



Art and Design Progression of Knowledge and Skills

Drawing, Painting and mixed media, Sculpture and 3D, Craft and Design

Sketchbook Progression and Expectation				
	Acorn Class (EYFS)	Cherry Class (Y1/2)	Willow Class (Y3/4)	Oak Class (Y5/6)
Expectations for Art Evidence (Learning Journals and Sketchbooks)	Recorded through photos and pupil voice (speech bubbles) alongside examples of learning. Added to individual Learning Journals and Class Big Books Wow moments to be recorded with at least 1 piece of evidence for each child per term.	<ul style="list-style-type: none"> • Art name label on the front cover • Weekly evidence • Knowledge organiser stuck in at the beginning of each Art and Design Unit and referred to in lessons • Date and LI present for each week's lesson (this LI should focus on the key art learning only) Year 1 to use stickers where appropriate. • Clear progression of the journey of learning. • Evidence of the skills, tools or techniques being learned • Evidence of planning and design • Evidence of final piece of artwork (This could be the actual piece of artwork if it can be stuck in or could be a photograph) • Evidence of Artist study (where relevant) • Evidence of self-evaluation (this could be using pupil voice and speech bubbles as in reception for pupils where writing is a barrier) 		
Exploring and Developing Ideas	Record and explore ideas from first hand observations. Ask and answer questions verbally about their own	Pupils to be introduced to sketchbooks at this stage. Ask and answer questions about their own work and work of others (ie explain what	All to develop their use of sketchbooks by showing the journey of ideas Use sketchbooks to record observations, planning and	All must use sketchbooks confidently to show their journey of ideas Use sketchbooks to collect evidence, record

	<p>work and work of others (ie explain what they like) Develop their ideas- try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different cultures</p> <p>This learning to be recorded alongside photos in pupils individual Learning Journals or Class Big Book.</p>	<p>they like). This to initially be verbal then pupils to begin to record these thoughts in Sketchbooks</p> <p>Develop their ideas- try things out, change their minds and explain their reasoning- using sketchbooks to record this process.</p> <p>Explore the work of artists, craftspeople and designers from different cultures looking for differences and similarities.</p>	<p>developing ideas, gather evidence and investigate testing media and skills to support future work with annotations to explain reasoning for choices</p> <p>Use sketchbooks to review and revisit their ideas.</p> <p>Select and record from first hand observations, imagination and explore ideas and techniques/skills. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	<p>observations, develop ideas and skills, testing materials and plan and recording information for future works while annotating choices and giving reasons 3.</p> <p>Identify artists who have worked in a similar way to their own</p> <p>Adapt their work according to their reflections and describe through annotations where possible on how they might develop further</p> <p>Explain why they have combined different tools to create their drawings Expand knowledge of artists, designers and architects and link similarities of artist's style in their own work/sketchbooks</p>
Sharing and evaluating developing ideas and knowledge	<p>Begin to know they names of tools, techniques and formal elements (colour, shapes, tones etc) that they use. Record this through pupil voice in individual Learning Journals and Class Big Book</p>	<p>Continue to develop the skills of explaining their choices including beginning to record these reasons in sketch books. Continuing to develop the names of tools, techniques and formal elements that they use. (In line with long term planning</p>	<p>Compare ideas, methods and approaches in their own and others work and say what they think and feel about them through annotations</p> <p>Link their artwork to artists and discuss techniques and skills used</p>	<p>Compare ideas, methods and approaches in their own and others work, including famous artists (in history, living AND local)</p>

	<p>Begin to explain their own choices and reasons for their art pieces.</p> <p>Begin to use appropriate vocabulary</p>	<p>and expectations of each year group) Beginning to use this vocabulary in their sketchbooks.</p> <p>Review what they and others have done and say what they think and feel about it</p> <p>Identify what they might change in their current work or develop in future work</p> <p>To begin to annotate ideas and opinions in sketchbooks of what they like and dislike, and what they would change</p> <p>Develop their understanding of how to change a tone by making it lighter or darker</p>	<p>Know how to explain the ways of using some of the tools and techniques they have chosen to work with</p> <p>Know about some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied</p>	<p>Discuss their opinions and feelings towards artists and their artwork</p> <p>Adapt their work according to their views and describe how they might develop it further from what they have learnt – using annotations</p> <p>Know technical vocabulary and techniques</p> <p>Understand how to describe the processes they are using and how they hope to achieve high quality outcomes</p> <p>Know how to research and discuss the ideas and approaches of various artists, designers and architects; beginning to take account of their particular cultural context and intention</p>
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Artists and Knowledge of Artists

	Acorn Class (EYFS)	Cherry Class (Y1/2)	Willow Class (Y3/4)	Oak Class (Y5/6)
Use of Possible Arts possible artists/sculpto	Jackson Pollock – expressionist painting through touch and music	Marco Balich Ranti Bam Louise Bourgeois Rachel Whiteread Samantha Stephenson	Ruth Asawa El Anatsui Anthony Caro Sokari Douglas-Camp Max Ernst	Cai Guo-Qiang Judith Scott Zaha Hadid Yinka Shinobare

rs/designers for reference Key: Painting Units Sculpture and 3D units Drawing units Craft Units	Megan Coyle - Landscape collage Beth Cavener Julie Wilson	Josef Albers Judith Scott Matthew Cusick Cecilia Vicuña Eduardo Paolozzi Renata Bernal Maggie Scott Ilya Bolotowsky Kim Soon-Im Zaria Forman Susan Stockwell Wassily Kandinsky Quentin Blake Bridget Riley Romare Bearden Clarice Cliff Jasper Johns	Barbara Hepworth Carl Linnaeus Magdelene Odundo Georgia O’Keeffe Jaume Plensa Maud Purdy Ruth Daniels Senanayake Megan Carter William Morris Fernando Botero Alberto Giacometti Henri Matisse Henry Moore Ed Ruscha Georges Seurat Audrey Flack Clara Peeters	Friedensreich Hundertwasser Nicola Anthony Teis Albers Louise Nevelson Karen Rose Joseph Cornell Chila Kumari Singh Burman Derek O Boateng Njideka Akunyili Crosby Chuck Close Vincent van Gogh Albrecht Durer Frida Kahlo Hannah Hoch Maggie Scott Graham Holland Edvard Munch Chris Plowman Edward Weston Dan Fenelon Diego Rivera Leonardo Da Vinci Frank Bowling Richard Brackenburg David Hockney Lubaina Himid Fiona Rae Paula Rego John Singer Sargent
Knowledge of Artists..	Enjoy looking at and talking about art.	Understand how artists choose materials based on	Discuss how artists produced art in the past and understand	Research and discuss the ideas and approaches of artists

	<p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p>their properties in order to achieve certain effects.</p> <p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<p>the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p> <p>Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer</p> <p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms</p>
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				such as photography and sculpture continually develop over time as artists seek to break new boundaries.
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Drawing				
	Acorn Class (EYFS)	Cherry Class (Y1/2)	Willow Class (Y3/4)	Oak Class (Y5/6)
Pupils know how to....	<ul style="list-style-type: none"> ● Explore mark making using a range of drawing materials ● Investigate marks and patterns when drawing ● Identify similarities and difference between drawing tools ● Investigate how to make large and small movements with control when drawing ● Practise looking carefully when drawing ● Combine materials when drawing. 	<ul style="list-style-type: none"> ● That a continuous line drawing is a drawing with one unbroken line. ● Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. ● Hold and use drawing tools in different ways to create different lines and marks ● Create marks by responding to different stimulus such as music ● Overlap shapes to create new ones ● Use mark making to replicate texture ● Look carefully to make an observational drawing ● Complete a continuous line drawing 	<ul style="list-style-type: none"> ● Use shapes identified within an object as a method to draw. ● Create tone by shading. ● Achieve even tones when shading. ● Make texture rubbings. ● Create art from textured paper. ● Hold and use a pencil to shade. ● Tear and shape paper. ● Use paper shapes to create a drawing. ● Use drawing tools to take a rubbing. ● Make careful observations to accurately draw an object. ● Create abstract compositions to draw more expressively. 	<ul style="list-style-type: none"> ● What print effects different materials make. ● Analyse an image that considers impact, audience and purpose. ● Draw the same image in different ways with different materials and techniques. ● Develop drawn ideas for a print. ● Combine techniques to create a final composition. ● Decide what materials and tools to use based on experience and knowledge. ● Use Gestural and expressive ways to make marks. ● Effects different materials make.

			<ul style="list-style-type: none"> • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint. 	<ul style="list-style-type: none"> • The effects created when drawing into different surfaces How to: <ul style="list-style-type: none"> • Use symbolism as a way to create imagery. • Combine imagery into unique compositions. • Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects.
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Sculpture and 3D

	<u>Acorn Class (EYFS)</u>	<u>Cherry Class (Y1/2)</u>	<u>Willow Class (Y3/4)</u>	<u>Oak Class (Y5/6)</u>
Pupils know how to....	• Explore the properties of clay.	• Roll and fold paper.	• Join 2D shapes to make a 3D form.	• Make an explosion drawing in the style of

- Use modelling tools to cut and shape soft materials eg. playdough, clay.
- Select and arrange natural materials to make 3D artworks.
- Talk about colour, shape and texture and explain their choices.
- Plan ideas for what they would like to make.
- Problem-solve and try out solutions when using modelling materials.
- Develop 3D models by adding colour.

- Cut shapes from paper and card.
- Cut and glue paper to make 3D structures.
- Decide the best way to glue something.
- Create a variety of shapes in paper, eg spiral, zig-zag.
- Make larger structures using newspaper rolls
- Smooth and flatten clay.
- Roll clay into a cylinder or ball.
- Make different surface marks in clay.
- Make a clay pinch pot.
- Mix clay slip using clay and water.
- Join two clay pieces using slip.
- Make a relief clay sculpture.
- Use hands in different ways as a tool to manipulate clay.
- Use clay tools to score clay

- Join larger pieces of materials, exploring what gives 3D shapes stability
- Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.
- Identify and draw negative spaces.
- Plan a sculpture by drawing.
- Choose materials to scale up an idea.
- Create different joins in card eg. slot, tabs, wrapping.
- Add surface detail to a sculpture using colour or texture.
- Display sculpture.

- Cai Guo-Qiang, exploring the effect of different materials.
- Try out ideas on a small scale to assess their effect.
 - Use everyday objects to form a sculpture.
 - Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.
 - Try out ideas for making a sculpture interactive.
 - Plan an installation proposal, making choices about light, sound and display
 - Translate a 2D image into a 3D form.
 - Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).
 - Manipulate cardboard to create different textures.

				<ul style="list-style-type: none"> ● Make a cardboard relief sculpture. ● Make visual notes to generate ideas for a final piece. ● Translate ideas into sculptural forms.
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Painting and Mixed Media

	Acorn Class (EYFS)	Cherry Class (Y1/2)	Willow Class (Y3/4)	Oak Class (Y5/6)
Pupils know how to....	<ul style="list-style-type: none"> ● Explore paint, using hands as a tool. ● Describe colours and textures as they paint. ● Explore what happens when paint colours mix. ● Make natural painting tools. ● Investigate natural materials eg paint, water for painting. ● Explore paint textures, for example mixing in other materials or adding water. ● Respond to a range of stimuli when painting. 	<ul style="list-style-type: none"> ● Combine primary coloured materials to make secondary colours. ● Mix secondary colours in paint. ● Choose suitable sized paint brushes. ● Clean a paintbrush to change colours. ● Print with objects, applying a suitable layer of paint to the printing surface. ● Overlap paint to mix new colours. ● Use blowing to create a paint effect. ● Make a paint colour darker or lighter (creating shades) in 	<ul style="list-style-type: none"> ● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> ● Develop a drawing into a painting. ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one.

	<ul style="list-style-type: none"> • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> different ways eg. adding water, adding a lighter colour. • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it. 		<ul style="list-style-type: none"> • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas.
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Craft and Design

	Acorn Class (EYFS)	Cherry Class (1/2)	Willow Class (3/4)	Oak Class (5/6)
Pupils know how to...	<ul style="list-style-type: none"> • Explore differences when cutting a variety of materials. • Investigate different ways of cutting eg. 	<ul style="list-style-type: none"> • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. 	<ul style="list-style-type: none"> • That layering materials in opposite directions make the handmade paper stronger. 	<ul style="list-style-type: none"> • How different materials can be used to produce photorealistic artwork. • That macro photography is

	<p>straight lines, wavy lines, zig-zags.</p> <ul style="list-style-type: none"> ● Follow lines when cutting. ● Experiment with threading objects, holding equipment steady to do so. ● Explore techniques for joining paper and card eg stick, clip, tie, tape. ● Apply craft skills eg. cutting, threading, folding to make their own artworks. ● Design something on paper ready to make in three dimensions. 	<ul style="list-style-type: none"> ● Lay wool fibres in opposite directions to make felt. ● Roll and squeeze the felt to make the fibres stick together. ● Add details to felt by twisting small amounts of wool. ● Choose which parts of their drawn map to represent in their 'stained glass'. ● Overlap cellophane/tissue to create new colours. ● Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. ● Apply paint or ink using a printing roller. ● Smooth a printing tile evenly to transfer an image. ● Try out a variety of ideas for adapting prints into 2D or 3D artworks. 	<p>How to:</p> <ul style="list-style-type: none"> ● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue ● Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to p 	<p>showing a subject as larger than it is in real life.</p> <p>How to:</p> <ul style="list-style-type: none"> ● Create a photomontage. ● Create artwork for a design brief. ● Use a camera or tablet for photography. ● Identify the parts of a camera. ● Take a macro photo, choosing an interesting composition. ● Manipulate a photograph using photo editing tools. ● Use drama and props to recreate imagery. ● Take a portrait photograph. ● Use a grid method to copy a
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Making Skills (Including formal elements)				
Elements pupils	Acorn Class (EYFS)	Cherry Class (1/2)	Willow Class (3/4)	Oak Class (5/6)

will know:				
Colour	<p>The names of a wide range of colours. Colours can be mixed to make new colours.</p>	<p>That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours. Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination.</p>	<p>Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. Adding black to a colour creates a shade. Adding white to a colour creates a tint.</p>	<p>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>Modelling materials can be shaped using hands or tools</p>	<p>Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture. That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on</p>	<p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract. Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece. The surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>The names of simple shapes in art</p>	<p>A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.</p>	<p>Negative shapes show the space around and between objects. Artists can focus on</p>	<p>Shapes can be used to place the key elements in a composition. How an understanding of shape</p>

		Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.	shapes when making abstract art. How to use basic shapes to form more complex shapes and patterns.	and space can support creating effective composition.
Line	Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings. Lines can be used to fill shapes, to make outlines and to add detail or pattern.	Using different tools or using the same tool in different ways can create different types of lines. Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. How line is used beyond drawing and can be applied to other art forms.
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated. Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns. Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Artists create pattern to add expressive detail to art works (for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.) Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.

<p style="text-align: center;">Texture</p>	<p>Simple terms to describe what something feels like (eg. bumpy).</p>	<p>That texture means ‘what something feels like’. Different marks can be used to represent the textures of objects. Different drawing tools make different marks. Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.</p>	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>How to create texture on different materials. Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
<p style="text-align: center;">Tone</p>	<p>There are different shades of the same colour and identify colours as ‘light’ or ‘dark’.</p>	<p>That there are many different shades (or ‘hues’) of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced. Different amounts of paint and water can be used to mix hues of secondary colours</p>	<p>That ‘tone’ in art means ‘light and dark’. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching,</p>	<p>Tone can help show the foreground and background in an artwork. That chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images.</p>

		(statement also included under 'Colour').	cross-hatching, scribbling and stippling. That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.	
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To be able to...				
Pupils will be able to:	Acorn Class (EYFS)	Cherry Class (1/2)	Willow Class (3/4)	Oak Class (5/6)
Drawing	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look closely and reflect surface texture.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.</p> <p>Demonstrate greater skill and control when drawing and</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of</p>

			<p>painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>tone, texture, line, colour and form.</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p>
Sculpture and 3D	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p>

		<p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>		<p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p>
Painting and Mixed Media	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Further demonstrate increased control with a greater range of media.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p>

		<p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work</p>		<p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>
<p>Craft and Design</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p>	<p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials</p>	<p>Demonstrate increased skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas</p>

