**Foundation Stage: Early Learning Goals which link to N.C Art & Design**

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|  | Nursery | Physical Development | Use large-muscle movements to wave flags and streamers, paint and make marks.  Choose the right resources to carry out their own plan.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils. |
|  | Expressive Arts and Design | Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. |
|  | Reception | Physical Development | Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop overall body-strength, balance, coordination and agility. |
|  | Expressive Arts and Design | Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. |
|  | ELG | Physical Development  Fine Motor Skills | Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. |
|  | Expressive Arts and Design  Creating with Materials | 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. |

**Art & Design Progression Document - St. Mary’s R.C Primary School**

**Breadth of Study: Children to be given opportunities to work individually and collaboratively in both small and large groups. ICT to be used where it can enhance the delivery of art lessons and encourage children’s creativity.**

**Exploring & Developing Ideas, Drawing, Painting, 3D Form**

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|  | **Exploring & Developing Ideas**  (including sketchbook work)  **Generic to each unit** | **Drawing** | **Painting** | **3D Form** |
| **Year 1** | Begin to use a “sketchbook” as being a place to record individual response to the world.  Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).  Use sketchbook to explore ideas from first hand observation, experience and imagination.  Enjoy looking at artwork made by artists, craftspeople, architects, and designers, and finding elements which inspire.  Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing).  Develop questions to ask when looking at artworks and /or stimulus:   * Describe what you can see. * Describe what you like? Why? * How does it make you feel? * What would you like to ask the artist?   Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome. | Carry out repeated exercises to develop drawing skills (access art tasks).  Use drawing to develop and share ideas, experiences, and imagination.  Use a variety of tools including crayons, pens, pastels, charcoal, pencil.  Explore how drawing is affected by different surfaces, i.e. ink on foil.    Begin to explore line and draw lines of varying thickness. Use dots and lines to demonstrate pattern and texture. Begin to explore shape and colour.  Begin to alter and refine drawings.  Begin to make observational drawings.  Use some vocabulary linked to drawing such as sketch, line, shapes, curved, straight, texture, blend, broad, fine. | Use a variety of tools and techniques including different brush sizes and types.  Mix and match colours to objects.  Work on different scales and relate to proportion.  Identify primary colours and explore how secondary colours can be made.  Use different types of paint.  Create textures in paint by adding materials such as sand/sawdust and experiment with tools and techniques such as layering and mixing.  Use key vocabulary to demonstrate knowledge and understanding in this strand; paint, stroke, blend, colour, direction… | Explore, discover and invent ways for 2d to transform into 3d sculpture.  (This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with.)  Use basic tools to help deconstruct (scissors) and then construct (glue sticks).  Gather and sort the materials they will need    Look at and describe natural sculptures.    Form a sculpture using the natural materials gathered. Explore shape and form.  Begin to use use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric, natural, man-made. |
| **Year**  **2** | Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes…  Use sketchbook to explore ideas from firsthand observation, experience and imagination.  Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums.  Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.  Develop questions to ask when looking at artworks and /or stimulus:   * Describe what you can see. * Describe what you like? Why? * How does it make you feel? * What would you like to ask the artist?   Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas. | Carry out repeated exercises to develop drawing skills (access art tasks).  Begin to alter and refine drawings.  Make marks and lines with a wide range of drawing implements e.g. chalk, pencil, crayon.  Explore how drawing is affected by different surfaces, i.e. ink on foil.  Draw for a sustained period from the figure and real objects, including single and grouped.  Draw from observation and imagination.  Experiment with different gradients of pencil and  produce a drawing in which 2 or more different grades have been used. Begin to create tone (light and dark).  Explore how lines and marks can be created. Explore pattern and texture.  Use a viewfinder to help me focus on a part of a drawing.  Use key vocabulary to demonstrate knowledge and understanding in this strand: i.e. line drawing, detail, landscape, seascape, building, pastels, drawings, line, bold, fine, size, space, tone, light, dark. | Use a variety of tools and techniques including different brush sizes and types. Use different types of paint.  Mix and match colours to objects.  Work on different scales and relate to proportion.  Identify primary colours and know how secondary colours can be made, naming them.  Know how to change the tone of paint by making lighter/darker.  Create textures in paint by adding materials such as sand/sawdust and experiment with tools and techniques such as layering and mixing.  Experiment with tools and techniques including layering, scraping etc  Use key vocabulary to demonstrate knowledge and understanding in this strand; paint, stroke, blend, colour, direction… | Explore how 2d can become 3d though “design through making”.  Plan, design and make models from observation or imagination.  Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do.  Manipulate clay in a variety of ways including rolling, kneading, shaping.  Join clay adequately and construct a simple base for extending and modelling other shapes.  Develop skills in using clay including making slips and coils.  Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, container, vessel, model, work, 3D, sculptor, joining, shapes, materials, curved, textures, slip, coils, slab, knead. |
| **Year**  **3** | Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.  Use sketchbook to explore ideas from firsthand observation, experience and imagination and explore ideas for different purposes.  Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.  Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around…  Discuss artist’s intention and reflect upon your response.  Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.  Look at a variety of types of source material and understand the differences.  Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.  Develop questions to ask when looking at artworks and /or stimulus:   * Describe what you see * What do you like/dislike? Why * What is the artist saying to us in this artwork? * How does it make you feel? * How might it inspire you in making your own art?   Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.  Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).  Use digital media to identify and research artists, craftspeople, architects and designers. | Carry out repeated exercises to develop drawing skills (access art tasks).  Draw for a sustained period, from memory, observation, and imagination.  Alter and refine drawings.  Know how a wide range of drawing implements, i.e chalk pastel, can be used and which affects they can create and on different surfaces.  Use different gradients of pencil to create texture, pattern, and tone.  Know how to use sketch to work out an idea for a drawing, get idea of size etc and use to produce a final piece of art.  Draw self-portraits and begin to show expression.  Use a viewfinder to help me focus on a part of a drawing.  Use key vocabulary to demonstrate knowledge and understanding in this strand: i.e. portrait, self-portrait, features, line drawing, detail, pastels, drawings, line, bold, fine, size, space, figure, smudge, blend, tone. | Name and mix a variety of colours and know which primary colours make secondary colours.  Match colours with increasing accuracy. Use a developed colour vocabulary eg e.g. tint, tone, shade, hue.  Create different effects and textures inc. blocking in colour, washes, thickened paint etc.  Work confidently on a range of scales e.g. thin brush on small pictures etc.  Show increasing independence and creativity with the painting process.  Experiment with tools and techniques e.g. layering, mixing.  Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. | Plan, design and make models from observation or imagination.  Explore how 2d can become 3d; start by drawing observational feathers and then birds then transforming these ideas into own design for a bird.  Use sketchbook work to design real or imaginary bird to transform into a sculpture.  Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).  Construct with a variety of tools and materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually. Explore how to add texture. Develop cutting and joining skills.  Use key vocabulary to demonstrate knowledge and understanding in this strand: bend, twist, shape, manipulate, mould, shape, sculpt, form, movement, tear, cut, mark, join, material, gather, layer. |
| **Year**  **4** | Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.  Use sketchbook to explore ideas from firsthand observation, experience and imagination and explore ideas for different purposes.  Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration  Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links…  Discuss artist’s intention and reflect upon your response.  Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.  Look at a variety of types of source material and understand the differences.  Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.  Develop questions to ask when looking at artworks and /or stimulus:   * Describe the artwork. * What do you like/dislike? Why? * Which other senses can you bring to this artwork? * What is the artist saying to us in this artwork? * How might it inspire you to make your own artwork? * If you could take this art work home, where would you put it and why?   Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.  Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).  Use digital media to identify and research artists, craftspeople, architects, and designers. | Carry out repeated exercises to develop drawing skills (access art tasks).  Draw for a sustained period, from memory, observation, and imagination. Alter and refine drawings.  Know how a wide range of drawing implements, i.e chalk pastel, can be used and which affects they can create and on different surfaces.  Show facial expressions and body language in drawings.  Look at the proportions of the human body, scale etc. looking at human models and proportioned drawings of human form.  Use marks and lines to show texture and tone, confidently selecting different grades of pencil.  Use line, tone, shape, and colour to represent figure and forms in movement.  Continue to use a viewfinder to help me focus upon detail.  Begin to draw reflections.  Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, figure. | Name and mix a variety of colours and know which primary colours make secondary colours.  Match colours with increasing accuracy. Use a developed colour vocabulary eg e.g. tint, tone, shade, hue.  Create different effects and textures inc. blocking in colour, washes, thickened paint etc.  Work confidently on a range of scales e.g. thin brush on small pictures etc.  Show increasing independence and creativity with the painting process.  Experiment with tools and techniques e.g. layering, mixing.  Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. | Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination. Combine with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea, e.g. [Quick clay figurative sketches](http://www.accessart.org.uk/quick-clay-figurative-sketches/) -how would you feel if you saw the polar ice caps/a polar bear etc.  Confidently transform 2D sketchbook work into 3D designs.  Experiment with and explore form and shape of various recycled materials.  Use techniques to construct and join recycled materials manipulating shape and form to create desired effect.  Use tools to safely join and construct.  Use Modroc on top of recycled materials to secure the form of a sculpture.  Use paint to add detail and texture to sculpture.  Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, 3D, sculptor, mould, sculpture, installation, shapes, materials, abstract, lifelike. |
| **Year**  **5** | Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.  Use sketchbook to explore ideas from firsthand observation, experience and imagination and explore ideas for different purposes.  Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.  Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.  Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links…  Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.  Look at a variety of types of source material and understand the differences.  Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.  Develop questions to ask when looking at artworks and /or stimulus:   * Describe the artwork. * What do you like/dislike? Why? * Which other senses might you bring to this artwork? How does it make you feel? * What is the artist saying to us in this artwork? * How might it inspire you to make your own artwork? * Who or what else might you look at to help feed your creativity?   Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.  Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).  Use digital media to identify and research artists, craftspeople, architects and designers. | Carry out repeated exercises to develop drawing skills (access art tasks).  Draw in a sustained and independent way from observation, experience and imagination.  Confidently alter and refine drawings.  Use shading to create mood and feeling. Express how I feel through art.  Show awareness of objects having a third dimension. Use of cross hatching and shading to create a 3D effect. Show reflections in my art.  Organize line, tone, shape and colour to represent figures and forms in movement.  Show an awareness of space when drawing  Look at how buildings are positioned in images.    Use simple vanishing points to draw buildings from different perspectives.    Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. | Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  Create shades and tints using black and white.  Work on preliminary studies to test media and materials and mix appropriate colours.  Create imaginative work from a variety of sources.  Choose appropriate paint, paper and implements to adapt and extend their work.  Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.  Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.  Create imaginative work from a variety of sources e.g. observational drawing, music, poetry. | Explore relationship between sculpture and design through a sketchbook project which takes pattern and architecture as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey.  Enable sketchbook work above to evolve and inform into a sculpture project. Use previous knowledge of mark making to design shapes and patterns for imprinting onto clay tile. Select materials i.e. gems, buttons to include on design.  Explore malleable material in an open-ended manner to get a feel for the clay and to find ways in which patterns and textures can be made. Which tools/everyday objects do you feel make a pleasing effect/design on the clay?  Manipulate clay proficiently and create a clay slab. Create surface patterns and textures in a malleable material.  Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, container, model, work, 3D, sculptor, joining, shapes, materials, curved, textures, imprint, tools, slab, slip. |
| **Year**  **6** | Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.  Use sketchbook to explore ideas from firsthand observation, experience and imagination and explore ideas for different purposes.  Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.  Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.  Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links…  Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist’s intention and reflect upon your response.  Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.  Look at a variety of types of source material and understand the differences.  Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.  Develop questions to ask when looking at artworks and /or stimulus:   * Describe the artwork. * What do you like/dislike? Why? * Which other senses might you bring to this artwork? How does it make you feel? * What is the artist saying to us in this artwork? * How might it inspire you to make your own artwork? * Who or what else might you look at to help feed your creativity?   Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.  Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).  Use digital media to identify and research artists, craftspeople, architects and designers. | Carry out repeated exercises to develop drawing skills (access art tasks).  Draw in a sustained and independent way from observation, experience and imagination, with increasing detail.  Confidently alter and refine drawings.  Use shading to create mood and feeling. Express emotion in my art.  Develop close observational skills and incorporate a variety of textures.  Show reflections and an awareness of objects having a third dimension. Show an awareness of space when drawing.  Organize line, tone, shape and colour to represent figures and forms in movement.  Depict movement and perspective in drawings.  Begin to use simple perspective in their work i.e. by using single focal point on horizon.  Begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.  Use a variety of techniques to add effects, e.g. shadows, reflection, blending, hatching and cross-hatching.  Develop drawing using tonal contrast and mixed media.  Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. | Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  Create shades and tints using black and white.  Work on preliminary studies to test media and materials and mix appropriate colours.  Create imaginative work from a variety of sources.  Choose appropriate paint, paper and implements to adapt and extend their work.  Use a range of paint (acrylic, oil paints, water colour) to create visually interesting pieces.  Create imaginative work from a variety of sources e.g. observational drawing, music, poetry.  Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. | Use sketchbooks and other exploratory work to develop ideas for designs. Talk to others about how they see you, what do they associate you with, make wordle’s to explore ideas. Think about how you see yourself.  Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).  Construct with a variety of tools and materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually. Explore how to add texture. Develop cutting and joining skills. Develop ways of adding textiles to create interest.  Make and mould a plaster plinth safely.  Create sculpture and constructions with increasing independence.  Use key vocabulary to demonstrate knowledge and understanding in this strand: bend, twist, shape, manipulate, mould, shape, sculpt, form, movement, tear, cut, mark, join, material, gather, layer, plinth, plaster, mould. |

**Art & Design Progression -St. Mary’s R.C Primary School**

**Collage, Textiles, Printing, Knowledge of Artists, Evaluating Work**

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|  | **Collage** | **Textiles** | **Printing** | **Knowledge of Artists**  **(Generic for each unit)** | **Evaluating Work**  **(Generic for each unit)** |
| **Year 1** | Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media,  e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.  Use a combination of materials that have been cut, torn and glued.  Sort and arrange materials.  Add texture by mixing materials.  Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. | Children have the opportunity to look at and practice a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.  Children will also explore decorating and embellishing their textiles to add detail, colour and effect.  Show pattern by weaving.    Use a dyeing technique to alter a textile’s colour and pattern.  Decorate textiles with glue or stitching, to add colour and detail.  Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. | Children experiment with shape and colour, looking at repeated patterns and different materials to make texture, eg s  Use a variety of materials, e.g. sponges, fruit, blocks.  Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.  Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. | To understand 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.  Describe the work of famous, notable artists and designers.  Express an opinion on the work of famous, notable artists.  Use inspiration from famous, notable artists to create their own work and compare.  Use key vocabulary to demonstrate knowledge and understanding in this strand | Enjoy listening to other people’s views about artwork made by others.  Feel able to express and share an opinion about the artwork.  Share work to others in small groups and listen to what they think about what you have made.  Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the result.  Show interest in and describe what they think about the work of others.  Take pleasure in the work they have created and see that it gives other people pleasure. |
| **Year**  **2** | Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media,  e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.  Use a combination of materials that have been cut, torn and glued.  Sort and arrange materials.  Add texture by mixing materials.  Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. | Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing, and plaiting. They explore which textiles are best to use and produce the best result.  Children will also explore decorating and embellishing their textiles to add detail, colour and effect.  Show pattern by weaving.  Use a dyeing technique to alter a textile’s colour and pattern.  Decorate textiles with glue or stitching, to add colour and detail.  Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. | Children experiment with shape and colour, looking at repeated patterns and different materials to make texture, eg s  Use a variety of materials, e.g. sponges, fruit, blocks.  Demonstrate a range of techniques, e.g. rolling, pressing, stamping, and rubbing.  Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. | To understand 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.  Describe the work of famous, notable artists and designers.  Express an opinion on the work of famous, notable artists.  Use inspiration from famous, notable artists to create their own work and compare.  Use key vocabulary to demonstrate knowledge and understanding in this strand. | Enjoy listening to other people’s views about artwork made by others.  Feel able to express and share an opinion about the artwork.  Show interest in and describe what they think about the work of others.  Take pleasure in the work they have created and see that it gives other people pleasure.  Understand how evaluating creative work *during* the process, as well as at the end, helps feed the process.  Begin to take photographs and use digital media to re-see work.  When looking at creative work express clear preferences and give some reasons |
| **Year**  **3** | Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.  Select colours and materials to create effect, giving reasons for their choices.  Refine work as they go to ensure precision.  Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic, and montage.  Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. | Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching.  Select appropriate materials, giving reasons.  Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.  Develop skills in stitching, cutting and joining.  Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. | Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.  Use more than one colour to layer in a print.  Replicate patterns from observations.    Make printing blocks.  Make repeated patterns with precision.  Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. | Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.  To learn about great artists, architects, and designers in history.  Children can:  Use inspiration from famous artists to replicate a piece of work.  Reflect upon their work inspired by a famous notable artist and the development of their art skills.  Express an opinion on the work of famous, notable artists and refer to techniques and effect.  use key vocabulary to demonstrate knowledge and understanding in this strand: | Enjoy listening to other people’s views about artwork made by others.  Feel able to express and share an opinion about the artwork.  Think about why the work was made, as well as how.  Take pleasure in the work they have created and see that it gives other people pleasure.  Take the time to reflect upon what they like and dislike about their work to improve it.  Understand how evaluating creative work *during* the process, as well as at the end, helps feed the process.  Take photographs and videos and use digital media as a way to re-see work |
| **Year**  **4** | Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.  Select colours and materials to create effect, giving reasons for their choices.  Refine work as they go to ensure precision.  Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.  Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. | Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching.  Select appropriate materials, giving reasons.  Use a variety of techniques e.g. printing, dyeing, weaving, and stitching to create different textural effects.  Develop skills in stitching, cutting and joining.  Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. | Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.  Use more than one colour to layer in a print.  Replicate patterns from observations.  Make printing blocks.  Make repeated patterns with precision.  Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. | To learn about great artists, architects and designers in history.  Use inspiration from famous artists to replicate a piece of work.  Reflect upon their work inspired by a famous notable artist and the development of their art skills.  Express an opinion on the work of famous, notable artists and refer to techniques and effect.  Use key vocabulary to demonstrate knowledge and understanding in this strand: | Enjoy listening to other people’s views about artwork made by others.  Feel able to express and share an opinion about the artwork.  Share work to others in small groups and listen to what they think about what you have made.  Make suggestions about other people’s work, using things you have seen or experienced yourself.  Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.  Think about why the work was made, as well as how.  Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.  Reflect regularly upon their work, throughout the creative process.  Look to the work of others (pupils and artists) to identify how to feed their own work.  Take photographs and videos and use digital media as a way to re-see work. |
| **Year**  **5** | Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.  Add collage to a painted or printed background.  Create and arrange accurate patterns.  Use a range of mixed media.  Plan and design a collage.  use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. | Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.  Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.  Add decoration to create effect.  Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. | Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.  Design and create printing blocks/tiles.  Develop techniques in mono, block and relief printing.  Create and arrange accurate patterns.  Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph. | To learn about great artists, architects and designers in history.    Give detailed observations about notable artists’, artisans’ and designers’ work.  Offer facts about notable artists’, artisans’ and designers’ lives.  Use key vocabulary to demonstrate knowledge and understanding in this strand: | Feel able to express and share an opinion about the artwork.  Discuss why the work was made, as well as how.  Share your response to the artwork.  Ask questions about process, technique, idea or outcome.  Share work to others in small groups, and listen to what they think about what you have made.  Make suggestions about other people’s work, using things you have seen or experienced yourself.  Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media  Present work in retrospect, i.e. to class, assembly or parents.  Regularly analyze and reflect upon progress taking into account of intention.  Look to the work of others (pupils and artists) to identify how to feed their own work  Take photographs and videos and use digital media as a way to re-see work. |
| **Year**  **6** | Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.  Add collage to a painted or printed background.  Create and arrange accurate patterns.  Use a range of mixed media.  Plan and design a collage.  Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. | Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.  Experiment with a range of media by overlapping and layering to create texture, effect and colour.  Add decoration to create effect.  Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. | Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.  Design and create printing blocks/tiles.  Develop techniques in mono, block and relief printing.  Create and arrange accurate patterns.  Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; | Children comment on the work of famous artists and name their pieces of work.  To learn about great artists, architects and designers in history.  Give detailed observations about notable artists’, artisans’ and designers’ work.  Offer facts about notable artists’, artisans’ and designers’ lives.  Use key vocabulary to demonstrate knowledge and understanding in this strand: | Feel able to express and share an opinion about the artwork. Share your response to the artwork.  Discuss why the work was made, as well as how. Ask questions about process, technique, idea or outcome.  Share work to others in small groups and listen to what they think about what you have made.  Make suggestions about other people’s work, using things you have seen or experienced yourself.  Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.  Share how other artists/artwork inspired you and how your work fits into larger context.  Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work as aartist/maker/designer would to a client, and a chance for pupils to use digital media.  Present work in retrospect, i.e. to class, assembly or parents.  Provide a reasoned evaluation of both their own work ad professionals work which take into account starting points, intentions and contexts.  Regularly analyze and reflect upon progress taking into account of intention  Take photographs and videos and use digital media as a way to re-see work. |

*“On our journey of faith, with Jesus as our guide, we share friendship, value learning and show*

*respect for ourselves and others, as we live, learn, play, work and pray together in our community.”*