



Progression of Teaching and Learning in Creative Arts and Design

NC references

EYFS	KS1	KS2	KS3/ Challenge
<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about 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. 	<ul style="list-style-type: none"> 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. create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history 	<ul style="list-style-type: none"> Use a range of drawing techniques to record observations and to generate ideas. Use a range of media including oils, watercolours, videos and installations. Study the history of art, craft and design, including major movements from ancient to modernist periods.

EYFS

This table demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for art. The most relevant statements for art are taken from the following areas of learning: Physical Development & Expressive Arts and Design.

Nursery	Physical Development		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

Key Learning Objectives

- To develop ideas
- To master techniques
- To take inspiration from the greats

Overview of Essential Knowledge and Skills		Year 1 Secure	Year 2 Secure
<i>Developing Ideas</i>	<ul style="list-style-type: none"> Respond to ideas and starting points. 	Children beginning to become more independent in their discussions, explaining what they like and do not like about pieces of art work.	Children to independently explain what they like or dislike about an art piece, thinking of their own original ideas.
	<ul style="list-style-type: none"> Explore ideas and collect visual information. 	With support, children to describe an art piece in further detail e.g. looking at the shapes that have been used, colours, people etc.	Independently, children to copy and collect aspects of an art piece that they are interested in e.g. colours, shapes etc and use in their own art work.
	<ul style="list-style-type: none"> Explore different methods and materials as ideas develop. 	With increasing independence, children to copy a method demonstrated by their teacher, choosing from a small selection of materials when doing this.	Children to independently choose an appropriate method and materials for achieving the best outcome.
<i>Mastering Techniques</i>	<u>Painting</u> <ul style="list-style-type: none"> Use thick and thin brushes. 	With support, children to use thick brushes for large painted areas, and thin brushes for adding detail.	Independently, children to use both thick and thin brushes according to the effect they are wishing to achieve.
	<ul style="list-style-type: none"> Mix primary colours to make secondary. 	With support, children to experiment with adding red to yellow (to make orange), blue to yellow (to make green) and red to blue (to make purple). Children to understand that these new colours are called secondary colours.	Children to independently use primary colours to make secondary colours, explaining the combinations and amounts required to make this successful.
	<ul style="list-style-type: none"> Add white to colours to make tints and black to colours to make tones. 	With support, children to add white to colour to lighten it (creating a tint) and black to a colour to darken it (creating a tone.)	Children to be able to create a range of tints and tones using black and white in differing amounts to do this.
	<ul style="list-style-type: none"> Create colour wheels. 	With support, children use primary colours and their mixed secondary colours to complete the colour wheel.	Children to create a colour wheel independently using primary colours and their mixed secondary colours.
	<u>Collage</u> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. 	Children to independently use pre-cut materials to make more detailed collages.	Children to independently cut or tear a range of materials to make collages with some details.
	<ul style="list-style-type: none"> Sort and arrange materials. 	Children to independently sort materials according to their type within simple shapes.	Children to independently choose and arrange selected materials in order to create collages with some detail.
	<ul style="list-style-type: none"> Mix materials to create texture. 	With increasing independence, children to choose different materials for different parts of their collage dependent on their texture.	Children to independently select chosen materials to develop more detailed art work with varied textures.
	<u>Sculpture</u> <ul style="list-style-type: none"> Use a combination of shapes. 	With increasing independence, children to create some 2D, joining these to create a sculpture.	Children to independently create 2D and 3D shapes, combining these to create their sculpture.
	<ul style="list-style-type: none"> Include lines and texture. 	Children to independently use appropriate tools to make straight and curvy lines on their sculpture.	Children to independently add lines and texture to their sculpture using appropriate tools and materials.
	<ul style="list-style-type: none"> Use rolled up paper, straws, paper, card and clay as materials. 	With increasing independence, children to use a range of rolled up paper, straws, paper and card to create a chosen sculpture. Children to continue to make simple sculptures using balls or 'snakes' of clay.	Children to independently select appropriate materials to create their sculpture.
	<ul style="list-style-type: none"> Use techniques such as rolling, cutting, moulding and carving. 	Children to independently roll a ball and a 'snake' out of clay, then cut these to the desired length. Children to use these to make desired sculptures.	Children to independently use techniques such as rolling cutting, moulding and carving to create their sculpture out of clay.
	<u>Drawing</u> <ul style="list-style-type: none"> Draw lines of different sizes and thickness 	With increasing independence, children draw lines with a pencil that vary in sizes and thickness.	Children to independently use varied thickness and sizes of lines to create interest in their drawings.
	<ul style="list-style-type: none"> Colour (own work) neatly following the lines 	All children's colouring is within the lines on their own drawings.	Children to independently colour their own and others work neatly, always keeping within the lines and keeping direction of pencil strokes the same.
	<ul style="list-style-type: none"> Show pattern and texture by adding dots and lines. 	With increasing independence, children to use these techniques within their drawing e.g. drawing water with a side to side effect, a dark cave with criss-crosses).	Children to independently draw their own pictures, adding texture through lines and dots.
	<ul style="list-style-type: none"> Show different tones by using coloured pencils. 	With support, children to be able to apply their knowledge of how to create different tones to their colouring of pictures.	Children to independently be able to colour their art work in different tones by varying the pressure applied to their colouring pencil. They should do this to gain intended effect.
	<u>Print</u> <ul style="list-style-type: none"> Use repeating or overlapping shapes. 	Children to independently make repetitive prints.	Children to independently create repeated pattern prints, or those with overlapping shapes, considering the effect created by both techniques.
	<ul style="list-style-type: none"> Mimic print from the environment (e.g. wallpapers). 	With increasing independence, children to use a leaf to create a repetitive print in a wallpaper like fashion.	Children to independently mimic print from the environment, using different materials to create each effect.
	<ul style="list-style-type: none"> Use objects to create prints (e.g. fruit, vegetables or sponges) 	Children to independently use sponges of different sizes and paint of different colours to create prints of interest.	Children to independently select appropriate materials or objects to create interest in their print.
	<ul style="list-style-type: none"> Press, roll, rub and stamp to make prints. 	With increasing independence, children to print by covering an object with paint and pressing or stamping this onto paper.	Children to independently choose the best method for getting the best print from their object.
	<u>Textiles</u> <ul style="list-style-type: none"> Use weaving to create a pattern. 	With support, children to use the loom to weave a repeated pattern with two different colours.	Children to independently create more detailed patterns in their weaving using a loom.
<ul style="list-style-type: none"> Join materials using glue and/or a stitch. 	Children to independently join two or more materials using glue.	Children to independently join two pieces of material with a stitch.	
<ul style="list-style-type: none"> Use plaiting. 	With increasing independence, children to use the overlapping pattern needed to plait three pieces of thread.	Children to experiment with colours and number of threads in each part of the plait (to increase e.g. thickness of the plait).	
<ul style="list-style-type: none"> Use dip dye techniques. 	With increasing independence, children to dip a piece of cotton in a dye to see what happens to the colour of the cotton.	Children to tie elastic band on pieces of cotton and then dip in dye of more than one colour to create different patterns in the cotton.	

<i>Taking inspiration from the Greats</i>	<ul style="list-style-type: none"> Describe the work of notable artists, artisans, choreographers, dancers, actors, directors and designers. 	Children to independently describe in more detail what they see in an art piece e.g. objects, colours, shapes.	Children to independently describe the work of certain artists in detail e.g. a simple shape of a man is shown with a dark colour, compared with the bright colours around him.
	<ul style="list-style-type: none"> Use some of the ideas of artists studied to create pieces. 	Children to independently use lines and colour to create their art in the style of a chosen artist.	Children to independently use contrasting colours to show simple images in the style of a chosen artist

Overview of Essential Knowledge and Skills		Year 3 Secure	Year 4 Secure
<i>Developing Ideas</i>	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. 	Children to independently develop their own ideas by adding more detail such as paint (colour) and texture.	Children to independently choose another aspect of the topic to form the basis of their own idea for a piece of artwork.
	<ul style="list-style-type: none"> Collect information, sketches and resources. 	Children to independently sketch ideas based on their choice of inspiration from internet searches, magazines and books.	Children to independently collect different ideas and resources for inspiration and create sketches of their own ideas.
	<ul style="list-style-type: none"> Adapt and refine ideas as they progress. 	Children to independently adapt their own idea by considering a different medium that they could use e.g. from drawing to painting.	Children to take their ideas and independently adapt and securely refine as they progress.
	<ul style="list-style-type: none"> Explore ideas in a variety of ways. 	Children to independently use specialist artistic language (from a word bank) to describe their own ideas.	Children to independently explore different ideas by using a variety of different research methods (e.g. the internet, art books and a magazines) and use specialist artistic language that they have learnt.
	<ul style="list-style-type: none"> Comment on artworks using visual language. 	Children to independently self-select their favourite pieces of art and explain why they have chosen these, using specialist art vocabulary.	Children to independently select an element from a series of paintings and compare and contrast them (e.g. eyes) explaining how they are different and what the artist is trying to convey to the observer (e.g. these eyes are sparkling because the person is happy, the artist has used light shading to convey this).
<i>Mastering Techniques</i>	<u>Painting</u> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 	Children to independently use both thick and thin brushes to create lines, shapes and simple patterns.	Children to independently use thick and thin brushes to produce more complex shapes, textures, patterns and lines.
	<ul style="list-style-type: none"> Mix colours effectively. 	Children to independently create variations of tertiary colours by using different amounts of secondary colours (e.g. more orange mixed with less green will create an olive green).	Children to independently use primary colours to make secondary colours, secondary colours to make tertiary colours, and black and white to create shades and tones, explaining the combinations and amounts required to make this successful.
	<ul style="list-style-type: none"> Use watercolour paint to produce washes for backgrounds then add detail. 	Children to independently identify how much watercolour paint they need to create different strengths of colour wash and also create graduated colour washes (e.g. creating a sunset using red blended into orange blended into yellow).	Children to independently create watercolour washes of varying colour depth for backgrounds and then add more complex details.
	<ul style="list-style-type: none"> Experiment with creating mood with colour. 	Children to independently choose a mood and a group of colours e.g. the greens and paint a simple picture or series of colours to convey the mood of the picture,	Children to independently paint pictures that take into consideration how colours can represent a particular mood in the painting.
	<u>Collage</u> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. 	Children to independently cut or tear a range of materials and arrange them by a particular category chosen by themselves (e.g. materials with a repeating pattern).	Children to independently select, cut and tear a range of materials and arrange them for a striking effect.
	<ul style="list-style-type: none"> Ensure work is precise. 	Children to independently cut and tear a range of materials to create collages that are more precise in the way that the materials are positioned, with minimal overlapping at the edge of the collage.	Children to independently cut a range of materials, arrange and secure them in a way that ensures their work is precise and within the edges of the collage.
	<ul style="list-style-type: none"> Use overlapping, tessellation, mosaic and montage. 	Children to independently select, tear and cut a range of materials to create a collage using tessellation (repeating patterns), with inspiration from known artists.	Children to independently select and cut a range of materials to create a collage using either one or more of the following: <ul style="list-style-type: none"> overlapping tessellation Mosaic Montage.
	<u>Sculpture</u> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). 	Children to independently combine different 3D shapes (designed from nets) to create a larger sculpture from cardboard.	Children to independently create and combine clay shapes to create a more intricate structure e.g. a square house, with a pyramid roof, cuboid chimneys and some details etched into the clay such a door.
	<ul style="list-style-type: none"> Include texture that conveys feelings, expression or movement. 	Children to independently add expression to their sculptures e.g. by adding papier-mâché to an existing cardboard shape to create a different texture.	Children to independently add more intricate textures to convey feelings, expression or movement e.g. by using thick paint to convey the idea of “moving waves”.
	<ul style="list-style-type: none"> Use clay and other mouldable materials. 	Children to independently consider how other everyday junk items can be made into sculptures e.g. egg boxes and pipe cleaners made into a caterpillar.	Children to independently create sculpture using a variety of different methods that they have learnt, e.g. clay, modroc, papier-mâché, cardboard and junk modelling.
	<ul style="list-style-type: none"> Add materials to provide interesting detail. 	Children to independently consider ways that their sculpture can evoke a particular mood or emotion e.g. by painting it a particular colour.	Children to independently add different materials to their sculpture to provide a variety of interesting details such as decorative items, movement and feelings.
	<u>Drawing</u> <ul style="list-style-type: none"> Use different hardnesses (e.g. HB, 4B) of pencils, hatching and cross-hatching to show line, tone and texture. 	Children to independently experiment with 2B, 4B, 6B and HB pencils to create varying textures e.g. by hatching over objects found in nature such as bark and leaves to create patterns.	Children to independently use different hardnesses of pencils, hatching and cross-hatching to show line, tone and texture.
	<ul style="list-style-type: none"> Annotate sketches to explain and elaborate ideas. 	Children to independently draw their chosen object with most parts matching in ratio (e.g. the body is the right size to the head) and start annotating their sketches to explain	Children to independently annotate their sketches and elaborate their original ideas by extending them further with a consideration

		why they have chosen this object and what it means to them.	of how the observer will feel when they look at the completed drawing.
	<ul style="list-style-type: none"> Use shading to show light and shadow. 	Children to independently add basic shading to their pictures, using light and shadow to make objects look more 3D and lifelike.	Children to independently use shading to show light and shadow in their drawing.
	<u>Print</u> <ul style="list-style-type: none"> Use layers of two or more colours. 	Children to independently create prints using the same pattern but layer them up using three different colours.	Children to independently use 2 different colours for the first layer of printing (e.g. turquoise and pink) then followed by 2 different colours and a different simple pattern (e.g. navy and scarlet) to create a graduated print.
	<ul style="list-style-type: none"> Replicate patterns observed in natural or built environments. 	Children to independently identify that patterns in the natural world are more random and unique compared with patterns in built environments that tend to be more formalised and similar.	Children to independently replicate patterns that they have observed in both natural (more random, individualised patterns) and built (more formalised patterns) environments.
	<ul style="list-style-type: none"> Make printing blocks 	Children to independently cut sponges into different shapes to create individual printing blocks.	Children to independently choose their preferred method and material to make printing blocks (using egg boxes, sponges, string and wooden blocks, potatoes or other methods researched by the children).
	<ul style="list-style-type: none"> Make precise repeating patterns. 	Children to independently design their own patterns etched onto printing blocks to create repeating patterns in a range of different colours.	Children to independently layer up their printing blocks with the correct amount of paint to create precise repeating patterns.
	<u>Textiles</u> <ul style="list-style-type: none"> Shape and stitch materials, using basic cross-stitch and backstitch. 	Children to independently cut around a chosen template/shape and sew them together using a basic cross-stitch.	Children to independently cut their own freestyle shapes and sew them together using basic stitch and cross-stitch.
	<ul style="list-style-type: none"> Colour fabric. 	Children to independently design their own fabrics/clothing items using fabric pens and fabric paint with an attention to detail.	Children to independently choose the method they would like to use to colour fabric, e.g. fabric dye, fabric pens and fabric paint.
	<ul style="list-style-type: none"> Create weavings. 	Children to independently choose their preferred coloured wool to create a more detailed weaving pattern using a cardboard loom, paper plate or lollipop sticks.	Children to independently create weavings either for the sole purpose of weaving or to enhance another object that they have created.
	<ul style="list-style-type: none"> Quilt, pad and gather fabric. 	Children to independently cut squares of fabric to make their own mini patchwork quilt or stuffed pincushion.	Children to independently create their own mini quilts using squares of fabric, pad squares of fabric to make pin cushions and gather fabric to create basic rucked effects.
<i>Taking inspiration from the Greats</i>	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. 	Children to independently describe in more detail what they see in an art piece e.g. objects, colours, shapes, people and animals e.g. in " Sunday Afternoon on the Island of la Grande Jatte" and emulate these ideas in their own work.	Children to independently describe the work of certain artists in detail e.g. look at how Renoir depicts water in "La Grenouillere" by using tones and shades of colour and replicate this by adding varying amounts of white and black to create different versions of a colour e.g. red becomes pink (with added white) and burgundy (with added black).
	<ul style="list-style-type: none"> Create original pieces that are influenced by studies of others. 	Children to independently design ideas for using pointillist painting techniques by creating a mini project e.g. starting with a simple drawn design painted with dots, then creating a sculpture which adopts the same coloured dot style, then producing a textile-based design using pointillist painting techniques.	Children to independently create their own art work based on impressionism e.g. by painting in the impressionist style, or designing textiles using "broken colour" strokes to create an impression of a colour. They will identify how impressionism links with other art movements such as music (Ravel, Debussy, Satie).

Overview of Essential Knowledge and Skills	Year 5 Secure	Year 6 Secure	
<i>Developing Ideas</i>	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. 	Children to independently look at a piece of art work, ask questions and tell stories about what they can see. They should begin to link these stories with the wider curriculum.	Children to independently develop and imaginatively extend their ideas from art pieces used as starting points throughout the curriculum.
	<ul style="list-style-type: none"> Collect information, sketches and resources and present ideas imaginatively in a sketch book. 	Children to independently copy ideas from the world around them into their sketch books (using some drawing and writing).	Children to independently select the most useful information and sketches from the world around them. They present these in a variety of imaginative ways.
	<ul style="list-style-type: none"> Use the qualities of materials to enhance ideas. 	Children to independently understand that different materials have different qualities and can produce different effects in art.	Children to independently select different materials for different purposes within their artwork, ensuring that each choice enhances their ideas.
	<ul style="list-style-type: none"> Spot the potential in unexpected results as work progresses. 	Children to independently identify what makes an effective piece of art and identify this within their own work.	Children to independently regularly focus on their work at each step of their journey, identifying and being able to explain the potential within it, regardless of if this was expected or not.
	<ul style="list-style-type: none"> Comment on artworks with a fluent grasp of visual language. 	Children to independently talk about the colours of the art work, shapes and patterns that can be seen, and the mood that these create.	Children to independently describe an art piece in great depth, discussing colours used, effect of these etc, as well as comparing the piece to other known pieces of art work.
<i>Mastering Techniques</i>	<u>Painting</u> <ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. 	Children to independently draw simple shapes and paint with increasing complexity.	Independently, children to lightly sketch detailed pictures, which they then paint with intricate colours.
	<ul style="list-style-type: none"> Create a colour palette based upon colours observed in the natural or built world. 	Children to independently be able to build a colour palette including primary, secondary and tertiary colours.	Children to independently be able to use their knowledge of how to create tones and tints, as well as how to mix primary, secondary and tertiary colours, to create a palette that matches what is seen within the world around them.
	<ul style="list-style-type: none"> Use the qualities of watercolour and acrylic paints to create visually interesting pieces. 	Children to independently use watercolours for blending, as well as developing their skill of adding more detail in pictures e.g. on the leaves of the trees.	Children to independently use watercolour paint and acrylic to greatest effect – showing proficiency in the choices that they make dependent on the effect that they are wanting to create.

	<ul style="list-style-type: none"> Combine colours, tones and tints to enhance the mood of a piece. 	Children to explain the impact of different colours and tones on the mood of a piece. Children to demonstrate an understanding of how to mix these tones and tints.	Children to use their knowledge of how to mix different colours, tints and tones to create an intended mood. Children to paint their pictures by combining colours to achieve the intended outcome.
	<ul style="list-style-type: none"> Use brush techniques and the qualities of paint to create texture. 	Children to independently demonstrate their knowledge of brush techniques using poster paints and watercolours, using these to create different textures.	Children to independently show understanding of the qualities of poster paint, watercolour and acrylic to create different textures using a range of different brush techniques e.g. dabbing,
	<ul style="list-style-type: none"> Develop a personal style of painting, drawing upon ideas from other artists. 	Children to independently copy the style of a preferred artist, blending and mixing colours to match those that they see.	Children to independently use their personalised style of painting, based upon ideas that they have learnt from other artists.
	<u>Collage</u> <ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). 	Children to independently select a mix of fabrics with different textures, matching these to the objects on the collage that they are creating.	Children to independently use a mixture of different fabrics to create a more detailed collage, overlapping the fabrics as required to create a desired effect. Children to show a good understanding of the effect of each texture.
	<ul style="list-style-type: none"> Combine visual and tactile qualities. 	Children to independently identify the effect of the tactile on the audience, and how this enhances the visual feel of an art piece.	Children to independently choose materials for their collage that will add to both the visual effect, as well as provide tactility to the art piece. Children to be able to explain how the tactile element of the materials enhance the visual quality.
	<ul style="list-style-type: none"> Use ceramic mosaic materials and techniques. 	Children to independently develop more detail within their mosaic design, through adding smaller, more delicate pieces.	Children to independently choose suitable mosaic pieces to create their own, intricate designs. Children to be very proficient within their use of the techniques.
	<u>Sculpture</u> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. 	Children to independently create life-like sculptures of e.g. a human body using clay as their chosen medium.	Children to independently select appropriate materials to create life-like/ abstract sculptures – all of which provoke a discussion and reaction from the audience by which they are observed.
	<ul style="list-style-type: none"> Use tools to carve and add shapes, texture and pattern. 	Children to independently use the tools provided to carve textures and patterns into their clay sculptures, making these more life-like and detailed.	Children to independently use tools to carve and add shapes, texture and patterns into their sculpture. They should be proficient at doing this using a variety of sculpture mediums.
	<ul style="list-style-type: none"> Combine visual and tactile qualities. 	Children to independently create sculptures that are appealing to look at.	Children to independently combine visual and tactile qualities within their sculpture, ensuring that the two fully complement each other.
	<ul style="list-style-type: none"> Use frameworks (such as wire or moulds) to provide stability and form. 	Children to independently create simple wire models.	Children to independently use their chosen framework (wire or moulds) as the basis for making more complex sculptures.
	<u>Drawing</u> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 	Children to independently portray shadows and reflections in their pencil drawings.	Children to independently use a variety of techniques to add interesting effects in their drawing, using a range of mediums.
	<ul style="list-style-type: none"> Use a choice of techniques to depict movement, perspective, shadows and reflection. 	Children to independently apply their knowledge of how to depict movement and perspective to their own drawings.	Children to independently choose their preferred technique to depict movement, perspective, shadows and reflections when drawing.
	<ul style="list-style-type: none"> Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 	Children to independently draw using realistic drawing techniques, and to identify that there are also other forms of drawing that some artist use.	Children to independently choose a style of drawing that is most suitable for the art work that they are creating e.g. realistic or impressionism.
	<ul style="list-style-type: none"> Use lines to represent movement. 	Children to independently identify and explain how lines in drawing can represent the movement of an object.	Children to independently use lines to represent movement.
	<u>Print</u> <ul style="list-style-type: none"> Build up layers of colours. 	Children to independently print more detailed patterns using two or more colours. Children to add the second colour on top of the first to enhance the overall impact of the print.	Children to independently build up layers of colours when printing, enhancing the details in their designs.
	<ul style="list-style-type: none"> Create an accurate pattern, showing fine detail. 	Children to independently develop the complexity of the detail within their printed pattern e.g. by adding additional elements to their printing plate.	Children to independently create an accurate pattern showing fine detail.
	<ul style="list-style-type: none"> Use a range of visual elements to reflect the purpose of the work. 	Children to independently experiment with different types of printed patterns, considering how to make the visual suitable for the type of work being produced.	Children to independently use a range of visual elements to reflect the purpose of the work that they are printing e.g. wallpaper, cards, fabrics etc.
	<u>Textiles</u> <ul style="list-style-type: none"> Show precision in techniques. 	Children to independently copy their teacher's modelling of how to add more precision in textiles, such as weaving,	Children to independently show precision in a range of techniques that they have learnt relating to creating textiles e.g. weaving, plaiting, colouring fabrics etc.
	<ul style="list-style-type: none"> Choose from a range of stitching techniques. 	Children to independently use cross stitch and back stitch to sew their own patterns.	Children to independently choose from a range of stitching techniques, demonstrating an understanding of when each of these is most useful.
	<ul style="list-style-type: none"> Combine previously learned techniques to create pieces. 	Children to independently choose from a stated number of art techniques in order to produce their own piece of work	Children to independently combine all previously learned art techniques to create their own art pieces.
<i>Taking inspiration from the Greats</i>	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. 	Children to independently make notes about known artists in their sketch books, alongside sketches in the style of these artists e.g. Warhol.	Children to independently give details (including their own sketches) about the style of some notable artists, artisans and designers that they have covered in previous years e.g. Matisse, Warhol and Dali.
	<ul style="list-style-type: none"> Show how the work of those studied was influential in both society and to other artists. 	Children to independently describe the work of Andy Warhol and the artistic movement of Pop Art. Children to look at the influence of Andy Warhol's work in the modern world e.g. link to Campbell's soup cans.	Children to independently describe the impact that Dali had as a surrealist artist. Children to identify other artists who have been influenced by his style of painting.
	<ul style="list-style-type: none"> Create original pieces that show a range of influences and styles. 	Children to independently consider the art techniques that they have so far been taught and create their own art work based on a preferred artist's style.	Children to independently create their own, original pieces of art, demonstrating their understanding of other artist's techniques

			through showing how they have been influenced by these techniques.
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