<p>different materials, including rubbings.</p> <p>'The Little Gardener'. Beatrix Potter</p>		<ul style="list-style-type: none"> <li>• Begin to draw faces using close observation - portraits.</li> </ul> <p>Britain Rocks (History of Wall Art, Caves, hieroglyphs, frescoes, graffiti/street art) Jean Michel Basquiat Banksy</p>		<p>proportion in their work.</p> <ul style="list-style-type: none"> <li>• Show awareness of how pictures/paintings are created. Eg composition.</li> <li>• Perspective (one- two line perspective)</li> <li>• Shading to show perspective.</li> </ul> <p>Flatford Mill (Residential Trip, photography) Constable</p>	<p>n, scale and proportion in their work. Eg foreground, middle ground and background.</p> <ul style="list-style-type: none"> <li>• Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>• Accurately show perspective in their own drawings.</li> <li>• Accurate</li> </ul>
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						<i>drawing of people (portraits)</i>
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						<p>in proportion - adding more levels of detail.</p> <p>Well Meet Again. (War/Shelter portraits) Henry Moore - MOMA</p>
GD S	<ul style="list-style-type: none"> <li>Use lines for an intended purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Use lines for an intended purpose.</li> <li>Review and refine work.</li> <li>Articulate learning.</li> </ul>	<ul style="list-style-type: none"> <li>Use positive / negative spaces to show own ideas and objects.</li> <li>Articulate learning.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately show variety of scales in one drawing or creation.</li> <li>Clearly articulate learning.</li> </ul>	<ul style="list-style-type: none"> <li>Use light and sketching technique to accurately convey their ideas - explain their choice and use of technique.</li> <li>Suggest ways of refining work and combining techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Choosing best sketching technique and medium to represent their design</li> <li>-cross-hatching</li> <li>Back and forth etc</li> <li>Suggest ways of refining work and</li> </ul>

						<i>combining techniques.</i>
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						<ul style="list-style-type: none"><li>• Refer to Artists and their work.</li></ul>
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Subject	ART ~ Making	Domain	PAINTING
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	Y1	Y2	Y3	Y4	Y5	Y6
EXS	<ul style="list-style-type: none"> <li>Use tools, including brushes and sponges, fingers to apply paint.</li> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> </ul> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>Mix and match colours to artefacts and objects.</li> <li>Colour exploration/mixing</li> </ul>	<ul style="list-style-type: none"> <li>Explore use of different types of brushes.</li> <li>Experiment with tools and techniques including layering, mixing media, scraping through etc.</li> </ul> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>Gradients</li> </ul>	<ul style="list-style-type: none"> <li>Thickness of brushes.</li> <li>Work confidently on a range of scales eg thin brush small area.</li> <li>Explore Foreground / backgrounds.</li> </ul> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>Mix a variety of colours and know</li> </ul>	<ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes</li> <li>Choose paints and implements independently.</li> <li>Begin to plan and create different effects and textures with paint</li> </ul>	<ul style="list-style-type: none"> <li>Work on preliminary studies to test media and materials.</li> <li>Create imaginative work from a variety of sources.</li> </ul> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>Create a colour palette based upon colours observed in the natural or built world.</li> </ul>	<ul style="list-style-type: none"> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Use the qualities of different paints to create texture/effect.</li> <li>Develop a personal style of painting, drawing upon the ideas of</li> </ul>

		<i>of colour -making tints by</i>	<i>which primary colours make</i>	<i>according to what</i>		<i>other artists.</i>
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	<ul style="list-style-type: none"> <li>Mix secondary colours and shades using different paints.</li> </ul> <p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>Create textures by adding glitter / sawdust/ sand/plaster etc.</li> </ul> <p>Paddington Yayoi Kusama</p>	<p>adding colour to white - variety of paint.</p> <p><b>Types of Paint:</b></p> <ul style="list-style-type: none"> <li>Name different types of paint and their properties and begin to understand how different types of paint can be used.</li> <li>Work on range of scales eg large brush on large paper.</li> </ul> <p>Chunguza Kenya</p>	<p>secondary colours.</p> <ul style="list-style-type: none"> <li>Begin to use a more developed colour vocabulary.</li> <li>Gradients of colour - adding white and black to colour.</li> </ul> <p><b>Types of paints:</b></p> <ul style="list-style-type: none"> <li>Experiment with different effects and textures including blocking colour, washes, thickened paint etc.</li> <li>Use watercolou</li> </ul>	<p>they need for the task.</p> <ul style="list-style-type: none"> <li>Show increasing independence and creativity with the painting process.</li> </ul> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy.</li> <li>Use more colour specific language eg tint, tone, shade, hue.</li> <li>Look at blending</li> </ul>	<ul style="list-style-type: none"> <li>Look at Perspectives</li> <li>Explore Warm/cold colours / complementary and contrasting colours.</li> <li>Demonstrate a secure knowledge about primary, secondary, complementary and contrasting colours.</li> </ul> <p>Crime &amp; Punishment History of Portraits George Underwood</p> <p>Prisoner Portraits. Robert Gumpert - Photographer Artist -Gulsun Karamustafa</p>	<ul style="list-style-type: none"> <li>Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>Carry out preliminary studies test media and materials and mix colours.</li> <li>Show an awareness of how paintings are created (composition).</li> <li>Work from a variety of sources including those researched</li> </ul>
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		<p>Peter Lik Photographer) sources Sarah Shiundu</p>	<p>r.s</p>	<p>(blue - yellow) • Colou r wash</p>		
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		(	<ul style="list-style-type: none"> <li>• Sketching first and explore colour wash</li> </ul> <p><i>New Horizons</i> Aliza Misenbaum Evelyn Bates</p>	<ul style="list-style-type: none"> <li>• Building layers of colour from back to front</li> <li>• Adding extra, more intricate detail.</li> </ul> <p><i>Invasaders &amp; Settlers</i> Horace Pippin</p>		<p>independently</p> <p>•</p> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Create shades and tints using black and white.</li> <li>• Explore gradients of colour.</li> </ul> <p><i>ECO Arctic/Antarctica</i> George Marston Linda Lang</p>
GD S	<ul style="list-style-type: none"> <li>• Choice of colour for background</li> <li>• (darker colour on top of lighter)</li> </ul>	<ul style="list-style-type: none"> <li>• Justify brush use.</li> </ul>	<ul style="list-style-type: none"> <li>• Control amount of paint on brush to create effects</li> <li>• Show greater control over tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Blend contrasting, clashing colours for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Mixing media - Y2 links</li> <li>• Making and justifying choices</li> </ul>	<ul style="list-style-type: none"> <li>• Mixing media</li> <li>• Brush techniques to show texture.</li> <li>• Make appropriate choices to create desired effect and justify</li> </ul>

Experience a variety of Paints: block, powder, acrylics, poster, watercolours, oil and inks

Subject	Art ~Making	Domain	SCULPTURE
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	Y1 Playdough, plasticine, air dry clay, Recycled materials, natural and man-made materials	Y2 Clay, Recycled materials Fibre Art	Y3 Clay, Papier Mache Recycled/manmade materials	Y4 Clay, Wire Recycled/manmade Materials	Y5 Clay Recycled/manmade Materials	Y6 Clay Recycled Materials Recycled Art
EX S	<p>3d/Shape and Form</p> <ul style="list-style-type: none"> <li>Manipulate malleable materials in a variety of ways including rolling, kneading and shaping.</li> <li>Explore sculpture using clay.</li> <li>Use 2d to create 3d form, carve, texture</li> <li>Challenge the surface of a</li> </ul>	<p>3d/Shape and Form</p> <ul style="list-style-type: none"> <li>Manipulate malleable materials in a variety of ways including rolling and kneading, shaping.</li> <li>Manipulate clay for a variety of purposes including thumb pots, simple coil pots and models.</li> </ul>	<p>3d/ Shape and Form</p> <ul style="list-style-type: none"> <li>Plan, design and make models from observation or imagination.</li> <li>Join clay adequately and construct a simple base for extending and modelling</li> </ul>	<p>3d/Shape and Form</p> <ul style="list-style-type: none"> <li>Plan and design models for observation or imagination.</li> <li>Begin to make informed choices about the 3d technique chosen.</li> <li>Join clay adequately</li> </ul>	<p>3d/ shape and form</p> <ul style="list-style-type: none"> <li>Plan and develop ideas.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> <li>Shape form, model and construct</li> </ul>	<p>3d/ shape and form</p> <ul style="list-style-type: none"> <li>Plan and develop ideas.</li> <li>Shape, form, model and construct from observation and imagination.</li> <li>Plan a sculpture through drawing and</li> </ul>

	<p>malleable material eg. Clay.</p> <ul style="list-style-type: none"> <li>Explore shape and form. Use 2d shapes to begin to create a 3d form.</li> </ul> <p><b>Memories</b>  <b>Poppies/installation Paul Cummins Form/3d</b></p> <ul style="list-style-type: none"> <li>Experiment with construction and joining recycled, natural and man-made materials</li> <li>Explore sculpture with a range of malleable</li> </ul>	<ul style="list-style-type: none"> <li>Challenge the surface of a malleable material eg. Clay</li> <li>Build a textured relief tile.</li> <li>Understand the safety and basic care of materials and tools.</li> </ul> <p><b>Speak Up!</b>  <b>Tiles/sculpture/messages Augusta Savage Form/3d</b></p> <ul style="list-style-type: none"> <li>Experiment/a range and work with</li> </ul>	<p>other shapes.</p> <ul style="list-style-type: none"> <li>Create surface patterns and textures in malleable materials.</li> <li>Use papier mache to create a 3d object.</li> <li>Adapt models.</li> <li>Talk about their work understanding that it has been sculpted,</li> </ul>	<p>y and construct a simple base for extending and modelling other shapes.</p> <ul style="list-style-type: none"> <li>Demonstrating the safety and basic care of materials and tools</li> <li>Create surface patterns and textures.</li> </ul> <p><b>It's a Wrap.</b>  <b>Gods/animal heads/statue Alberto Giacometti Hans Grootswagers</b></p>	<p>t from observation and Imagination.</p> <ul style="list-style-type: none"> <li>Develop skills using clay including slabs, coils, slips.</li> <li>Produce intricate patterns and textures in malleable media.</li> <li>Describe the different qualities involved in</li> </ul>	<p>other preparatory work.</p> <ul style="list-style-type: none"> <li>Develop skills using clay including slabs, coils, slips.</li> <li>To create sculptures with increasing independence.</li> <li>Discuss and evaluate own work and the work of</li> </ul>
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	<p>media eg. foil, paper/card/recycled bottles/containers.</p> <ul style="list-style-type: none"> <li>• Begin to understand the safety and basic care of materials and tools.</li> </ul> <p><b>ECO Stewards Unit.</b></p>	<p>Recycled man made/natural materials eg plastics, papers, textiles, yarn, ribbon more confidently.</p> <p><b>Materials - Science</b> <b>Weaving</b> Fiona Hutchinson</p>	<p>modelled or constructed.</p> <ul style="list-style-type: none"> <li>• Demonstrating the safety and basic care of materials and tools.</li> </ul> <p><b>Eco/Erosion</b> <b>Marine animals</b> Barbara Franc Yinka Shonibare</p> <p><b>Form/3d</b></p> <ul style="list-style-type: none"> <li>• Use recycled natural and man-made</li> </ul>	<p><b>Form/3d</b></p> <ul style="list-style-type: none"> <li>• Use recycled natural and man-made materials to create sculptures.</li> </ul> <p><b>Eco Norway</b></p>	<p>modelling, sculpture and construction.</p> <p><b>The Wealth of Baghdad Islamic Sources</b> Maaida Noor Anwar Jala Shemza <b>Collaborative piece.</b></p> <p><b>Form/3d</b></p> <ul style="list-style-type: none"> <li>• Use recycled natural and man-made materials to create</li> </ul>	<p>other sculptors</p> <p><b>Groovy Greeks</b> <b>Greek patterns/era</b> <b>Vase/Pot</b> Grayson Perry</p> <p><b>Form/3d</b></p> <ul style="list-style-type: none"> <li>• Use recycled materials to create sculptures.</li> </ul> <p><b>Reflect and Rebuild</b> <b>Paper Sculptures</b> Junior Fritz Jacquet</p>
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			<i>materials to create sculptures.</i>		<i>sculptures.</i> <i>ECO - North/South America</i>	
GD S						

Subject	Art	Domain	PRINTING
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	Y1	Y2	Y3	Y4	Y5	Y6
EXS	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponges, end of paintbrush</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono - printing</p>	<p>Use different tools:</p> <ul style="list-style-type: none"> <li>• Toy cars</li> <li>• Wheels</li> </ul> <p>Build repeating patterns and recognise pattern in the environment eg tiles, animal prints</p> <p>Create simple printing blocks with press print (polystyrene)</p> <p>Explain the pattern</p>	<p>More detailed block prints - impressed method.</p> <p>Process to complete a simple print (explain).</p> <p>Make(relief) blocks from coiled string glued to a block)</p> <p>Explore shape in monoprint and block.</p>	<p>Design and create print for a purpose using sketchbook to explore textures.</p> <p>Select materials to print for a purpose.</p> <p>Create repeating patterns.</p> <p><b>Colour</b> Investigate colour -</p>	<p>Use different techniques and explain why used. Eg mono, resist and relief printing.</p> <p><b>Colour</b> Overlaying Printing with two or more colours  Can build layers of Colour (matching)</p> <p><b>Texture</b></p>	<p>Printing on paper and fabric eg screen printing</p> <p>Create printing block by simplifying an initial sketch idea.</p> <p>Choose printing method to get best desired outcome</p> <p>Choosing colour to</p>

	<p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</p> <p>Use of different tools: Leaves, Fruit, veg Lego</p> <p>Design repeated patterns. <b>Colour</b></p> <p>Experiment with overprinting motifs and colour</p> <p><b>Texture</b></p>	<p>texture it creates</p> <p>Use hard/soft materials</p> <p>Design more repetitive patterns, explore rotation.</p> <p><b>Colour</b></p> <p>Experiment with overprinting, motifs and colour.</p> <p><b>Texture</b> Make rubbings to collect textures and patterns eg</p>	<p>Layering repeated patterns.</p> <p><b>Cross Curricular Britain Rocks</b></p>	<p>Print with two colour overlays.</p> <p>Explore Marbling</p> <p><b>It's a Wrap.</b></p>	<p>Creating different textures.</p> <p><b>Crime &amp; Punishment</b></p> <p><b>History of Portraits</b> George Underwood</p>	<p>best show design</p> <p><b>Colour</b> Work into prints with a range of media e.g. pens, colour pens and paints</p> <p><b>Cross Curricular - Groovy Greeks Unit</b></p>
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	<p>Make rubbings to collect textures and patterns eg leaves, coins, bricks</p> <p>Victorian Christmas Coinage William Morris Gordon Summers</p>	<p>leaves, coins, bricks</p> <p>Cross Curricular - Biodiversity Unit</p>				
GDS	<p>Apply skills Independently in a range of settings</p>	<p>Use and explain the different tools and how it effects the print</p>	<p>Independently complete process with a desired outcome</p>	<p>Choose and explain materials to best suit design</p>	<p>Choose varying textures to layer with</p>	<p>To evaluate and explain improvements in their design and act upon them</p>

Subject	Art	Domain	DIGITAL MEDIA/PHOTOGRAPHY
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	Y1	Y2	Y3	Y4	Y5	Y6
<b>Manipulation of Digital Media</b>	<p>Explore ideas using digital media eg internet.</p> <p>Record visual information using digital camera, video, iPADs.</p> <p>Use a simple graphics package to create images and effects with: Lines by changing the size of brush in response to ideas, shapes using eraser, shape and fill tools and Colours and texture using simple filters to manipulate and create images.</p>	<p>Can create images, video and sound recording using camera, iPADs and video recorders and explain why they were created.</p> <p>Can present recorded visual images</p>	<p>Can create images, video and sound recording using camera, iPADs and video recorders and explain why they were created.</p> <p>Can present recorded visual images using powerpoint.</p> <p>Can use a graphics package to experiment: with line, colour and texture by working with - control brush tools, change the type of brush, create shapes, repeat</p>	<p>Can record, collect and store visual information using digital camera, iPADs and video cameras.</p> <p>Can enhance digital media by editing (including sound and video, animation, still images and</p>	<p>Can collaborate and use a video camera and editing software to pre-produce film and edit a short sequence of a narrative film.</p> <p>Can create a virtual work of art using digital photography and art program to insert one selected</p>	

	<p>Use basic selection and cropping tools.</p>	<p>using powerpoint .</p> <p>Can use a graphics package to experiment: with line, colour and texture by working with - control brush tools, change the type of brush, create shapes, repeat shapes, use special effects and simple filters.</p>	<p>shapes, use special effects and simple filters.</p> <p>Can animate a simple sequence of marks over several frames to make a time based presentation/animation.</p>	<p>installations ).</p> <p>Can use a paint program to develop virtual designs for a painting, print or 3d work.</p>	<p>component into a photographic setting.</p> <p>Can animate a simple sequence of drawings/photos to make a time based presentation with sound.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas (sketch books etc.)</p>
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<p><i>Photography Using Cameras/iPADS</i></p> <p><i>Capturing/storing/altering images.</i></p>	<p><i>Can suggest how the photographer organised the elements of the image (describing photos)</i></p>	<p><i>Begin to control focus and use zoom settings</i></p> <p><i>Can identify and recognise examples of photography as a visual tool and art form (appreciation of photography)</i></p>	<p><i>Can plan the use of a camera to take a specific photo or set of photos (Sunshine, background, where?)</i></p> <p><i>Changing a setting to use a flash in low light conditions</i></p>	<p><i>Take a photo of an image and modify on a computer to achieve the best quality print</i></p>	<p><i>Can use zoom to best frame an image and photograph from dynamic viewpoints</i></p>	<p><i>Can show an awareness of mood, emotions, feelings</i></p> <p><i>Evaluate the photography of others</i></p>
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