

**St. John the Evangelist Catholic Academy**  
**Art – Progression of Skills**

	To develop ideas	To master techniques							To take inspiration from the greats
		Painting	Collage	Sculpture	Drawing	Print	Textiles	Digital Media	
EYFS		<p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.</p> <p>Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers</p>	<p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc</p>	<p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Ensure sensitivity and visual awareness.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers,?)</p>	<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours</p>	<p>Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah</p> <p>Simple symmetry – folding painted butterflies.</p> <p>BOOK stimulus – ‘My mum and dad make me laugh’ (spots and stripes) use junk and painting materials to create spot and stripe collages</p>	<p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/block s), bead threading patterns</p> <p>Collects photographs for a theme</p>	

<p>Can investigate and use materials and processes to communicate ideas.</p> <p>Can identify colours textures, smells and sounds in the environment.</p> <p>Can investigate and use drawing and painting materials and techniques to create a range of visual effects.</p> <p>Can identify ways in which artists represent their ideas.</p> <p>Can use descriptive and expressive vocabulary to talk about their work.</p> <p>Can plan their work.</p> <p>Can identify what they might like to change or improve in their work.</p>	<p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p> <p>Continues to explore applying colour with a range of tools for enjoyment</p> <p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p>	<p>Build on skills of using various materials to make collages –using some smaller items.</p> <p>Has an idea of adhesives and decides which might be the most effective for the task.</p>	<p>Use both hands and tools to build</p> <p>Construct to represent personal ideas.</p> <p>Use materials to make known objects for a purpose, i.e puppet.</p> <p>Cut shapes using scissors.</p> <p>Carve into media using tools.</p> <p>Pinch and roll coils and slabs using a modeling media.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>Discussion of weight and texture.</p>	<p>Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Explore different textures and experiment with mark - building on previous experience.</p> <p>Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and man-made world.</p> <p>Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man made world.</p> <p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p>	<p>Create patterns and pictures by printing from objects using more than one colour. (Klee)</p> <p>Develop impressed images with some added pencil or decorative detail.</p> <p>Relief printing - string, card, etc.</p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Use appropriate language to describe tools, process, etc.</p>	<p>Awareness and discussion of patterns around them – pattern hunt.</p> <p>Simple paper and/or material weaving using a card loom.</p> <p>Mix colours and paint strips of paper to weave with.</p> <p>Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Explore colour in weaving.</p> <p>Use texture to provide information – e.g. manmade/natural materials, a ‘journey’ of where they have been etc.</p> <p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things – curtains, clothing, decoration</p>	<p><b>Is aware there are famous or specialist photographers.</b></p> <p><b>Develops an awareness of scale, perspective, movement and colour in photography.</b></p>	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Year 2	<p>Can investigate and use drawing, printmaking, collage and photography to communicate ideas.</p> <p>Can explain how they created certain effects.</p> <p>Can explore ideas about shape and pattern.</p> <p>Can use their observations to help them plan their work.</p> <p>Can suggest ways of improving their own work.</p>	<p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name</p> <p>Experience using colour on a large scale, A3/A2 playground.</p>	<p>Use various collage materials to make a specific picture.</p> <p>Develop skills of overlapping and overlaying.</p> <p>Develop an awareness of contrasts in texture and colour.</p>	<p>Awareness of natural and man made forms and environments</p> <p>Expression of personal experiences and ideas in work</p> <p>Also able to shape and form from direct observation</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Construct from found junk materials.</p> <p>Replicate patterns and textures in a 3-D form.</p> <p>Begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy)</p>	<p>Continue as Year 1 to experiment with tools and surfaces.</p> <p>Continue to draw a way of recording experiences and feelings.</p> <p>Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records of something.</p> <p>Work out ideas through drawing</p>	<p>Use printmaking as a means of drawing</p> <p>Create order, symmetry, irregularity</p> <p>Extends repeating patterns - overlapping, using two contrasting colours etc</p> <p>Still prints with a growing range of objects, including manmade and natural printing tools</p> <p>Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.)</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns and discuss.</p> <p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p> <p>Simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch.</p>	<p>Alters images through collage, jigsaws, positives and negative shapes.</p> <p>Experiments with lenses e.g. telescope, camera, video, magnifying glass, binoculars and is aware of their effect on images.</p>	
--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Milestone 1</p>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<p>Use a combination of materials that are cut, torn and glued.</p> <ul style="list-style-type: none"> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<p>Draw lines of different sizes and thickness.</p> <ul style="list-style-type: none"> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>
----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Can record first-hand observations.</p> <p>Can experiment with painting techniques.</p> <p>Can organise and combine shapes, colours, patterns and textures, using mixed media.</p> <p>Can explore how shape and colour can be organised and combined to create patterns for different purposes.</p> <p>Can identify similarities and differences between their own and other children’s work.</p> <p>Can suggest improvements to their own work.</p> <p>Create own patterns using ICT</p>	<p>Extend exploring colour mixing to applying colour mixing.</p> <p>Make colour wheels to show primary and secondary colours.</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism – control over coloured dots, so tone and shading is evident.</p>	<p>Experiments with creating mood, feeling and movement.</p> <p>Interprets stories, music poems and other stimuli using collage.</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Have an understanding of different adhesives and methods of construction</p> <p>Begin to have some thought towards size</p> <p>Simple discussion about aesthetics</p>	<p>Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>Encourage close observation of objects in both the natural and man made world.</p> <p>Observe and draw simple shapes.</p> <p>Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.</p> <p>Make initial sketches as a preparation for painting and other work.</p> <p>Encourage more accurate drawings of people – particularly faces looking closely at where feature and the detail they have.</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Use relief and impressed printing processes.</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.)</p> <p>Explores images through monoprinting on a variety of papers</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Pointillism</p> <p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design own motif to repeat.</p>	<p>Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground</p> <p>Link to Maths – symmetry</p> <p>Use smaller eyed needles and finer threads.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p> <p>Tie dying, batik – ways of colouring or patterning material.</p> <p>Look at artists Linda Caverley, Ellen Jackson, Alison King</p>	<p>Explores creating slides using felt-pens. Feathers, gauzes and food dyes.</p> <p>Is aware that movement can be photographed in small slides.</p> <p>Can make a photobook showing the effect of movement.</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p style="text-align: center;">Year 4</p>	<p>Can compare and comment on how visual and other effects are used to convey ideas and feelings.</p> <p>Can record observations.</p> <p>Can use their sketchbook drawings to inform their design.</p> <p>Can investigate lines, shapes, colours and textures.</p> <p>Can combine a variety of painting, print-making and collage techniques to enhance their work.</p> <p>Can explain their choice of content, form, materials and techniques.</p> <p>Can identify similarities between their own and others' work.</p> <p>Can adapt and improve their work.</p>	<p>Make the colours shown on a commercial colour chart.</p> <p>Mix and match colours to those in a work of art.</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Observe colours on hands and faces - mix flesh colours.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>Use colour to reflect mood (matisse)</p>	<p>Uses the natural environment or townscape as stimulus.</p> <p>Selects and chooses materials to achieve a specific outcome.</p>	<p>Plan and develop ideas in sketchbook and make informed choices about media.</p> <p>Experienced surface patterns / textures.</p> <p>Work safely, to organize working area and clear away.</p> <p>Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc)</p> <p>Consider light and shadow, space and size.</p> <p>Investigate, analyse and interpret natural and manmade forms of construction.</p>	<p>Identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>Introduce the concepts of scale and proportion.</p> <p>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</p> <p>Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)</p> <p>Computer generated drawings.</p> <p>Drawing from direction</p>	<p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Interpret environmental and manmade patterns and form</p> <p>Discuss the nature of effects able to modify and adapt print as work progresses.</p> <p>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</p>	<p>Consider different types of mark making to make patterns.</p> <p>Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/kllee)</p> <p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p> <p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches to aid work.</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest.</p> <p>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.</p>	<p>Explore negative and positive.</p> <p>Use a pinhold camera close up and distant images and movements.</p>	<p>Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)</p>
-------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Milestone 2</p>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul>	<p>Create images, video and sound recordings and explain why they were created.</p>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>
----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 5	<p>Can collect visual and other information for their work in a sketchbook.</p> <p>Can organise and combine visual and tactile qualities.</p> <p>Can experiment with and combine materials and processes to design and make a three-dimensional form.</p> <p>Can compare and comment on ideas, methods and approaches used by other artists.</p> <p>Can consider their work at each stage and adapt and improve it.</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Considering colour for purposes</p> <p>Use colour to express moods and feelings.</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p>	<p>Interpret stories, music, poems and use environment and townscapes as stimuli.</p> <p>Embellishes using a variety of techniques including drawing, painting and printing.</p> <p>Develops and applies knowledge of embellishing techniques, e.g. stitching and printing as a form of expression.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone,</p> <p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales and collaboratively.</p> <p>Independently selects materials and techniques to use to create a specific outcome.</p>	<p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Discuss and evaluate own work and that of others. (Morris, labeling, etc.)</p>	<p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</p> <p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>Consider methods of making fabric.</p>	<p>Superimpose using a combination of techniques and photographs.</p> <p>Uses colour, tone and effects to create a specific mood.</p>	<p>Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p> <p>Look at work of other artists using textiles i.e. Molly Williams, Jill Denton, Linda Caverley</p>
--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p style="text-align: center;">Year 6</p>	<p>Can explore ideas about movement.</p> <p>Can collect visual and other information on how to communicate movement in a visual form.</p> <p>Can investigate a range of materials and processes and combine and organise line, tone, shape and colour to represent their ideas.</p> <p>Can compare and comment on ideas, methods and approaches used in their own and others' work.</p> <p>Can adapt and improve their work as part of the process of evaluation.</p> <p>Can identify ways in which art can be used for different purposes.</p>	<p style="text-align: center;"><b>As for Year 5</b></p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale</p> <p>Designs an artefact, using knowledge of techniques, for a specific outcome.</p>	<p style="text-align: center;"><b>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</b></p>	<p style="text-align: center;"><b>As for Year 5</b></p>	<p>Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief</p> <p>Recreates a scene remembered, observed or imagined, through collage printing</p> <p>Screen printing</p> <p>Explore printing techniques using by various artists.</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale</p>	<p>Is aware of all basic principles and processes of photography, together with some of its limitations.</p>	<p>Explore printing techniques using by various artists.</p>
-------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------

Milestone 3

<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>	<p>Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <ul style="list-style-type: none"> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <ul style="list-style-type: none"> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>	<p>Build up layers of colours.</p> <ul style="list-style-type: none"> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>	<p>Show precision in techniques.</p> <ul style="list-style-type: none"> <li>• Choose from a range of stitching techniques .</li> <li>• Combine previously learned techniques to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <ul style="list-style-type: none"> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------