

	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas</b>  <b>(ONGOING)</b>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>
<b>Evaluating and developing work</b>  <b>(ONGOING)</b>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> <li>Use their sketchbook to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at their own level.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices in drawing including. paper and media.</li> <li>Alter and refine drawings and describe changes using art vocabulary.</li> <li>Collect images and information independently in a sketchbook.</li> <li>Use research to inspire drawings from memory and imagination.</li> <li>Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of source material for their work.</li> <li>Work in a sustained and independent way from observation, experience and imagination.</li> <li>Use a sketchbook to develop ideas.</li> <li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Develop ideas using different or mixed media, using a sketchbook.</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>Mix a variety of colours and know which colours primary colours make secondary colours</li> <li>Use a developed colour Vocabulary</li> <li>Experiment with different effects appropriately. colour, washes, thickened paint effects and textures with paint</li> <li>Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>	<ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy.</li> <li>Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>Choose paints and implements test media and materials.</li> <li>Plan and create different a variety of sources. according to what they need for the task.</li> <li>Show increasing independence and creativity with the painting process.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>Work on preliminary studies to test media and materials and create imaginative work from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>Create shades and tints using black and white</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>Carry out preliminary studies , test media and materials and mix appropriate colours.</li> <li>Work from a variety of sources including those researched independently</li> <li>Show an awareness of how paintings are created.(composition)</li> </ul>

<p><b>Printing</b></p>	<ul style="list-style-type: none"> <li>• Print using a variety of materials, secondary, warm and cold, objects and techniques including layering.</li> <li>• Talk about the processes used to produce a simple print, to explore pattern and shape, creating designs for printing;</li> </ul>	<ul style="list-style-type: none"> <li>• Research, create and refine a print using a variety of techniques.</li> <li>• Select broadly the kinds of material to print with in order to get the effect they want</li> <li>• Resist printing including marbling, silkscreen and coldwater paste.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</li> <li>• Choose the printing method appropriate to task.</li> <li>• Build up layers and colours /textures.</li> <li>• Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>• Choose inks and overlay colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe varied techniques.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric.</li> <li>• Alter and modify work.</li> <li>• Work relatively independently.</li> </ul>
<p><b>Collage/Textiles</b></p>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>• Name the tools and materials they have used.</li> <li>• Develop skills in stitching. Cutting and joining.</li> <li>• Experiment with a range of media e.g. overlapping, layering etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Match the tool to the material.</li> <li>• Combine skills more readily.</li> <li>• Choose collage or textiles as a means of extending work already achieved.</li> <li>• Refine and alter ideas and explain choices using an art vocabulary.</li> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Join fabrics in different ways, including stitching.</li> <li>• Use different grades and uses of threads and needles.</li> <li>• Extend their work within a specified technique.</li> <li>• Use a range of media to create collage.</li> <li>• Experiment with using batik safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the potential of the uses of material.</li> <li>• Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>• To be expressive and analytical to adapt, extend and justify their work.</li> </ul>
<p><b>3D form</b></p>	<ul style="list-style-type: none"> <li>• Join clay adequately and work reasonably independently.</li> <li>• Construct a simple clay base for extending and modelling other shapes.</li> <li>• Cut and join wood safely and effectively.</li> <li>• Make a simple papier mache object.</li> <li>• Plan, design and make models</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed choices about the 3D technique chosen.</li> <li>• Show an understanding of shape, space and form. Plan, design, make and adapt models.</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>• Use a variety of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Use recycled, natural and man-made materials to create sculpture.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>• Make a mould and use plaster safely.</li> <li>• Create sculpture and constructions with increasing independence.</li> </ul>
<p><b>Breadth of study</b> <b>(ONGOING)</b></p>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>