



Skills	Y3	Y4	Y5	Y6
Drawing	<ul style="list-style-type: none"> Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. 	<ul style="list-style-type: none"> Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Further develop drawing a range of tones, lines using a pencil. Begin to show awareness of representing texture through the choice of marks and lines made 	<ul style="list-style-type: none"> Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills. 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made.
Mark Making	<ul style="list-style-type: none"> Create textures and patterns with a wide range of drawing implements. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. 	<ul style="list-style-type: none"> Use more difficult mediums to create different marks. 	<ul style="list-style-type: none"> Begin to draw inspiration from different textures and is able to recreate these using different mediums.
Collage	<ul style="list-style-type: none"> Use ripping as a technique for collage. Is able to create textured paper for collage. Begins to use a variety of materials to use. 	<ul style="list-style-type: none"> Use the technique of overlaying - building up layers on the surface Use the techniques of folding, repeating and overlapping with a variety of different collage mediums. Begin to produce more intricate patterns and textures. Begins to work directly from imagination with confidence. 	N/A	N/A
Printmaking	N/A	<ul style="list-style-type: none"> Print simple pictures using different printing techniques. Demonstrate experience in combining prints taken from different objects to produce an end piece. Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns. 	<ul style="list-style-type: none"> Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. 	<ul style="list-style-type: none"> Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media.
Painting	<ul style="list-style-type: none"> Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Begin to mix own colours Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background. 	<ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying). 	<ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style. 	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which painting technique works well in their work and why.



<p>Sculpture</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Begin to show an awareness of objects having a third dimension and perspective. • Join two parts successfully. • Construct simple forms. • Use language appropriate to skill and technique. • Use equipment and media with confidence. • Work in a safe, organised way, caring for equipment. • Decorate, coil, and produce confidently when necessarily. • Use recycled, natural and man- made materials to create sculptures. • Adapt work as and when necessary and explain why. • Gain more confidence in carving as a form of 3D art. • Begin to use language appropriate to skill and technique. 	<ul style="list-style-type: none"> • Make a slip to join to pieces of clay. • Work in a safe, organised way, caring for equipment. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Show increasing confidence to carve a simple form. • Use language appropriate to skill and technique with more confidence. 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Model and develop work through a combination of pinch, slab, and coil. • Demonstrate experience in the understanding of different ways of finishing work. • Demonstrate experience in relief and freestanding work using a range of media. • Recognise sculptural forms in the environment: Furniture, buildings. • Confidently carve a simple form. • Solve problems as they occur. • Use language appropriate to skill and technique with accuracy.
<p>Photography</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Can identify and recognise examples of photography as a visual tool and an art form. • Can begin to select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition). • Can control focus or zoom settings or move closer composing their photograph. • Can plan the use of a camera to take a specific photo or set of photos. • Can begin modifying an image on a computer to achieve the best quality print. • Can select and record images to be used in researching other artworks. • Can change the camera settings such as flash, to best capture an image in low light conditions. • Can use zoom to best frame an image and photograph. 	<p>N/A</p>	<ul style="list-style-type: none"> • Can confidently use a camera to create positive and negative space photographs. • Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition). • Can confidently control focus or zoom settings or move closer composing their photograph. • Can confidently plan the use of a camera to take a specific photo or set of photos. • Can modify an image on a computer to achieve the best quality print. • Confidently can select and record images to be used in researching other artworks. • Confidently can change the camera settings such as flash, to best capture an image in low light conditions. • Confidently can use zoom to best frame an image and photograph.
<p>Critique</p>	<ul style="list-style-type: none"> • Continue to explore 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. • Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • Respond to art from other cultures and other periods of time. • Begin to explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Continue to explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> • Recognise the art of key artists and begin to place them in key movements or historical events. • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. • Explore a range of great artists, architects and designers in history. • Compare the style of different styles and approaches. 	<ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings explaining their views. • Identify artists who have worked in a similar way to their own work. • Explore a range of great Artists, architects and designers in history.



<p>Developing Ideas</p>	<ul style="list-style-type: none">• Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.• Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.• Identify interesting aspects of objects as a starting point for work.• Use a sketch book to express feelings about a subject• Make notes in a sketch book about techniques used by artists• Annotate ideas for improving their work through keeping notes in a sketch book	<ul style="list-style-type: none">• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.• Express likes and dislikes through annotations• Use a sketch book to adapt and improve original ideas• Keep notes to indicate their intentions/purpose of a piece of work	<ul style="list-style-type: none">• Use sketchbooks Plan a sculpture through drawing and other preparatory work.• Use the sketch book to plan how to join parts of the sculpture.• Keep notes which consider how a piece of work may be developed further• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.• Adapt work as and when necessary and explain why.	<ul style="list-style-type: none">• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.• Use the sketch book to plan how to join parts of the sculpture.• Annotate work in sketchbook.
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