



Skills	Year 3	Year 4	Year 5	Year 6
EXPLORING AND DEVELOPING IDEAS	<p>Pupils are beginning to select and record from first hand observation, experience and imagination and explore ideas for different purposes.</p> <p>Pupils are beginning to question and make thoughtful observations about starting points and select ideas to use in their work. Pupils are beginning to record this in their sketch books.</p> <p>Pupils begin to explore the roles and purposes of artists, crafts people and designers working in different times and cultures.</p>	<p>Pupils can use first hand observation, experience and imagination to inspire art and explore ideas for different purposes. Pupils are beginning to make links to literary sources.</p> <p>Pupils are able to question and make thoughtful observations about starting points and select a range of ideas to use in their work. Pupils continue to record this in their sketch books.</p> <p>Pupils continue to explore the roles and purposes of artists, crafts people and designers working in different times and cultures.</p>	<p>Pupils use first hand observation, experience and imagination to inspire art and explore ideas more confidently for different purposes, making links to literary sources.</p> <p>Pupils continue to question and make thoughtful observations about starting points and select a wider range of ideas to use in their work. Pupils continue to record and discuss their findings their sketch books.</p> <p>Pupils explore the roles and purposes of artists, crafts people and designers working in different times and cultures.</p>	<p>Pupils select and record from first hand observation and develop imaginative responses to a theme. Pupils can explore these ideas in their sketch books, making links to literary sources.</p> <p>Pupils confidently question and make thoughtful observations about starting points and select a wide range of ideas to use in their work. Pupils continue to record and discuss their findings their sketch books by experimenting with media and trying out new techniques and processes.</p> <p>Pupils can independently explore the roles and purposes of artists, crafts people and designers working in different times and cultures.</p>
EVALUATING AND DEVELOPING WORK	<p>Pupils are beginning to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Pupils start to adapt their work according to their views and describe how they might develop</p>	<p>Pupils compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Pupils adapt their work according to their views and the opinion of others to describe how they might develop it further, using</p>	<p>Pupils can develop a greater understanding of vocabulary to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Pupils adapt their work by regularly analysing and reflecting on their intentions and choices,</p>	<p>Pupils can use the language of art with greater sophistication to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Pupils can give reasoned evaluations of their own and</p>



	it further, using annotated work in sketchbooks when appropriate.	annotated work in sketchbooks when appropriate.	using annotated work in sketchbooks when appropriate.	others work with takes into account of context and intention. Pupils adapt their work according to their views and describe how they might develop it further, using annotated work in sketchbooks when appropriate.
3D FORM	<p>Pupils can join clay adequately and work reasonably independently.</p> <p>Pupils can construct a simple clay base for extending and modelling other shapes.</p> <p>Build a textured relief tile.</p> <p>Make a simple papier-mâché object.</p> <p>Plan, design and make models.</p>	<p>Pupils can make informed choices about the 3D techniques chosen. Show an understanding of shape, space and form.</p> <p>Pupils can plan, design, make and adapt models, using a variety of media.</p> <p>Pupils can talk about their work understanding that it has been sculpted, modelled or constructed.</p>	<p>Pupils can describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Develop skills in using clay inc. slabs, coils, slips etc.</p> <p>Create sculpture and constructions with increasing independence.</p>
DRAWING	<p>Pupils can experiment with different grades of pencil and other implements.</p> <p>Pupils plan, refine and alter their drawings as necessary.</p> <p>Pupils use their sketch books to collect and record visual information from different sources.</p>	<p>Pupils make informed choices in drawing incl. paper and media.</p> <p>Pupils refine and alter their drawings and describe changes using art vocabulary.</p> <p>Pupils collect images and information in their sketchbooks.</p> <p>Pupils use research to inspire drawings from memory and imagination.</p>	<p>Pupils use a variety of source material for their work.</p> <p>Pupils work in a sustained and independent way from observation, experience and imagination.</p> <p>Pupils use a sketchbook to develop ideas.</p>	<p>Pupils demonstrate a wide variety of ways to make different marks using dry and wet media.</p> <p>Pupils identify artists who have worked in a similar way to their own work.</p> <p>Pupils develop ideas using different or mixed media, using a sketchbook.</p>



	<p>Pupils use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Draw for a sustained period of time at their own level.</p>	<p>Pupils can explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Pupils explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Pupils manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
PAINTING	<p>Pupils mix a variety of colours and know which primary colours make secondary colours.</p> <p>Pupils can use a developed colour vocabulary</p> <p>Pupils experiment with different effects and textures incl. blocking in colour, washes, thickened paint.</p> <p>Pupils work confidently on a range of scales e.g. thin brush on small picture.</p>	<p>Pupils make and match colours with increasing accuracy.</p> <p>Pupils can use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Pupils choose paints and implements appropriately.</p> <p>Pupils plan and create different effects and textures with paint according to what they need for the task.</p> <p>Pupils show increasing independence and creativity with the painting process.</p>	<p>Pupils demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Pupils work on preliminary studies test media and materials in sketch books and create imaginative work from a variety of sources.</p>	<p>Pupils create shades and tints using black and white.</p> <p>Pupils choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Pupils carry out preliminary studies test media and materials and mix appropriate colours.</p> <p>Children can work from a variety of sources, incl. those researched independently.</p> <p>Pupils show an awareness of how paintings are created (composition).</p>
TEXTILES/COLLAGES	<p>Use a variety of techniques, including. printing, dying, weaving, embroidery, and applique.</p> <p>Children can name the tools and materials they have used.</p>	<p>Pupils can choose collage or textiles as a means of extending work already achieved.</p> <p>Children can refine and alter their ideas and explain choices using an art vocabulary.</p>	<p>Children can match the tool to the appropriate material and combine skills more readily.</p> <p>Pupils can use different grades and uses of threads and needles.</p>	<p>Pupils can join fabric in different ways, including stitching.</p> <p>Use different techniques, colours and textures when designing and making pieces of work.</p>



	<p>Pupils are beginning to develop skills in stitching, cutting and joining.</p> <p>Pupils can experiment with a range of media e.g. overlapping, layering etc. – Fruit drawing</p>	<p>Pupils can collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>	<p>Pupils can use a range of media to create collage.</p> <p>Pupils can experiment with using batik safely.</p>	<p>Pupils are able to be expressive and analytical to adapt, extend and justify their work</p>
PRINTING	<p>Pupils can print using a variety of materials, objects and techniques including layering.</p> <p>Pupils can talk about the process used to produce a simple print to explore pattern and shape, creating designs for printing.</p>	<p>Pupils can research, create and refine a print using a variety of techniques.</p> <p>Pupils are able to use relief printing for example, collograph, polystyrene tile.</p>	<p>Pupils can select broadly the kinds of materials to print with in order to get the effects they want.</p> <p>Pupils can choose the printing method appropriate to the task. Build up layers and textures.</p> <p>Pupils can organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Pupils can choose inks and overlay colours.</p>	<p>Pupils can explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>Pupils are familiar with layering prints.</p> <p>Pupils are confident with printing on paper and fabric.</p> <p>Pupils can alter and modify their work,</p> <p>Pupils can work relatively independently.</p>
And Breadth of Study	<p>Pupils are beginning to work independently and collaboratively with others, on projects in 2 & 3 dimensions and on different scales.</p> <p>Pupils can use ICT</p> <p>Pupils are beginning to investigate art, craft and design in the locality</p>	<p>Pupils are able to work on their own with occasional support, and collaboratively with others, on projects in 2 & 3 dimensions and on different scales.</p> <p>Pupils can use ICT</p> <p>Pupils can investigate art, craft and design in the locality and in a</p>	<p>Pupils can work more confidently on their own, and collaboratively with others, on projects in 2 & 3 dimensions and on different scales.</p> <p>Pupils can use ICT</p> <p>Pupils can investigate art, craft and design in the locality and in a</p>	<p>Pupils can work on their own, and collaboratively with others, on projects in 2 & 3 dimensions and on different scales.</p> <p>Pupils can use ICT</p> <p>Pupils confidently investigate art, craft and design in the locality and</p>



KNOWLEDGE AND SKILLS PROGRESSION

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