



In Art children should be taught:		
<p>Early Learning Goal EXPRESSIVE ARTS AND DESIGN</p> <ul style="list-style-type: none"> <u>Exploring and Using Media and Materials:</u> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>Being Imaginative:</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through.....art 	<p>NC – KS1:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>NC – KS2: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history.

Exploring and Evaluating Ideas:							
	EYFS	KS1		LOWER KS2		UPPER KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketchbook:	Begin to explore their own ideas, using their imagination or observations.	Start to use sketchbooks for recording and exploring simple ideas working from observation and imagination.	Use sketchbooks to record, explore and plan the development of simple ideas working from observation and/or imagination. Begin to use sketchbooks as a place to collect visual information that supports the development of ideas.	Has a developing awareness that their sketchbook can be used to record, explore and plan the development of simple ideas working from observation and/or imagination. Is aware that their sketchbook is a place in which to collect visual information that supports the development of their ideas.	Continue to develop an awareness that their sketchbook can be used to record, explore and plan the development of simple ideas working from observation and/or imagination. Continues to be aware that their sketchbook is a place in which to collect visual information that supports the development of their ideas.	Make use of sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information. Is aware that their sketchbook is a place in which to collect visual information that supports the development of their ideas and can reflect on this as a visual diary of progress.	Use sketchbooks for a variety of purposes including recording observations, developing ideas, planning and recording information. Starting to work more independently when exploring and investigating materials and techniques. Uses their sketchbook as a place in which to collect visual information that supports the development of multiple ideas and can reflect on progress.
Describe	With adult support begin to talk about what they have made, how it was made, what they used, what was challenging.	Join in teacher led discussions and begin to explain what they have made, the starting point, how it was made (technique/process), materials used and any challenges they faced in order to make their artwork.	With encouragement explain what they have made, the starting point, how it was made (technique/process), materials used and any challenges they faced in order to make their artwork.	With support begin to make some use of specialist art and design vocabulary when discussing and explaining their work.	Continue to develop use of specialist art and design vocabulary when expressing ideas and opinions about their own work and that of others (peers / artists / craftspeople and designers). Opinions may be recorded through simple annotations.	Discuss their work with others, sharing ideas and opinions using some specialist art and design vocabulary.	Confidently discuss their work with others, sharing ideas and opinions making increasing use of relevant specialist art and design vocabulary. Consider similarities, differences and express preferences.
Compare:	With adult support identify similarities and differences between theirs and others' work.	Begin to talk about the work of others, identifying similarities and differences between theirs and others' work. (opinion)	Talk about what they and others have done and say what they think and feel about it.	Start to compare ideas, methods and approaches in their own and others' work and say what they think and feel about it.	Compare and consider ideas, methods and approaches in their own and others' work and say what they think and feel about it.	Compare and evaluate ideas, methods and approaches in their own and others' work and say what they think and feel about it.	Compare and evaluate ideas, methods and approaches in their own and others' work and say what they think and feel about it, offering feedback and advice where relevant.
Modify:	With adult support, look at their work and begin to talk about a simple improvement.	With support, identify and make a simple improvement to their work.	Identify an area for improvement and act on this to make a change to their work to support their intended outcome.	With support identify a strength in their art work and discuss it. Identify an area for improvement and discuss possible changes they could make in order to achieve their intended outcome.	Recognise and discuss strengths within their art work. Identify and make changes for improvement.	Identify strengths within their art work. Make relevant changes for improvement and discuss the impact that this will have on their final piece.	Critically evaluate their art work. Make relevant changes for improvement and discuss the impact that this will have on their final piece. Assess and review their final outcome in the light of their initial design intentions (referring back to preparatory sketchbook work).



Drawing Using a range of materials and media including pencils, chalks, pastels, felt pen, charcoal, inks, ICT software							
	EYFS	KS1		LOWER KS2		UPPER KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CORE SKILLS PROCESSES & TECHNIQUES	<p>Experiment with various materials to create different textures and effects.</p> <p>Explore simple drawing from observation, imagination and experience.</p> <p>Developing mark making on a variety of surfaces and coloured papers.</p> <p>Create simple representations of events, people and objects.</p>	<p>Explore different media to draw with.</p> <p>Begin to control the range and quality of marks made with media e.g. thick/thin line, apply hard/light pressure.</p> <p>Match and draw lines/marks from observation.</p> <p>Experiment with the use of dots and lines to demonstrate pattern and texture and tone.</p> <p>Explore using different surfaces to draw on with different drawing media.</p> <p>Investigate tone by using pencil to draw light/dark lines,</p>	<p>Use drawing materials to investigate marks, representing their observation, memories and ideas with purpose.</p> <p>Control the type and quality of line made with a variety of materials. Eg thick, thin, wavy, edge, point, heavy/light pressure.</p> <p>Investigate texture by using different materials to produce lines/marks eg dots/cross lines, scribbling</p> <p>Develop increasing control in drawing on different surfaces with a range of materials.</p> <p>Develop skill in using a pencil to explore tonal gradation (shading) e.g. light/dark patterns, light/dark shapes.</p> <p>Use a viewfinder to select a view, or shapes in an image and then record what is selected within the frame.</p>	<p>Experiment with a variety of drawing materials to explore ways in which detail can be added to drawings.</p> <p>Begin to indicate facial expressions in drawings</p> <p>Confidently create lines and marks with control and draw different forms and shapes (sketching line).</p> <p>Experiment with different grades of pencil to create texture through their choice of lines and marks e.g. hatching, scribbling.</p> <p>Explore variation in tone (shading) by using pencil to achieve a range of light and dark tones.</p>	<p>Use different drawing materials to draw, for a sustained period of time.</p> <p>Choose specific marks, lines and patterns to represent texture in drawing.</p> <p>Use simple shading to show light and shadow in a drawing in a simple way.</p> <p>Begin to show an awareness of objects having a third dimension and demonstrate simple perspective when drawing.</p> <p>Begin to use lines to show movement in figures and forms.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Control a variety of dry media to make marks, lines, patterns and shapes in a drawing to achieve a specific outcome.</p> <p>Begin to choose different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Begin to explore simple perspective in their work using a single focal point and horizon.</p> <p>Explore colour mixing and blending techniques with colour pencils.</p>	<p>Work in a sustained and independent way to develop their own style of drawing using tonal contrast and mixed media.</p> <p>Independently use dry media to make marks, lines, patterns and shapes for a particular purpose within a drawing.</p> <p>Show movement and simple perspective in drawings through their use of line and tone.</p> <p>Show 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 drawing.</p>
	Key Vocabulary	<p>Introduce key vocabulary: eg. grip, hold, strong, move direction, line, dot, mark, length, thickness, straight, curved, etc.</p>	<p>Develop key vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Use key vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Expand key vocabulary to include: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, and outline.</p>	<p>Further Expand key vocabulary portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Use a range of key vocabulary including line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy.</p>



Painting (watercolour, ready mixed, acrylic)							
	EYFS	KS1		LOWER KS2		UPPER KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CORE SKILLS PROCESSES & TECHNIQUES	<p>Explore making marks with paint using different size paintbrushes and a variety of tools such as fingers, sponges, brushes, sticks, rollers.</p> <p>Explore and name a range of basic colours.</p> <p>Choose and use colours for a specific purpose and say why you have chosen a colour e.g green for grass, blue for sky.</p> <p>With adult support, explore mixing colours and know that colours can be changed by mixing two colours.</p> <p>Use paint of different consistency Eg thick (add sand, glue, for texture) thin (add water to make colour washes, dribble, splat, splash for effects).</p> <p>Use paint to create simple representations working from observation, imagination, and memory.</p>	<p>Experiment with paint using a range of tools, e.g. different brush sizes, sticks, cotton buds, rollers and pads.</p> <p>Begin to correctly hold and show control over the types of marks made using a brush (brushstrokes).</p> <p>Paint on different surfaces.</p> <p>Work on different scales.</p> <p>Name the primary colours and explore mixing them to create a range of secondary colours using different amounts of paint eg adding more yellow to red. How many different oranges can you make?</p> <p>Explore thick and thin paint to create different effects and marks. Eg thick to make layers, texture or thin paint to colour wash, layer, merge.</p>	<p>Use a variety of tools including different brush sizes and types to explore different painting techniques.</p> <p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Mix primary colours to make secondary colours and be introduced to the colour wheel.</p> <p>Explore adding white to lighten and black to darken paint.</p> <p>Work on a variety of scales, small medium, large.</p> <p>Develop awareness of size of brush related to scale of work e.g. small brush for small marks, large brush for background,</p>	<p>Use a range of brushes to explore different effects and textures, patterns and lines such as blocking in, colour washes, thickened paint creating textural effects.</p> <p>Mix colours, shades and tones with increasing confidence.</p> <p>Begin to explore complimentary colours.</p> <p>Choose and use colours/ tints/ shades for a purpose and say why you have chosen them.</p> <p>Work on a range of scales e.g. small brush for detail/small scale work.</p>	<p>Confidently use a variety of brush techniques to create shapes, textures, patterns and lines with paint.</p> <p>Know which primary colours make secondary colours (colour wheel work)</p> <p>Explore contrasting colours.</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</p> <p>Confidently create different textures and effects with paint by controlling the consistency of the paint and the type of brushstroke applied.</p> <p>Explore working in the style of a selected artist (inspired not copying) to create a piece of work/painting/composition.</p>	<p>Control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint for a specific outcome.</p> <p>Begin to develop a painting composition from a drawing.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style.</p>	<p>Work in a sustained and independent way to develop their own style of painting using different tools and techniques. .</p> <p>Identify and mix primary, secondary, complementary and contrasting colours building on previous knowledge.</p> <p>Create an imaginative work from a variety of sources eg observational drawing, themes, poetry, music artist's work.</p>
	Key Vocabulary	<p>Introduce key vocabulary: Colour, paint, hot, cold, bright, dull, light, dark, brush, thick, thin, straight, curved, outline, fill, control, picture, background, foreground, landscape, portrait</p>	<p>Develop key vocabulary: shades, lighter, darker, tint, primary, secondary, consistency, layer, outline.</p>	<p>Use key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Expand key vocabulary to include: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, scale, composition</p>	<p>Further Expand key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Use a range of key vocabulary including: blend, mix, line, tone, shape, abstract, absorb, colour,</p>



3D Design/Sculpture (clay, dough, boxes, wire, paper sculpture)							
	EYFS	KS1		LOWER KS2		UPPER KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CORE SKILLS PROCESSES & TECHNIQUES	<p>Explore and manipulate malleable materials such as play dough and clay by patting, rolling, stretching, squeezing, flattening,</p> <p>Use simple tools to effect changes to materials e.g mark make or impress into clay/playdough</p> <p>Construct with a purpose in mind using a variety of 3D resources such as construction bricks, card, and recycled 'junk' materials.</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Select appropriate resources and adapt work where necessary.</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading.</p> <p>Use clay to construct a simple functional form such as a pinch pot.</p> <p>Experiment with texture by changing the surface of a malleable material e.g. using tools to impress or mark make into clay.</p> <p>Understand the safety and basic care of materials and tools used in 3D work.</p>	<p>Manipulate clay to model an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Use a variety of techniques to shape clay e.g. rolling, cutting, pinching, stretching, smoothing, joining</p> <p>Create texture for a purpose on the surface of clay by using different mark making implements e.g. scales, patterns.</p> <p>Use simple techniques to shape and secure natural, recycled and manufactured materials to construct simple 3D sculptures.</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use tools and media with confidence to produce 3D models from observation or imagination. .</p> <p>Construct a simple base and add or extend shapes or features from it.</p> <p>Learn to join two parts successfully e.g. using clay slip, tape, glue</p> <p>Create more intricate clear surface patterns and textures in clay.</p> <p>Use tools to explore simple carving into clay or malleable material.</p>	<p>Plan, design and make models from observation or imagination using recycled, natural or man-made materials</p> <p>From a slab base extend and model other shapes to create features.</p> <p>Use clay slip to join pieces of clay to one another.</p> <p>Control tools to create detailed surface patterns and textures in clay.</p> <p>Use paper/papier mache to create a simple 3D sculpture or maquette.</p> <p>Cut, manipulate, combine and fix paper or card shapes to create recognisable 3D forms.</p> <p>Begin to review and improve work.</p>	<p>Plan a sculpture through drawing and other preparatory sketchbook work.</p> <p>Develop skill in using clay to build a 3D form using techniques such as pinch, coil, slab, slip.</p> <p>Select and use different tools and techniques to add a variety of surface decoration and describe them.</p> <p>Develop an understanding of different ways of finishing work by painting and/or glazing (PVA).</p> <p>Adapt work as and when necessary and explain why.</p> <p>Confidently use recycled, natural and manmade materials to create sculptures.</p> <p>Work in a safe, organised way, caring for equipment.</p>	<p>Plan and develop ideas for a 3D sculpture through drawing and other preparatory sketchbook work.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Demonstrate skill in using using clay or card to create a 3D sculpture.</p> <p>Model and develop work through a combination of techniques such as pinch, slab, and coil work.</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Demonstrate understanding of different ways of finishing work: glaze, paint.</p> <p>Review and improve work, solving problems as they occur.</p> <p>Work in a safe, responsible and organised way, caring for equipment.</p>
	Key Vocabulary	<p>Introduce key vocabulary: 2D , 3D, dough, clay, flexible, shape, roll, pat, squeeze, press, scrape... stretch,mark, texture</p>	<p>Develop Use of key vocabulary: Sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, shapes, materials, geometric.</p>	<p>Use key vocabulary: Sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, shapes, materials, geometric.</p>	<p>Expand key vocabulary to include: Sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, shapes, materials, geometric.</p>	<p>Further Expand key vocabulary: Design, shape, 3D sculpture, maquette, base, slip, glue, scratch, rough, trim, edge, circle, oval, shape, edging, trimmings, shape, form,</p>	<p>Use a range of key vocabulary including: form, structure, texture, shape, mark, soft, join, glaze</p>



Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, mono-print, string)							
	EYFS	KS1		LOWER KS2		UPPER KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CORE SKILLS PROCESSES & TECHNIQUES	<p>Explore a range of hard and soft shapes or surfaces (cotton reels/leaves/sponges) and apply pressure to create a basic print.</p> <p>With adult support, explore creating simple repeated patterns using objects.</p> <p>Explore taking a simple rubbing eg leaf</p>	<p>Apply appropriate pressure and take a rubbing from a textured surface to create a simple print.</p> <p>Use mark making tools (lolly sticks, fingers) to create a simple impressed print by drawing into ink and taking a monoprint.</p> <p>Competently create a repeated pattern.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials/objects e.g. cork, pen barrels, sponge.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Create simple printing blocks with press print</p> <p>Take simple prints i.e. mono - printing.</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Design more repetitive patterns</p>	<p>Create a simple printing block using a relief or impressed method</p> <p>Demonstrate increased control in mono and relief printing.</p> <p>Confidently create repeating Patterns using a range of objects.</p> <p>Experiment with overprinting motifs and colour – use two colours in a print</p> <p>Experiment with combining prints taken from different objects to produce an end print.</p> <p>Identify a process or technique used to create a print.</p>	<p>Develop skill in using a range of tools to create a more detailed design printing block using a relief or impressed method.</p> <p>Demonstrate increased competence in mono and relief printing on a variety of surfaces eg smooth/textured paper/fabric.</p> <p>Begin to create texture in a Collagraph print by adding materials e.g. corrugated card, string to the printing block.</p> <p>Confidently overlay 2 colours to create a print.</p> <p>Create more complex repeating patterns.</p> <p>Say what processes or techniques have been used to produce a print eg impress/overlay...</p>	<p>Use a range of tools and techniques to create a printing block e.g. relief, impressed method.</p> <p>Choose the method of printing i.e. relief or impressed method</p> <p>Experiment with using 3 colours to create a single print or rubbing.</p> <p>Create a printing block by simplifying an initial sketch book idea.</p> <p>Experiment with a range of media e.g. pens, colour pens and paints to work into prints.</p> <p>Begin to make connections between their own work and patterns in the immediate or wider environment (e.g. wallpaper, patterns from other cultures)</p>	<p>Express preferences in the selection of tools to create a printing block.</p> <p>Reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>Create prints with three overlays</p> <p>Confidently work into prints with a range of media e.g. pens, colour pens and paints</p> <p>Describe techniques and processes.</p> <p>Create a print for a purpose eg wrapping paper, wallpaper, clothing</p>
	Key Vocabulary	<p>Introduce key vocabulary: shape, colour, printing, objects, press, pattern.</p>	<p>Develop Use of key vocabulary: colour, shape, impressed, printing, printmaking, relief printing, objects, stencil.</p>	<p>Use key vocabulary: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Expand key vocabulary to include: line, pattern, texture, colour, shape, block printing ink, polystyrene press printing tiles, inking rollers</p>	<p>Further Expand key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene press printing tiles, inking rollers, relief.</p>	<p>Use a range of key vocabulary including pattern, shape, tile, colour, arrange, collagraph, rotate.</p>



Work of Other Artists							
EYFS		KS1		LOWER KS2		UPPER KS2	
Reception		Year 1	Year 2	Year 3	Year 4	Year 5	
CORE SKILLS PROCESSES & TECHNIQUES	<p>Look at work of notable artists and illustrators and use simple vocabulary to describe what they see, think and feel.</p> <p>Notice and talk about the colours used, shapes, images, patterns in works of art, illustrations and artefacts.</p>	<p>Look at the work of famous, notable artists and designers and begin to notice key features.</p> <p>Use a growing vocabulary to talk about what they see, think and feel in response to a piece of work.</p> <p>Express an opinion on the work of famous, notable artists</p> <p>Be inspired by the work of an artist and use this in their own work.</p>	<p>Explore the work of some of famous artists, craft makers and designers and notice differences and similarities.</p> <p>Develop their art vocabulary to express their thoughts and feelings in response to a work.</p> <p>Explain how a piece of art makes them feel – link to emotions.</p> <p>Begin to reflect on their work and identify changes they might make or how their work could be developed further.</p> <p>Take inspiration from famous, notable artists or art from another culture to create their own work and compare.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities in content and techniques.</p> <p>Begin to develop a basic understanding of identified artists and techniques when discussing their own and others works.</p> <p>Express their thoughts and feelings using a growing art vocabulary.</p> <p>Look at work from different artists, crafts people and cultures and begin to make simple links to their own work.</p> <p>Respond to art from other cultures and other periods of time.</p>	<p>Being to explore a range of great artists, architects and designers in history and from other cultures.</p> <p>Show a developing understanding of artists and techniques when discussing their own and others works.</p> <p>Discuss and review their own and others work, expressing thoughts and feelings using a range of art vocabulary.</p> <p>When looking at their own art work, begin to identify a simple modification or change and talk about how this might be developed further.</p> <p>Begin to reflect on and explain the successes and challenges in a piece of art created.</p>	<p>Further explore a range of great artists, architects and designers in history and from other cultures.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify an artist that has worked in a similar way to their own work.</p>	<p>Explore a range of great Artists, architects and designers in history and from other cultures.</p> <p>Use a range of vocabulary to discuss and review their own and others work, expressing thoughts and feelings and explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work and talk about a technique used.</p> <p>Compare different styles and approaches in their work and the work of artists.</p>
	POSSIBLE ARTISTS	<p>Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p>			<p>Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Romero Britto, Michael Brennand-Wood.</p>		



ENRICHMENT SKILLS GRID (supports optional activities that may be undertaken through whole school/year group/class/small group projects)							
	EYFS	KS1		LOWER KS2		UPPER KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage – skills and techniques	<p>Manipulate materials to achieve a planned effect e.g. cut, tear, stick, fold, crumple, scrunch, overlap.</p> <p>Use simple tools and techniques competently e.g. scissors, glue spreaders,</p> <p>Begin to select, place and stick, cut and torn shapes onto a surface to convey an idea.</p> <p>Begin to talk about their pieces of work and say what they have used.</p>	<p>Create simple images using a variety of media such as papers, cards, fabrics, printed images to create images.</p> <p>Begin to sort and group materials for different purposes e.g. colour texture</p> <p>Manipulate materials e.g. fold, crumple, tear and overlap papers</p> <p>Explore arranging shapes in different ways.</p> <p>Explore texture in your collage by creating and using textured materials for an image e.g. crumpled paper, corrugated paper, smooth paper, twisted paper.</p> <p>Place and fix materials to different backgrounds using different adhesives.</p>	<p>Use a range of materials such as fabric, paper, card, wool, string, magazines or photocopied images.</p> <p>Sort materials according to specific qualities such as warm, cold, shiny, dull smooth, rough.</p> <p>Manipulate and combine materials in different ways to create a texture such as cutting, tearing, twisting, and scrunching.</p> <p>Consider the placement of materials in a collage and put them onto the surface with clear intention ie not random</p> <p>Use paste and adhesives accurately to fix materials to a surface.</p> <p>Work on different scales.</p>	<p>Begin to select colours and materials and textures to create different effects, giving reasons for their choices;</p> <p>Explore overlapping and overlaying when placing materials or objects onto a collage.</p> <p>Cut multiple shapes with scissors and arrange /stick these on a surface for a purpose.</p> <p>Explore creating a specific mood, movement or area of interest in a collage by using different materials or textures.</p> <p>Work confidently in a variety of scales.</p>	<p>Select specific colours and materials to create effect, giving reasons for their choices</p> <p>Use a range of collage techniques such as tearing, overlapping, layering, tessellation, mosaic and montage to create images and represent textures.</p> <p>Talk about the techniques they use and the textures and image created. (Visual vocabulary)</p> <p>Use collage as a means of representing ideas and information inspired by a variety sources such as, the natural world, stories, poetry or music.</p>	<p>Select and confidently manipulate a variety of materials and media in a collage.</p> <p>Add collage to a painted, printed or drawn background to create mixed media work.</p> <p>Choose and use a variety of techniques, colours and textures etc when designing and making a collage and give reason for choices.</p> <p>Select and use cutting tools and adhesives with care to achieve a specific outcome</p>	<p>Use a wide range of materials and media to create a collage and talk about their choices.</p> <p>Independently select and use different techniques, colours and textures etc when designing and making collage work</p> <p>Decoratively embellish collage work using layers and adding materials to build complexity and represent the qualities of a surface or thing .</p> <p>Use collage as a means of extending work from initial ideas gathered in a sketchbook</p>
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Stanburn Primary School Progression of Knowledge and Skills in Art and Design

Textiles - skills and techniques	<p>Explore and discuss by look and feel different fabrics and threads.</p> <p>Develop hand eye co-ordination through simple threading using increasingly smaller objects – ie large/small beads.</p> <p>Develop hand eye co-ordination and manual dexterity in pre sewing techniques such as threading cards.</p>	<p>Match and sort fabrics and threads for colour, texture.</p> <p>Begin to change threads and fabrics by simple knotting or fraying.</p> <p>Begin to cut and shape fabric using scissors – snip.</p> <p>Explore placement of shapes on fabric and fix shapes to fabric with glue. .</p> <p>Apply a simple decoration such as button, feather and bead using glue.</p> <p>Begin to apply colour to fabric by simple printing or using fabric crayons to add a design.</p> <p>Explore simple weaving using natural/made materials on a simple loom construction such as wool and twigs, plastic bags and twigs, string on a card loom. .</p>	<p>Match and sort a variety of fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics by knotting, fraying, fringing, pulling or twisting.</p> <p>Cut and shape fabric with intention using scissors.</p> <p>Use a thread and needle with support.</p> <p>Place shapes on fabric with purpose and attach shapes with glue or by using a basic stitch.</p> <p>Add simple decoration such as beads, buttons, feathers etc using glue or a simple basic stitch technique.</p> <p>Apply colour to fabric with printing, dipping or using fabric crayons.</p> <p>Weave natural or manufactured materials on a flat or 3D structure e.g. grass through twigs, carrier bags on hanger or wire shape.</p>	<p>Begin to explore a variety of fabrics including some from different cultures and talk about their texture.</p> <p>Use a variety of techniques such as printing, dyeing, weaving and simple stitching to create different textural effects.</p> <p>Confidently control scissors to cut and shape fabric for an intended purpose/design.</p> <p>Thread a large eye needle with support.</p> <p>Further develop skill in stitching and joining fabric eg use appropriate glue, needle, basic stitch or running stitch.</p> <p>Explore simple wax resist technique on paper/fabric.</p> <p>Weave natural or manufactured materials on a shaped loom to create a piece of work with colour and texture e.g. rags through circular twig loom (dream catcher), carrier bag strips on a stretched/ shaped hanger loom.</p>	<p>Select and use a variety of techniques such as printing, dyeing, weaving and stitching to create effects in a textile piece of work and talk about them.</p> <p>Select the appropriate tool to cut and join different fabrics and materials.</p> <p>Thread a large eye needle with some support</p> <p>Develop skill in using stiches to join fabrics such as running stitch or cross stitch.</p> <p>Experiment with simple paste resist batik technique.</p>	<p>Experiment with a range of materials to produce a textile piece of work.</p> <p>Overlap and layer material creating interesting colours, textures and effects.</p> <p>Thread a needle and use stitching to fix fabric or decorative materials.</p> <p>Print on fabric using a monoprint block or tile or stencil.</p> <p>Experiment with batik techniques.</p>	<p>Use fabrics and threads to create a 3D structure e.g. fabric poppy.</p> <p>Control stitching - using various needles to produce more complex patterns with care and some accuracy.</p> <p>Select and use materials to create a desired effect. Talk about methods used e.g. overlapping and layering, fraying, stitching, knotting.</p> <p>Purposefully add decoration to create a desired effect in your work and talk about this.</p> <p>Demonstrate skill in printing on fabric.</p>
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Stanburn Primary School Progression of Knowledge and Skills in Art and Design

	<p>Hold and use a camera to select and capture with some clear intention.</p> <p>Can open and use an art program, selecting simple tools to make lines, shapes and pour colours</p>	<p>Use a digital camera to select and capture an image with clear intention.</p> <p>Use a simple graphics program to create an image using brush, fill, shape and erase tools.</p>	<p>Explore ideas using digital sources i.e. internet</p> <p>Use digital camera to select, capture, zoom, save and print an image</p> <p>Control the size of marks and select colours and shapes and stamps in an art programme.</p> <p>Use basic selection and cropping tools</p>	<p>Plan and take a digital image for a purpose.</p> <p>Use a digital camera to capture objects to be cut and pasted into another image to create a digital collage</p> <p>Use a graphics program to create images and effects with Lines by controlling the brush tool with increased precision</p> <p>Create shapes by making selections to cut, duplicate and repeat</p> <p>Begin to experiment with colours and textures by making an appropriate choice of special effects to manipulate and create images for a particular purpose.</p>	<p>Record and collect visual information using digital cameras and video recorders</p> <p>Use a graphics programme to create images and effects with Lines by controlling the brush tool with precision</p> <p>Use a digital camera and combine a photo with drawing in a paint program.</p>	<p>Record, collect and store visual information using digital cameras, video recorders</p> <p>Use a graphics programme to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Create an animation of a simple sequence of drawings/photos to make a time based presentation with sound.</p>	<p>Record, collect and store and retrieve visual information using digital cameras, video recorders</p> <p>Use a graphics programme to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics program</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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