

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Evaluating creative work	<p>Begin to use first-hand observation, experience and imagination.</p> <p>Begin to ask and answer questions to develop their ideas.</p> <p>Begin to ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Begin to review what they and others have done and say what they think and feel about it.</p> <p>Begin to identify what they might change in their current work or develop in future work.</p>	<p>Use first-hand observation, experience and imagination.</p> <p>Ask and answer questions to develop their ideas.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>	<p>Make careful observations and draw on experience and imagination.</p> <p>Record their observations and begin to use them to review and revisit ideas.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Begin to explore ideas for different purposes.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and culture.</p> <p>Begin to compare and evaluate ideas, methods and approaches in their own and the work of others, saying 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>Begin to annotate work in sketchbooks.</p>	<p>Use first-hand observation to gather ideas.</p> <p>Record their observations and use them to review and revisit ideas.</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 culture.</p> <p>Begin to study and comment on different design features of artists, giving reasons for their answers.</p> <p>Compare and evaluate ideas, methods and approaches in their own and the work of others, saying what they think and feel about them.</p> <p>Describe how their finished product fits into the area that it was designed for, suggesting ways to develop it further.</p> <p>Annotate work in sketchbooks.</p>	<p>Record from first-hand observation, experience and imagination.</p> <p>Record their observations and use them to review and revisit ideas with more confidence.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work with more confidence.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and culture.</p> <p>Discuss how the work of different artists could be influential to others.</p> <p>Explore how to adapt the style of artists for their own purpose.</p> <p>Make comparisons between different artists to inform own work.</p> <p>Evaluate the work of different artists drawing on their likes and dislikes and explaining why.</p> <p>Evaluate their own and the work of others.</p> <p>Annotate work in sketchbooks with confidence.</p>	<p>Make careful observations and record what they see, drawing on their experience and imagination.</p> <p>Confidently record their observations and use them to review and revisit ideas with more confidence.</p> <p>Ask and answer questions to analyse the work of different designers.</p> <p>Confidently., 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 culture.</p> <p>Evaluate different perspectives and use this to inform their work.</p> <p>Evaluate the work of different artists drawing on their likes and dislikes and explaining why.</p> <p>Evaluate their own and the work of others.</p> <p>Confidently annotate work in sketchbooks.</p>

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Drawing (including Observation)	<p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made when using a range of media.</p> <p>Draw on different surfaces using different textured and sized media.</p> <p>Begin to produce different patterns and textures from observations, imagination and illustration.</p> <p>Develop a range of tone using a pencil and different drawing techniques.</p> <p>Produce an expanding range of patterns and textures.</p> <p>Investigate textures by naming, describing, rubbing and copying them.</p> <p>Begin to record simple media explorations in a sketchbook.</p>	<p>Experiment with a variety of media.</p> <p>Begin to control the types of marks made when using a range of media.</p> <p>Control the types of marks made including the thickness and tone.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light / dark tones, patterns and shapes, using a pencil.</p> <p>Name, match and draw lines / marks from observation.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p>	<p>Develop intricate patterns / marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different shapes and forms.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting sources for future use.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different implements to achieve variation in tone and colour.</p>	<p>Develop techniques to create intricate patterns using different grades of pencil and other implements / media to create lines, marks and develop tone.</p> <p>Develop an understanding of how different materials suit a different purposes.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting sources for future work.</p> <p>Have opportunities to develop drawing skills including the third dimension and perspective.</p> <p>Apply tone to drawings in a simple way.</p> <p>Apply a simple use of pattern and texture in drawings.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes.</p> <p>Use sketchbooks to collect, record and plan for future work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion.</p> <p>Use drawing techniques to 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>Identify artists who have worked in a similar way to their work.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing through line, tone, pattern and texture.</p> <p>Confidently use different techniques for different purposes, understanding what works well and what doesn't.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Use sketchbooks to collect, record and plan for future works and adapt their work according to their views, explaining how they would develop it further.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion.</p>

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Painting (including colour)	<p>Experiment with and use a variety of tools including different size brushes.</p> <p>Begin to name different types of paint and their properties.</p> <p>Identify the primary colours and begin to mix different shades and tones.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with a range of media.</p> <p>Paint on different surfaces using a range of media.</p> <p>Start to record simple media explorations in a sketchbook.</p> <p>Start to mix a range of colours., moving towards predicting resulting colours.</p>	<p>Begin to control the types of marks made with a range of painting techniques.</p> <p>Continue to name different types of paint and their properties.</p> <p>Continue to experiment with lightening and darkening without the use of black and white.</p> <p>Continue to mix different shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to develop knowledge of colour mixing, the colour wheel and the colour spectrum.</p> <p>Continue to control the types of marks made with a range of media.</p> <p>Use a brush to produce marks appropriate for their work. EG. A small brush for small marks.</p>	<p>Demonstrate increasing control when making marks and experiment with different effects and textures.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future work.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Work on a range of scales. EG. Thin brush on small pictures.</p> <p>Confidently use the primary and secondary colours.</p>	<p>Control types of marks made and experiment with different effects and textures with more confidence.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose the appropriate media to work with.</p> <p>Use light and dark within a painting and show understanding of complimentary colours.</p> <p>Mix colour shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and records visual information from different sources as well as planning, trying out ideas, planning colours and collecting source materials.</p> <p>Start to look at working in the style of a specific artist.</p>	<p>Confidently control types of marks made and experiment with different effects and textures.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colours, shades and tones with confidence, building on previous knowledge.</p> <p>Use sketchbooks to collect and records visual information from different sources as well as planning, trying out ideas, planning colours and collecting source materials.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the work of key artists and begin to place them in key movements or historical events.</p>	<p>Work in a sustained and independent way to their develop their own style of painting. This style may be through the development of colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures.</p> <p>Mix colours, shades and tones with confidence, building on previous knowledge.</p> <p>Understand what works well in their work and why.</p> <p>Use sketchbooks to collect and records visual information from different sources as well as planning, trying out ideas, planning colours and collecting source materials.</p> <p>Adapt their work according to their views and describe how it could be developed further.</p>

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Printing	<p>Explore printing simple pictures with a range of hard and soft materials.</p> <p>Begin to use equipment and media correctly to produce a clean, printed image.</p> <p>Being to take simple prints.</p> <p>Explore and identify forms of printing.</p> <p>Begin to make simple marks on rollers and printing palettes.</p> <p>Roll printing ink over found objects to create patterns.</p> <p>Build repeating patterns and recognise patterns in the environment.</p> <p>Begin to make rubbings to collect textures and patterns.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials.</p> <p>Use equipment and media correctly to produce a clean, printed image.</p> <p>Take simple prints.</p> <p>Make simple marks on rollers and printing palettes.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures and patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Make rubbings to collect textures and patterns.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Create printing blocks using a relief or impressed method.</p> <p>Use sketchbooks to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future work.</p> <p>Explore three colour printing using overlays.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.</p> <p>Combine prints taken from different objects to produce an end piece.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Explore and experiment with fabric printing.</p> <p>Use sketchbooks to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future work.</p> <p>Expand experience of three colour printing.</p> <p>Continue to develop experience of combining prints taken from different objects to produce an end piece.</p> <p>Continue to create repeating patterns.</p>	<p>Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of mono print techniques.</p> <p>Create printing blocks by simplifying and initial sketchbook idea.</p> <p>Work into prints with a range of different media.</p> <p>Use sketchbooks to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future work.</p>	<p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printing techniques.</p> <p>Describe printing techniques and processes.</p> <p>Confidently create printing blocks by simplifying and initial sketchbook idea.</p> <p>Confidently work into prints with a range of different media.</p> <p>Use sketchbooks to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future work.</p> <p>Develop their own style using tonal contrast and mixed media.</p>

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Textile	<p>Begin to identify different forms of textiles.</p> <p>Begin to match and sort fabrics for colour, texture, length, size and shape.</p> <p>Change and modify threads and fabrics.</p> <p>Cut and shape fabrics using scissors and snips.</p> <p>Apply decorations using glue.</p> <p>Have experience in colouring textiles.</p> <p>Use more than one type of stitch.</p> <p>Explain how to thread a needle and develop confidence in doing this.</p> <p>Have some experience of weaving and understand the process and technique.</p> <p>Begin to identify different types and textures of fabric and collage materials.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric.</p> <p>Cut and shape fabrics using scissors and snips.</p> <p>Apply shapes with glue or by stitching.</p> <p>Explain how to thread a needle and gain confidence in doing this.</p> <p>Continue to gain experience in weaving, both 3D and flat.</p> <p>Use a sketchbook to plan and develop simple ideas and make simple informed choices in media.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting.</p> <p>Gain experience in applying colour with printing, dipping and fabric crayons.</p> <p>Create and use dyes.</p>	<p>Show an awareness and name a range of fabrics.</p> <p>Use a variety of techniques to create different textual effects.</p> <p>Match the tool to the material.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Apply decoration using beads, buttons, etc.</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Explore using resist paste and batik.</p> <p>Show further experience in changing and modifying threads and fabrics.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>To record textile explorations and experimentations and try out new ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>Plan a design in a sketchbook and execute it.</p> <p>Use a technique as a basis of stitch embroidery.</p> <p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Match the tool to the material.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Become confident in applying colour with printing.</p> <p>Create and use dyes.</p> <p>Continue to explore using resist paste and batik.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Record textile explorations and experimentations and try out new ideas.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Change and modify threads and fabrics.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>Use a variety of techniques to create different textual effects.</p> <p>Experiment with a range of media to overlap and layer, creating interesting colours, textures and effects.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Continue to gain experience in batik and use more than one colour.</p> <p>Plan a design in a sketchbook and execute it.</p> <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>Use a sketchbook to plan how to join parts of a sculpture.</p> <p>Demonstrate experience in combining techniques to produce an end piece: embroidery over tie dye.</p> <p>Show awareness of the skills involved in aspects such as knitting.</p> <p>Change and modify threads and fabrics.</p> <p>Use language appropriate to skill and technique.</p>	<p>Experiment with a variety of techniques exploiting ideas from a sketchbook.</p> <p>Experiment with a range of media to overlap and layer, creating interesting colours, textures and effects with more confidence.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Use a sketchbook to plan how to join parts of a sculpture.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in a sketchbook.</p> <p>Use language appropriate to skill and technique.</p>

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Sculpture (including 3D Form)	<p>Experiment with a variety of malleable media such as clay, papier mache, etc.</p> <p>Shape and model materials for a purpose.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Use simple 3D and 3D shapes to create 3D art form.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook to plan and develop simple ideas and make informed choices in media.</p> <p>Demonstrate experience in surface patterns / textures and use them where appropriate.</p> <p>Explore carving as a form of 3D art.</p> <p>Begin to use recycled, natural and man-made materials to create sculptures.</p>	<p>Use equipment and media with confidence.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>Record media explorations and experimentations and try out new ideas.</p> <p>Produce more intricate surface patterns / textures and use them where appropriate.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil and produce a Marquette confidently.</p> <p>Model over an armature.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as plan, try out ideas and collect source material for future work.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Shape, form, model and construct from observation or imagination.</p> <p>Secure work to continue at a later date.</p> <p>Show experience in combining pinch, coiling and slabbing to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Model over an armature with more confidence.</p> <p>Use recycled, natural and man-made materials to create sculptures, confidently and successfully joining.</p> <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</p> <p>Use sketchbooks to plan how to join parts of a sculpture.</p> <p>Adapt work as and when necessary and explain why with more confidence.</p> <p>Confidently carve a simple form.</p> <p>Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Shape, form, model and construct from observation or imagination.</p> <p>Secure work to continue at a later date.</p> <p>Model and develop work using different techniques.</p> <p>Work around armatures or over constructed foundations.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as plan, try out ideas and collect source material for future work.</p> <p>Annotate work in a sketchbook with confidence.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p>

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Collage	<p>Begin to create images from a variety of media.</p> <p>Begin to arrange and glue materials to different backgrounds.</p> <p>Begin to sort and group materials for different purposes.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales.</p> <p>Begin to create and arrange shapes appropriately.</p> <p>Begin to create, select and use textured paper for an image.</p>	<p>Create images from a variety of media.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales.</p> <p>Create and arrange shapes appropriately.</p> <p>Create, select and use textured paper for an image.</p>	<p>Begin to experiment with a range of collage techniques.</p> <p>Begin to use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>Experiment with a range of collage techniques.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>Begin to 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 when designing and making pieces of work.</p> <p>Begin to use collage as a means of extending work from initial ideas.</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 when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>

Art Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Media	<p>Begin to explore ideas using digital sources.</p> <p>Begin to record visual information using digital cameras and video recorders.</p> <p>Begin to use a simple graphics package to create images and effects.</p> <p>Begin to use basic selection and cropping tools.</p>	<p>Explore ideas using digital sources.</p> <p>Record visual information using digital cameras and video recorders.</p> <p>Use a simple graphics package to create images and effects.</p> <p>Use basic selection and cropping tools.</p>	<p>Record and collect visual information using digital media.</p> <p>Present recorded visual images using software.</p> <p>Use a graphics package with more confidence.</p>	<p>Record and collect visual information using digital media with more confidence.</p> <p>Present recorded visual images using software with more confidence.</p> <p>Confidently use a graphics package.</p>	<p>Record, collect and store visual information.</p> <p>Use software to present images confidently.</p> <p>Begin to use a graphics package to create and manipulate images.</p> <p>Begin to import an image into a graphics package.</p> <p>Understand that a digital image is created by layering.</p> <p>Begin to create layered images from original ideas.</p>	<p>Record, collect and store visual information with confidence.</p> <p>Use software to present images confidently.</p> <p>Use a graphics package to create and manipulate images.</p> <p>Be able to import an image into a graphics package.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas.</p>