



Progression of skills in Art and Design at Thorngumbald Primary School (September 2024)

EYFS PROFILE (2022 handbook)

Physical Development: Fine motor skills ELG

- Hold a pencil effectively using the tripod grip.
- Use a range of small tools, including scissors and paint brushes.
- Begin to show accuracy and care when drawing.

Understanding the World: The Natural World ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Expressive Arts and Design: Creating with Materials ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

KS1 NC requirements:

- 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 using colour, pattern, texture, line, shape, form and space.
- To use a range of materials creatively to design and make products.
- To know 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.

KS2 NC requirements:

- 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.
- To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. *pencil, charcoal, paint, clay*).
- To know great artists, architects and designers in history.

<u>Chronology of art</u>	(40,000 BC – 4000 BC) (4,000 BC – AD 400) (500 – 1,400 AD) (1400 – 1600) (1527 – 1540) (1600 – 1750) (1699 – 1780) (1750 – 1850)	Prehistoric Art Ancient Art Medieval Art Renaissance Mannerism Baroque Rococo Neoclassicism	(1780 – 1850) (1848 – 1900) (1865 – 1885) (1885 – 1910) (1890 – 1910) (1900 – 1935) (1905 – 1920) (1907 – 1914)	Romanticism Realism Impressionism Post-Impressionism Art Nouveau Fauvism Expressionism Cubism	(1916 – 1950) (1940s – 1950s) (1950s – 1960s) (1950s – 1960s) (1960s) (1960s – 1970s) (1960s – 1970s)	Surrealism Abstract Expressionism Optical Art Pop Art Art Povera Minimalism Conceptual	(1970 – present)	Post Modernism Feminist Neo-Expressionism Street Art Pictures Generation Appropriation Young British Artists (YBA) Digital Art
<u>Learning, working and talking like an artist</u>	Defining the key vocabulary that an artist would use; high expectations of pupils 'talking' like an artist: • colour (hue, intensity, value, shade, tint), • form (two-dimensional, three-dimensional, sculpture, perspective), • line (lines, curves length, width, strokes, direction), • shape (SHAPE NAMES), • space (background, foreground, middle ground, distance, in between, around, within), • texture (feel, look, smooth, bumpy, hard, soft, clear, rough) • value (lightness, darkness, contrast, shade, hue)							

Vocabulary list										
	EYFS	YEAR 1	YEAR 2	YEAR 3		Year 4	Year 5		Year 6	
Vocabulary of an artist when exploring, developing and evaluating				In addition to previous years:		In addition to previous years:	In addition to previous years:		In addition to previous years:	
	Observation Different Similar Compare Artist Colour	Differences Similarities Background Pattern Shape Line	Foreground Annotate Plan Tone Texture	Creative process Smooth Swirling Uneven Design Make Colourful Bright Dark Realistic Unrealistic Simple Rough	Fine Dull Patterned Crowded Flat Natural Opaque Translucent Focus Form	Comparison Contrast Media Study Experiences Imagination Properties Reflecting Distance	Symbolic Subtle Complex Complimentary Contrasting	Purpose Manipulate Dry media Wet media Digital media Independent Research Range Sources	Test Atmosphere Representation Engaging Consistent Inconsistent Delicate Flowing Vibrant	
Vocabulary of an artist when drawing	Draw Pattern Repeating Thick Thin Line Shape Colour	<u>In addition to previous years:</u> Shade Change	<u>In addition to previous years:</u> Sketchbook Layer Smudge Blend Tone Layer Figure Object Single Group Pattern Light and dark	<u>In addition to previous years:</u> Grades of pencil Texture Hatching Scale Symmetry Refine Alter Visual Sources Observation Foreground Background	<u>In addition to previous years:</u> Paper types Hatching Cross Hatching Circulism Stippling Shading Proportion Scale	<u>In addition to previous years:</u> Precision Pressure Drawing styles Graphic (cartoon, graffiti) Realistic (portrait, still life) Abstract (fine art, emotions) Reflections Shadows Direction of sunlight	<u>In addition to previous years:</u> Dry media Wet media Mixed media Form Deliberate lines Light sources Patterns of increasing complexity One-point perspective Technical (architecture, diagrams) Abstract (fine art) Sculptural (3D, architectural)			
Vocabulary of an artist when painting and printing	Materials Tools Technique match mix Primary Colours Secondary colours	<u>In addition to previous years:</u> Brush size Paint (poster, powder, watercolour) Pattern Warm colours Cool colours Natural and man-made Printing (block) Rubbings	<u>In addition to previous years:</u> Shade Tone Pointillism Acrylic paint Water colour paint Poster paint Brush mark Scales (small, large) Layering Scraping Dripping Pouring spilling	<u>In addition to previous years:</u> Colour-scheme Colour spectrum Tertiary colours Contrasting colours Blocking Colour washing Thickened paint Properties Application Opacity Water resistant Pattern Shape	<u>In addition to previous years:</u> Colour match Colour mix Complementary Contrasting Poly bricks Relief Resist Layers Repetition Inks Overlay	<u>In addition to previous years:</u> Tint Tone Hue Marbling Silkscreen Coldwater paste	<u>In addition to previous years:</u> Harmony Composition Mood Abstract Intense hues 3D form Depth and distance			

Sequence of learning

Each unit should focus on content, knowledge and skills

1. Knowledge and understanding (factual)	2. Exploring and developing ideas (conceptual)	3. Sketchbook experimenting: Applying skills and techniques (procedural)	4. Explore and further develop techniques: (procedural)	5. Master techniques and apply skills: (procedural)	6. Evaluating: (metacognition)
-Begin the unit by focussing on knowledge and understanding about the artist (i.e. key vocabulary, facts about the artist, their life and work. Name some of their pieces, look at the art movement, and where the artist fits historically). <i>KS1 and Y3 should cover this orally and focus more on developing skills.</i> -Look at a range of their artwork, focussing on the theme of the unit and discuss using key vocabulary. -Evaluate their work, make annotations next to photos or state opinions and preferences. -Sticky knowledge should be included in every lesson (written retrieval quiz or a brief oral discussion, to recap previous learning). This is a good way to embed the vocabulary and knowledge about the artist. -Y5/6 To challenge and deepen their learning about great artists, look at how they inspired other artists; make links and comparisons between their work.	-Focus on specific techniques, using the identified elements of art. -Take inspiration from great artists (<i>observe and imitate their style; explore techniques and practise skills in sketchbooks</i>). -Provide opportunities for short sessions on specific techniques to practise in sketch books. <i>Try using a range of media to practise shading skills, line work or pattern work, before starting final pieces.</i> <i>(Use video demonstrations from online artists, if preferred or appropriate for task).</i>	-Practise different techniques, using a variety of media. Annotate thoughts and preferences in sketch books and suggest ways to improve. -Stick mini photos of the artist's work into sketchbooks for children to observe and imitate next to it. This could be a close-up section to focus on detail. Observational art is a key part of the learning process. <i>(Use this as inspiration to develop the techniques and styles being studied and help to create own imaginative ideas and designs).</i> -Try including a mini-starter activity each week to develop a specific technique; applying skills learnt. Children could keep adding details to one page in their sketch book (labelled 'Sketchbook experimenting'). This will look more effective as one progressive piece. <i>Link to the focus skill for the unit (i.e. pattern work, shading techniques, use of colour or tone).</i> Let the children take their pencil for a walk across the page, to create a shape with sections to fill with different colours, patterns or media each week. Or ask them to start in one corner of a page and keep adding another curved line to make a new section to work on. This is their place to experiment independently, and they like to revisit it each week.	-Use the artist as inspiration to design own imaginative work. -Design a piece in sketch books, inspired by the artist. -Demonstrate the planning process of creating the piece in stages on a page. <i>(Experiment with media, colour, shape etc. to develop own imaginative ideas and style, and to discover what will work best).</i>	-Create a final piece on paper that demonstrates the learning from the unit. -Apply and use techniques and skills learnt. <i>NOTE: Not all units need a final piece. Time may be better spent mastering skills in sketch books.</i>	-Evaluate own and others' work. -Annotate in sketchbook or complete an evaluation sheet, with questions focussing on the key knowledge and skills for the unit. <i>KS1 and Y3 should cover this orally and focus more on developing skills.</i> <i>NOTE: You could stick work into sketch books or take a copy of their final piece to go in books, along with the evaluation and to support your assessment.</i>

Knowledge and understanding: (ongoing skills)

Knowledge and understanding:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Mastery
Great Artists *Look at where they fit historically. *Look for similarities & differences; use of colour/shape to evoke mood and feelings; and techniques used.	Verbal task: Through whole class/partner discussion. -Look at artwork from famous artists and say what they like about it.	Verbal task: Through whole class/partner discussion. -Express opinions on the work of artists and designers.	Verbal task: Through whole class/partner discussion. -Describe the work of artists and designers and use as inspiration to create their own imaginative work.	-Make comparisons between the work of great artists and designers (<i>refer to artists previously covered and specific techniques used</i>). -Use inspiration from great artists and designers to create own imaginative pieces.	-Study famous works of art; learning how and when they were made. -Express opinions on the work of great artists, architects and designers, referring to techniques and effects.	-Offer facts about great artists', architects' and designers' lives. -Describe the work by great artists and name some pieces of their art. -Use the ideas of great artists, architects and designers to influence own work and justify choices.	-Give detailed observations about the work of great artists, architects and designers, detailing themes, inspirational ideas and names of their work. -Explain how great artists express mood and feelings through their work. -Describe great artists', architects' and designers' lives and where they fit historically.	*Identify artists that have worked in a similar way to their own work and that of other artists.

Exploring and developing ideas: (ongoing skills)

Exploring and developing ideas, skills and techniques								
Sketchbook *Sketchbook experimenting; develop skills and techniques used by notable artists, using a range of media.	-Explore own ideas for artwork.	-Make a simple design to help create a piece of artwork. -Try different media and methods to improve.	-Make a design for own work and annotate ideas in sketchbooks. -Experiment with different media and methods to improve work.	-Practise and try out ideas and techniques, using different media. (<i>Annotate thoughts and ideas in sketchbooks</i>).	-Practise and try out ideas and techniques, using a range of media, expressing preferences, and using annotations to describe changes. (<i>Annotate work in sketch books</i>).	-Develop and review ideas, referring to observations of great artists' work. -Practise and try out ideas, techniques and media independently. (<i>Annotate thoughts and preferences in sketch book</i>).	-Develop techniques used by great artists. (<i>Annotate work by labelling thoughts and preferences</i>). -Use a range of media with increasing confidence, applying the correct techniques. (<i>Experimenting with media and explaining the impact of choices</i>).	*Provide reasoning for choices made. *Show spontaneity and imagination in choices.

Evaluating: (ongoing skills)

Evaluating work	Oral task: Through whole class/partner discussion.	Oral task: Through whole class/partner discussion.	Oral task: Through whole class/partner discussion.					
*Evaluate work and suggest ways to improve.	-Share their work and say what they like about their own work.	-Say what they like about their own and others' work.	-Identify what they have done well and what they might change next time.	-Compare ideas in their own work and the work of others; explaining what they might improve in their work in the future.	-Reflect upon their own work inspired by a great artist and explain how they developed specific skills.	-Compare the ideas and techniques used by themselves and the work of great artists.	-Critically evaluate their own and others' work, using technical vocabulary and referring to specific features.	* Critically evaluate their work, using technical vocabulary and justify choices.
Evaluating formal elements in art *Evaluate and analyse own & others' work.	-Orally describe their work & learn the meaning of the words colour, line, shape and pattern.	-Learn the meaning of the words colour, line, shape, texture and pattern and begin using them orally in their art.	-Create more complex art using line, colour, texture, pattern, shape and form, and explain orally how they used them .	-Orally describe their work and the work of others , identifying the formal elements of colour, tone, line, shape, form, texture and pattern.	-Describe and annotate their work and the work of others, referring to the formal elements of colour, tone, line, shape, form, texture and pattern.	-Make careful and considerate judgments about own and others' use of the formal elements of colour, tone, line, shape, form, texture and pattern.	-Appraise their own work and others' work, explaining how to improve it, focussing on the formal elements and describing how it impacts on the piece of artwork.	*Act on evaluations to further improve the use of formal elements and develop specific skills.

Mastery of drawing

A variety of media must be used each year to develop drawing techniques: Pencil, charcoal, ball point pens, felt tips, chalk, wax crayons, oil pastels, soft pastels, ICT software. Experiment with different media and techniques in sketchbooks, as well as, or instead of creating a final piece. Use cartridge paper (or black sugar paper for effect) and stick in sketch books.

		Drawing techniques		Portrait techniques		Landscape techniques			
		-Lines & pattern -Texture & detail -Shadows & highlights -Texture & shading techniques -Shape & form (3d effect)		-Proportion & shape -Controlled lines -Correct features to scale -Texture & detail -Light and shade (to create form and 3d effect)		-Perspective & scale -Space & depth (3d effect) -Foreground/background/middle-ground -Texture & detail -Effective use of colour (light and shade)			
SKILLS	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Mastery	
<u>Mastery of drawing:</u> -Skill & control -Technique -Purpose *Focus on the formal elements of colour, tone, line, shape, form, space, texture *Form in art refers to an artwork's structure, shape, or composition or the three-dimensional representation of subjects and objects.	-Enjoys making marks in a variety of contexts, (choosing drawing tools independently). -Investigate different lines (i.e. thick, thin, wavy, and straight). -Create more accurate drawings of people (focussing on shape and size). -Begin to draw forms using lines and simple shapes (such as circles, squares and triangles). -Begin to shade areas and shapes neatly and carefully using a variety of drawing tools (i.e. chunky pens, pencils, felt tips, chalk).	-Draw from imagination and observation. - Try out new ways of making lines and marks (different sizes and thicknesses). - Develop ability to control drawing of lines and simple shapes. -Learn how to control the pressure of drawing materials. -Practise shading neatly and accurately (without spaces & gaps). -Show different patterns and textures (i.e. using coloured pencils, chalk and wax crayons).	-Develop their style from imagination, observation & secondary sources. -Develop greater control when drawing lines and shapes, to create form. -Develop use of detail, texture and pattern (by adding dots and lines). -Develop ability to shade areas neatly (in the same direction). -Explore the concept of light and dark. (Develop shading techniques, using different pressure). -Use a range of media to create expressive drawings (pencils, crayons, felt-tips, oil pastels, chalk). - Layer different media (i.e. pencil, oil pastels, chalk).	-Draw things from observation (nature, still life or photos). -Develop sketching skills to create a range of textures and forms. (i.e. circularism, hatching, cross-hatching). -Develop shading skills, to create dark and light tones (neat to the edges, in the same direction). -Develop blending and shading to create shadows and form (rub out rough edges, or carefully refine them). -Show an awareness of space and depth when drawing. (foreground/background) -Learn to use a range of drawing media (i.e. different grades of pencil, charcoal, coloured pencils, felt pens, chalk and pastels)	-Take inspiration from nature, still life or photos. -Effectively control drawing media for the purpose (i.e. light lines for sketching outlines & more deliberate lines for texture and patterns). -Show confidence in controlling line, tone & shape to create form. -Use effective shading to show light and shadow more confidently. -Extend use of hatching and cross hatching to show tone and texture. -Develop ability to draw 2D & 3D geometric shapes, becoming aware of proportion and scale. -Use different media to achieve variations in line, pattern, texture, tone, colour, shape and form: (i.e. pencils, crayons, felt-tips, charcoal and chalk).	-Learn different styles of drawing: Graphic (cartoon, graffiti) Realistic (portrait, still life) Abstract (fine art, emotions) * Continue to develop previous skills, applying the appropriate techniques in their work. -Draw with an awareness of the 2D and 3D geometric forms that comprise forms & objects. -Draw lines, shapes and forms neatly and evenly, blending tones from light to dark smoothly. -Control the amount of force and pressure when sketching, using a range of drawing media. -Design repeated patterns with increasing precision and effective detail. -Use a variety of techniques to add interesting effects (i.e. reflections, shadows, direction of sunlight).	-Learn more styles of drawing: Graphic (cartoon, graffiti) Realistic (portrait, still life) Technical (architecture, diagrams) Abstract (fine art) Sculptural (3D, architectural) * Continue to develop previous skills, applying the appropriate techniques in their work. -Know when to sketch and when to create more confident deliberate lines. -Learn how to create form, from different light sources and directions. -Manipulate and experiment with the elements of art. -Know and apply one-point perspective. -Design patterns of increasing complexity and repetition. -Work confidently in a range of drawing media; making choices to work to own strengths and developing own personal style.	*Independently identify a mixture of techniques and media to create a specific outcome, applying both skill and control effectively. *Take inspiration from the work of great artists, creating complex and imaginative designs. *Able to justify choices to create specific effects.	

Mastery of painting (including the formal elements)

Mastery of painting: -Colour theory -Tone/form	Whole school objectives: <i>*Learn how to look after brushes and equipment (clean correctly and dry bristles upwards).</i> <i>*Learn how to set up painting equipment independently.</i> <i>*Learn how to hold and control a paintbrush.</i> <i>* Learn to measure and mix powder paint independently.</i>							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Mastery
	-Name the primary and secondary colours. -Explore colour mixing using primary colours. -Learn that colours can be made darker or lighter (<i>by adding black or white or by adding more water/pigment</i>).	-Mix primary colours to make secondary colours (<i>create a colour wheel, and name colours confidently</i>). -Use colours imaginatively (<i>learning that colour can be used to express feelings</i>). -Experiment with colour mixing (making colours darker and lighter).	-Use colour to express moods and feelings (<i>impact of warm and cool colours</i>). -Independently mix a variety of colours (<i>knowing which primary colours make secondary colours to create a colour wheel</i>). -Add white and black when colour mixing (recognise how to make colours lighter and darker).	-Demonstrate secure knowledge about primary & secondary, warm & cool and contrasting colours. -Understand how to make colours lighter or darker. -Learn why light colours appear in the foreground and why dark objects look further away in the background. -Use a developed colour vocabulary. -Use colours and textures imaginatively.	-Mix colours effectively using the correct language (<i>i.e. tint, shade, primary, secondary, tertiary</i>). -Mix secondary and tertiary colours to paint with. -Create a colour palette, demonstrating mixing techniques (<i>tints and shades</i>). -Explore the effect of light and shadow (<i>understand how this affects form</i>). -Develop an awareness of how tone can make paintings more realistic or more expressive. -Learn how depth and form is created by varying the tones or colours (<i>recognise how much more interesting this makes the painting</i>).	-Know colour relationships, such as complementary colours and harmonious colours (<i>colours next to each other on the colour wheel</i>). -Mix secondary and tertiary colours more confidently. -Develop ability to control colour when painting (<i>for blending, reducing hue and improving the translucency of colour</i>). -Learn how to represent form with increasing sophistication. -Learn that darker and lighter colours can be added to create tints and shades, instead of black and white. - Learn how to manipulate light and shade for dramatic effect. -Make effective colour choices to complement the theme or mood.	-Understand colour relationships, such as complementary & harmonious colours (<i>and use effectively</i>). -Use specific colour language (<i>such as tint, tone, shade, hue</i>). -Confidently mix secondary and tertiary colours (<i>being able to control these for the purpose</i>). -Show an awareness about tonal effects & detail when painting. -Control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer. -Explain colour choices in design.	*Confidently use a range of mixing techniques and make colour choices for specific effects.

Mastery of painting (including the formal elements)

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Mastery
Mastery of painting: -Skills & control -Techniques - Texture/pattern -Line/shape	-Explore making marks using paint. -Learn how to hold and control a paintbrush. -Learn how to look after brushes and equipment -Experiment with different painting tools (i.e. <i>sponges, lolly sticks, different types of brushes</i>). -Add things to paint to make textures (i.e. <i>sand, flour, salt</i>). -Paint patterns (including <i>printing with objects</i>). -Paint shapes independently and name what they have painted.	-Learn to use different types of paint. -Create different textures using paints (i.e. <i>mix in sand, sawdust, flour, PVA glue; sprinkle salt on watercolours</i>). -Develop skills in measuring and mixing paint. -Blend colours in palettes and on paper. -Develop ability to apply paint more skilfully (<i>focussing on creating neat lines and edges</i>). -Use different dots and lines to demonstrate pattern and texture. -Paint thick and thin lines (<i>using different brushes</i>). -Extend repeated patterns (<i>using two or more contrasting colours</i>). -Paint on 3D surfaces (<i>such as models</i>).	-Know different types of paint and the properties of each (i.e. <i>poster, powder, tempera blocks, watercolours</i>). -Use thin paint to produce colour washes for backgrounds. -Learn to measure & mix the paint needed & apply paint with control. -Develop careful brush control (<i>appropriate paint brush</i>). -Learn to use different techniques to create effects (i.e. <i>spattering, stippling, dripping, pouring, thickening paint</i>). -Develop painting techniques to create different textures (i.e. <i>circulism, hatching stippling</i>). -Develop the pointillism technique (i.e. <i>control over dots - evidence of tone & shading</i>). -Create original patterns using different colours effectively.	-Develop painting skills with increasing control, & precision (<i>when painting detail, lines and edges of shapes</i>). -Use different types of brushes and paint (i.e. <i>poster, powder, watercolour or acrylic</i>). -Experiment with different effects and textures (i.e. <i>colour washes and thickened paint to add texture</i>). -Extend use of detail and texture to paintings (<i>by adding dots and lines</i>). -Use varied brush techniques to create textures, patterns and lines. -Create more complex patterns and textures through observation work.	-Use paint with more accurate control, applying appropriate amounts of paint to the surface. -Develop careful brush techniques to create more detailed work. -Use different types of paint more confidently. -Experiment with expressive painting techniques (i.e. <i>brush use, applying & combining different media, or adding things to paint</i>). -Use line with greater confidence to highlight form and shape. -Use texture to manipulate light and shade for dramatic effect. -Use pattern & texture for desired effects and decoration.	-Know when to use specific paints and name some of their properties. -Develop skills to paint neatly and carefully, using a more creative style when the painting demands. -Learn how to control the amount of paint and water needed (<i>to preserve finer details, or to give a more subtle finish</i>). -Experiment with composition techniques, focussing on use of line, space & shape. -Independently use a range of techniques to apply colour effectively (i.e. <i>dots, splashes and scratches</i>). -Study how other artists paint, applying elements of this to their work. -Use pattern & texture for purposeful effect.	-Control paint to work in different ways (<i>precise and accurate when needed, yet loose and instinctive when required</i>). -Be aware of a range of different artists' work, painting styles and composition techniques. -Explain which painting styles they prefer and why they like them. -Show a more confident ability to create 3D form, depth and distance, using colour and tone. -Paint from observation, describing different textures, forms using tone, line and colour to express mood and feelings. - Understands how to apply pattern and texture with confidence (<i>to decorate or embellish paintings</i>).	*Confidently use a range of techniques, colours and effects to represent things seen, imagined or experienced.

Mastery of sculpture								
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Mastery
<u>Mastery of:</u> <u>Sculpture</u> -Clay -3d sculpture -Architecture -Texture & detail -Different tools & techniques <i>*Also refer to the sections of painting that MUST be covered when combining sculpture with painting.</i>	-Handles, feels & manipulates rigid and malleable materials. -Pulls apart and reconstructs basic shapes. -Learn to create form by cutting, forming and joining familiar 3D shapes (<i>such as packaging or boxes into desired effects</i>). -Simple shapes and forms are made from pliable materials such as clay, foam or wire.	-More aware of the form and texture of objects. -Manipulate clay in a variety of ways (<i>i.e. cutting, tearing, rolling, kneading, joining and shaping</i>). -Can join and shape materials (<i>such as modelling clay, card, plastic, wire</i>) to create forms to make things they have designed, invented or seen.	-Explore sculpture through shape and form, using malleable media. -Manipulate clay for a variety of purposes, using a range of techniques (<i>i.e. rolling, cutting, pinching</i>). -Understand the safety and basic care of materials and tools. -Design and make more complex forms, from imagination and invention, in two or three dimensions. -Can modify & correct things with greater skill.	-Create texture and specific effects using a range of tools. -Create a 3d sculpture from a 2d stimulus, with increasing independency. -Create a simple clay base for extending and modelling other shapes. -Cut, make and combine shapes to create recognisable forms. -Use clay and other malleable materials to practise joining techniques. -Design and make forms in 3 dimensions, understanding how to finish and present their work to a good standard. (<i>i.e. using card, wire, paper, found objects, clay or modelling materials</i>).	-Aware of texture, shape and form by recreating an image in 3d form. -Make informed choices about the 3d technique chosen, adding materials to the sculpture to add detail. -Talk about their work and show understanding of how it has been sculpted, modelled or constructed. -Design and make forms in 3 dimensions, understanding how to finish and present their work to a good standard -Show confidence using modelling materials, working safely and sensibly, persevering when the work is challenging.	-Look at pattern and colour in 3d structures and transfer this knowledge to own structures. -Explores how stimuli can be used as a starting point. -Describe the different qualities involved with modelling, sculpture and construction. -Develop skills in clay (<i>including slabs, coils, slips, etc</i>). -Design and make more complex forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.	-Look at 3d work from another culture to generate and develop own responses and opinions. -Create sculptures and constructions, with increasing independence. -Use tools to carve, add shape, add texture and pattern. -Develop cutting and joining skills (<i>i.e. using wire, coils, slabs and slips</i>). -Design and make more complex forms in 3 dimensions, understanding how to finish and present their work to a good standard (<i>i.e. using card, wire, paper, found objects, clay or modelling materials</i>).	<i>*Independently take inspiration from research ideas and use to select ideas, tools, techniques and resources in new projects.</i> <i>* Create imaginative sculptures and constructions independently</i>

Additional art activities if time allows:

TRY TO INCLUDE COLLAGE & PRINTING THROUGH TOPIC WORK LINKS, THEMED CRAFT ACTIVITIES AND WHOLE SCHOOL PROJECTS (in line with NC requirements)

**Skills in sketching, painting and sculpture need to be developed (as an identified priority) across the whole school.*

**Try to incorporate the work of designers, artisans and craft makers from different times, cultures and ethnicities (including some local artists) linked with topic work, where possible, as separate art tasks.*

SKILLS	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Mastery
Collage -Different textures -Layering -Effective use of colour through materials -Combine materials for mixed media	-Explore different textures and materials. -Select and sort materials into given criteria/qualities (<i>i.e. warm, cold, shiny, smooth</i>).	-Add texture by mixing materials using collage. -Cut, tear and glue materials. -Create images independently using collage. -Sort and arrange materials.	-Develop skills involving overlapping and overlaying. -Create textured collages from a variety of media. -Develop an awareness in contrasts of texture and colour.	-Develop skills in cutting and joining. -Match the tool to the material. -Experiment with creating mood, feeling and movement. -Develop confidence in overlapping and overlaying techniques.	-Make a simple mosaic, including patterns. -Experiment with a range of media when layering and overlapping. -Select colours and materials to create effect, giving reasons for choices. -Use collage as a means of extending work already achieved.	-Independently select materials to have a specific outcome. -Develop a variety of techniques, using a range of mixed media (<i>i.e. overlapping, montage, tessellation</i>). -Add collage to a painted or printed background.	-Create and arrange accurate patterns within collage. -Use different techniques, colours and textures when designing and making pieces of work. -Refine work to ensure precision.	*Design an artefact using knowledge of techniques for a specific outcome. Makes use of previous learning by revisiting own ideas and developing ideas inspired from designers.
Printing -Texture -Layering -Effective use of colour -Different tools and techniques	-Use one colour of paint or ink to create patterns: <i>random or organised</i> . -Make <u>prints with body</u> (<i>i.e. fingers, hand, feet</i>). -Explore <u>texture printing</u> (<i>i.e. Using found objects, plasticine shapes, natural objects and food</i>).	-Extends repeated patterns – <i>overlapping two contrasting colours</i> . -Carry out different printing techniques (<i>i.e. body printing, texture printing, relief printing using shapes</i>). -Demonstrate a range of techniques (<i>i.e. rolling, pressing, stamping and rubbings</i>). -Make prints with a variety of objects, including natural and made objects (<i>i.e. sponges, fruit, blocks</i>).	-Explore and create texture prints with an extended range of materials (<i>i.e. sponges, leaves and fruit, self-made texture blocks, foam</i>). -Identify prints in the environment and use to create own prints. -Use a variety of printing techniques (<i>i.e. carbon printing, relief, string pattern relief, mono-printing</i>).	-Explore images and recreate texture through printing, using a range of materials and techniques. -Use more than one colour to layer in a print. -Develop mono-printing by using poly-block colour printing techniques. -Use printing to represent the natural environment.	- Explore colour mixing through poly-block colour printing. -Develop a variety of printing techniques (<i>i.e. carbon printing, relief, string pattern relief, mono-printing</i>). -Make <u>collagraph printing</u> blocks using a variety of materials. -Compare own image and pattern to that of a well-known artist or crafts person (<i>i.e. William Morris</i>).	-Develop and describe different printing techniques (<i>i.e. polyblock, relief, mono, carbon, collagraph</i>). -Design and create <u>aluminium foil printing tiles</u> for specific effects. -Create and arrange accurate patterns. -Build up layers of colours/textures. -Organise designs using pattern, repetition, symmetry or random printing styles.	-Describe and critique a variety of printing techniques (<i>i.e. polyblock, relief, mono, collagraph, foil, carbon</i>). -Demonstrate confidence when printing on paper and fabric. -Recreate images onto a printing tile. -Choose inks and overlay colours. -Experiment with <u>resist printing</u> on fabric. -Alter and modify work and processes used. -Work relatively independently.	*Experiment with approaches used by other artists. *Take inspiration from the work of famous artists. *Works independently, with confidence.

