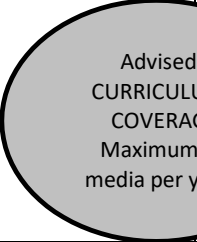


Art and Design Progression of Skills.

KS1 Art and Design Key Learning

Exploring and Developing ideas Evaluating ideas	Drawing	Painting	Printing	Textiles	3-d	Collage	Digital
<p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Evaluating and Developing work</p> <p>Review what they and others have done and say what they think and feel about it.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and Marks</u> Draw lines/marks from observations</p> <p>Draw on different surfaces with a range of media</p> <p><u>Shape</u> Observe and draw shapes from observations</p> <p>Draw shapes in between objects Invent new shapes</p> <p><u>Tone</u> Investigate tone by drawing light/dark</p>	<p>Use a variety of tools and techniques including different brush sizes, sponges, other tools.</p> <p>Mix and match colours to objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping</p> <p>Name different types of paint and their properties – ready mix, watercolour</p> <p><u>Colour</u> Identify primary and secondary colours by name</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Take simple prints i.e. mono -printing</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks with press print</p> <p>Design more repetitive patterns</p> <p><u>Colour</u> Experiment with overprinting motifs and colour</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p><u>Colour</u> Apply colour with printing, dipping, fabric crayons</p> <p><u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u> Change the surface of a malleable material e.g. build a textured tile</p>	<p>Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p><u>Colour</u> Collect, sort, name match colours appropriate for an image</p> <p><u>Shape</u> Create and arrange shapes appropriately</p> <p><u>Texture</u></p>	<p>Explore ideas using digital sources i.e. internet</p> <p>Record visual information using digital cameras</p> <p>Use a simple graphics package to create images and effects with <u>Lines</u> by changing the size of brushes in response to ideas</p> <p><u>Shapes</u> using eraser, shape and fill tools</p> <p><u>Colours and Texture</u> using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>

<p>Identify what they might change in their current work or develop in future work</p>	<p>lines, light/dark patterns, light/dark shapes <u>Texture</u> Investigate textures by describing, naming, rubbing, copying</p>	<p>Mix primary shades and tones Mix secondary colours <u>Texture</u> Create textured paint by adding sand, plaster</p>	<p><u>Texture</u> Make rubbings to collect textures and patterns</p>			<p>Create, select and use textured paper for an image</p>	 <p>Advised CURRICULL COVERACE Maximum 3 media per y ar</p>
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Lower KS2 Art and Design Key Learning

Exploring and Developing ideas Evaluating ideas	Drawing	Painting	Printing	Textiles	3-d	Collage	Digital
<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and Developing work</p> <p>Compare ideas, methods and approaches in their own and others' work and say what</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different grades of pencil and other implements to draw</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language – eg. names for different blues</p> <p>Mix and use tints and shades</p>	<p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3D object</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Record and collect visual information using digital equipment.</p> <p>Present recorded visual images using software</p> <p>Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision</p> <p>Change the type of brush to an appropriate style</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat</p> <p>Experiment with <u>colours and textures</u> by using effects and simple</p>

<p>they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in journal.</p>	<p>different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>						<p>filters to manipulate and create images for a purpose</p>
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Advised
CURRICULUM
COVERAGE
Maximum 3
media per year

Upper KS2 Art and Design Key Learning

Exploring and Developing ideas Evaluating ideas	Drawing	Painting	Printing	Textiles	3-d	Collage	Digital
<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and Developing work</p> <p>Compare ideas, methods and approaches in their own and others' work and say what</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a journal to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, marks, tone, form & texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p>	<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p>	<p>Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p> <p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>	<p>Use different grades of threads and needles</p> <p>Experiment with batik or felt techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>	<p>Record, collect and store visual information using digital cameras</p> <p>Present recorded visual images using software e.g. Photo story, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas</p>

Advised CURRICULUM AVERAGE Minimum 3 media per year

<p>they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in a journal.</p>	<p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>						
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Exploring and Developing ideas Evaluating and Developing work

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Represent their own ideas, thoughts and feelings through art and design.</p> <p>Express themselves effectively.</p> <p>Use what they have learnt about media and materials in original ways thinking about uses and purposes.</p> <p>Express and respond to feelings, ideas and experiences.</p> <p>Know about similarities and differences among materials and types of art eg painting, drawing, sculpture, model.</p> <p>Understands 'who', 'what', 'where' in simple questions eg. When looking at a painting/sculpture.</p> <p>Identify what they might change in their current work or develop in future work.</p>	<p>Record and explore ideas from first hand observation of real objects through drawing, painting and 3-d.</p> <p>Talk about their ideas and makes choices eg. Chosen tools, materials.</p> <p>Begin to work creatively with a range of media and on different scales.</p> <p>Identify what they might change in their current work or develop in future work</p> <p>Describe what they think about the work of an artist or craft maker. Why do they like/dislike it.</p> <p>Develop the language of art - begin to ask questions about a piece of art – have ideas about what it is about, identify how it has been made.</p>	<p>Record and explore ideas from first hand observation of real objects through drawing, painting and 3-d.</p> <p>Talk about their ideas and makes choices eg.. Chosen tools, materials.</p> <p>Work creatively with a range of media and on different scales.</p> <p>Identify what they might change in their current work or develop in future work</p> <p>Describe what they think about the work of an artist or craft maker and how it can give them ideas.</p> <p>Develop the language of art - ask questions about a piece of art – have ideas about what it is about, identify how it has been made. Compare and state preferences and why.</p> <p>Review what they and others have done and say</p>	<p>Annotate work in journal.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Compare the work of different artists.</p>	<p>Annotate work in journal.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople, architects, and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Annotate work in journal.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with greater insight.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Annotate work in journal.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with greater insight.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>

<p>Vocabulary: artist, sculptor, colour, pattern, like, dislike</p>	<p>Vocabulary; artist, sculptor, colour, pattern, shape, texture</p>	<p>what they think and feel about it.</p> <p>Make links with an artist's work and their own.</p> <p>Vocabulary: artist, sculptor, textile artist, 3-d, colour, pattern, shape, texture</p>	<p>Make links with an artist's work and their own.</p> <p>Vocabulary: history of art, periods of art, methods, portrait, landscape,</p>	<p>Experiment using the ideas and styles of different artists.</p> <p>Develop further what an artist is trying to express in their work.</p> <p>Make links with an artist's work and their own.</p> <p>Vocabulary: history/periods of art, mood, emotion, express/ion,</p>	<p>Experiment using the ideas and styles of different artists.</p> <p>Make links with an artist's work and their own.</p> <p>Understand the impact of art on a nation's culture or identity.</p> <p>Vocabulary: develop that language of art in terms of techniques, how techniques or materials enhance an artist's message, interpret/ion, composition, foreground, background</p>	<p>Experiment using the ideas and styles of different artists.</p> <p>Make links with an artist's work and their own.</p> <p>Understand the impact of art on a nation's culture or identity.</p> <p>Vocabulary: develop that language of art in terms of techniques, how techniques or materials enhance an artist's message, interpret/ion, composition, foreground, background, perspective</p>
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Drawing

All year groups from Year 1-6 will use a sketchbook to promote drawing skills

EYFS	Year 1 Line, shape, pattern, texture	Year 2 Line, shape, pattern, texture	Year 3	Year 4	Year 5	Year 6
<p>Create simple representations of events, people and objects.</p> <p>Look closely at similarities, differences, patterns and change.</p> <p>Draw on different scales.</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Experiment with mark making in different materials – sand, mud, soil, flour</p> <p>Draw on different surfaces with a range of media</p> <p>Investigate textures by describing, naming, rubbing, copying</p>	<p>Begin to explore different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Draw on different scales.</p> <p>Draw lines of different shapes and thickness and select from 2 different grades of pencil.</p> <p>Observe and draw shapes.</p> <p>Identify light and dark marks/shapes.</p> <p>Investigate textures by making rubbings.</p> <p>Use simple vocabulary for texture eg. rough, smooth.</p>	<p>Experiment with confidence in different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Show better control and draw for longer period of time.</p> <p>Draw on different scales.</p> <p>Draw lines of different shapes and thickness and select from 3 different grades of pencil.</p> <p>Explore hatching and cross-hatching.</p> <p>Observe and draw shapes with greater detail.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p>Investigate textures by describing, rubbing, copying.</p>	<p>Experiment with greater control how surface detail can be added to drawings.</p> <p>Draw on different scales.</p> <p>Use journals to collect and record ideas and include analysis of materials and artists' methods.</p> <p>Draw for a sustained period of time.</p> <p>Observe greater detail in portraits.</p> <p>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. Combine 2 or more in work.</p> <p>Begin to show an awareness of objects having a third dimension.</p>	<p>Experiment with greater control how surface detail can be added to drawings.</p> <p>Draw on different scales.</p> <p>Use journals to refine and alter drawings. Include analysis of materials and artists' methods.</p> <p>Bring more independence to choice of media and subjects in sketchbooks.</p> <p>Draw for a sustained period of time.</p> <p>Master detail in portraits, capture an expression or mood.</p> <p>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. Choose and combine</p>	<p>Work from a variety of sources and continue to be experimental.</p> <p>Draw on different scales.</p> <p>Be confident to learn from mistakes.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Use a journal to collect and develop ideas which feed into a main piece of work.</p> <p>Journals to include analysis of artists' methods as well as personal interactions with artists' work.</p> <p>Identify artists who have worked in a similar way and try out their methods.</p> <p>Start to develop their own style using tonal contrast and hatching.</p>	<p>Work from a variety of sources and continue to be experimental.</p> <p>Draw on different scales.</p> <p>Be confident to learn from mistakes.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Use a journal to collect and develop ideas which feed into a main piece of work.</p> <p>Journals to include analysis of artists' methods as well as personal interactions with artists' work.</p> <p>Identify artists who have worked in a similar way and try out their methods.</p> <p>Start to develop their own style using tonal contrast and hatching. Be able to explain their</p>

		<p>Use vocabulary to compare textures, patterns.</p>	<p>Use media to achieve variations in tone and shading.</p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing</p>	<p>media for a desired effect.</p> <p>Improve the awareness of 3-d and proportion in shapes.</p> <p>Use media to achieve improved variations in tone and shading.</p> <p>Create more detailed textures with a wide range of drawing implements and experiment layering media.</p> <p>Apply pattern and texture in a drawing by layering media eg. Pencil, pen and pencil, charcoal, .</p>	<p>Develop close observation skills using a variety of view finders.</p> <p>Continue to improve on observational details.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition.</p>	<p>desired intentions and effects.</p> <p>Combine dry and wet media.</p> <p>Continue to master observational details.</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Continue to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition.</p>
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Painting

EYFS	Year 1 Colour, texture, pattern	Year 2 Colour, texture, pattern	Year 3	Year 4	Year 5	Year 6
<p>Explore colour and how colour can be changed. Explore what happens when colours are mixed.</p> <p>Mix colours using red, blue and yellow to make green, purple, orange, pink and brown. Give names to colours.</p> <p>Experiment with adding materials to paint to create texture. Mix different media to create new effects.</p> <p>Uses simple tools and techniques competently.</p> <p>Children to express opinions about colours they like and why they like them.</p> <p>Use a range of brush sizes and work on different coloured, sized, shaped papers.</p> <p>Create marks with a variety of tools – fingers, twigs etc</p>	<p>Use a variety of tools and techniques including different brush sizes and types of paint</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p>Mix primary shades and tones and name</p> <p>Mix secondary colours and name</p> <p>Add white and black to make tones</p> <p>Create textured paint by adding sand, plaster</p>	<p>Use a variety of tools and techniques including different brush sizes and types of paint</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p>Explore primary and secondary colours on a colour wheel.</p> <p>Add white and black to make tones</p> <p>Add background colours with a wash.</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades with accuracy.</p> <p>Create washes with watercolours for backgrounds.</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades to create moods and expression.</p>	<p>Develop a painting from a drawing</p> <p>Use acrylic paint</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p>	<p>Develop a painting from a drawing</p> <p>Use acrylic paint</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p> <p>Explain their choices.</p>

Printing

EYFS	Year 1 Line, pattern, shape	Year 2 Line, pattern, shape	Year 3	Year 4	Year 5	Year 6
<p>Experiment with printing using hands, feet and fingers</p> <p>Print with a range of hard and soft materials eg <i>corks, pen barrels, sponge</i></p> <p>Roll printing ink over found objects to create patterns eg <i>leaves, stones, packaging</i></p> <p>Make rubbings to collect textures and patterns</p> <p>Recreate texture using wallpaper, string, polystyrene</p> <p>Use tools competently and appropriately.</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Take simple prints i.e. mono -printing</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks with press print and plasticine</p> <p>Make rubbings to collect textures and patterns</p> <p>Draw patterns on carbon paper</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Take simple prints i.e. mono -printing</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks with press print</p> <p>Design more repetitive patterns</p> <p>Experiment with overprinting motifs and colour on carbon paper.</p>	<p>Create printing blocks using a relief or impressed method eg texture from block made with coiled string</p> <p>Create repeating patterns with planned translation or rotation.</p> <p>Print with two colour overlays</p>	<p>Create printing blocks using a relief or impressed method developed from a drawing.</p> <p>Create repeating patterns with planned translation or rotation.</p> <p>Print with two colour overlays</p>	<p>Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p> <p>Build up layers of prints for a desired effect</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>	<p>Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p> <p>Build up layers of prints for a desired effect</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p> <p>Y6 Art Club – screen printing</p>

Textiles

EYFS	Year 1 Texture, pattern	Year 2 Texture, pattern	Year 3	Year 4	Year 5	Year 6
<p>Manipulate materials for a planned effect.</p> <p>Match and sort fabrics and threads to colour, texture, length, size and shape</p> <p>Handle and manipulate materials such as threads, cottons, wool, raffia, grass</p> <p>Deconstruct cloths and threads</p> <p>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Create fabrics by weaving materials i.e. grass through twigs</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Apply colour with printing, dip dying, fabric crayons</p> <p>Create fabrics by weaving materials i.e. grass through twigs</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Colour fabrics</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Use applique techniques</p> <p>Colour fabrics</p>	<p>Use different grades of threads and needles</p> <p>Experiment with batik or felt techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>Use different grades of threads and needles</p> <p>Experiment with batik or felt techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>

3-d

EYFS	Year 1 Shape and form	Year 2 Shape and form	Year 3	Year 4	Year 5	Year 6
<p>Manipulate materials for a planned effect.</p> <p>Construct with a purpose in mind using a variety of resources.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Experiment with malleable materials e.g. <i>plasticine, dough, clay, mod roc, pipe cleaners</i></p> <p>Roll a ball shape and a sausage shape using hands, pinch and roll coils.</p> <p>Join simple found forms together</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose eg. tile, animal</p> <p>Understand the safety and basic care of materials and tools</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Change the surface of a malleable material e.g. build a textured tile</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose eg. tile, animal, thumb pot</p> <p>Understand the safety and basic care of materials and tools</p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Change the surface of a malleable material e.g. build a textured tile</p> <p>Use simple 2-D shapes to create a 3-D form</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3D object</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3D object</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Explain how an artist might influence their own work.</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Follow and refine their own plans.</p> <p>Explain how an artist might influence their own work.</p>

Collage

EYFS	Year 1 Texture, colour	Year 2 Texture, colour	Year 3	Year 4	Year 5	Year 6
<p>Manipulates materials for a planned effect.</p> <p>Collage a range of fabrics.</p> <p>Sort materials according to specific qualities, e.g. <i>warm, cold, shiny, smooth</i></p> <p>Combine materials to create new effects eg <i>string, tissue paper and glue</i></p> <p>Fold, crumple and tear papers.</p> <p>Explore different methods of attaching materials – glue, tape.</p> <p>Experience different types of glue (stick and wet).</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p>Collect, sort, match colours appropriate for an image</p> <p>Create and arrange shapes appropriately</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour, texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p>Collect, sort, match colours appropriate for an image</p> <p>Create and arrange shapes appropriately</p> <p>Create select and use textured paper for an image</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Cut with precision</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p>Mix collage with other media</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p> <p>Use ceramic mosaic</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p> <p>Use ceramic mosaic</p> <p>Adapt, extend and justify their work.</p>

Digital

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore ideas using digital sources i.e. internet</p> <p>Record visual information using ipads, cameras</p> <p>Use a simple graphics package to create images and effects by changing brush size and colours</p> <p>Work on different scales – computer and interactive whiteboard</p>	<p>Explore ideas using digital sources i.e. internet</p> <p>Record visual information using digital cameras, ipads</p> <p>Use a simple graphics package to create images and effects with: <u>Lines</u> by changing the size of brushes in response to ideas</p> <p><u>Shapes</u> using eraser, shape and fill tools</p> <p><u>Colours and Texture</u> using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>	<p>Explore ideas using digital sources i.e. internet</p> <p>Record visual information using digital cameras, ipads</p> <p>Use a simple graphics package to create images and effects with: <u>Lines</u> by changing the size of brushes in response to ideas</p> <p><u>Shapes</u> using eraser, shape and fill tools</p> <p><u>Colours and Texture</u> using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>	<p>Record and collect visual information using digital cameras</p> <p>Present recorded visual images using software</p> <p>Use a graphics package eg. Be funky to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision</p> <p>Change the type of brush to an appropriate style</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat</p> <p>Experiment with <u>colours and textures</u> by using effects and simple filters to manipulate and create images for a purpose</p>	<p>Record and collect visual information using digital cameras</p> <p>Present recorded visual images using software</p> <p>Use a graphics package eg. Be funky to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision</p> <p>Change the type of brush to an appropriate style</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat</p> <p>Experiment with <u>colours and textures</u> by using effects and simple filters to manipulate and create images for a purpose</p>	<p>Record, collect and store visual information using digital cameras</p> <p>Present recorded visual images using software e.g. Powerpoint, keynote, Brushes</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas</p>	<p>Record, collect and store visual information using digital cameras</p> <p>Present recorded visual images using software e.g. Powerpoint, keynote, Brushes</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas</p>