



# **Eaton Primary School**

## **Progression of Learning**

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# Progression of Knowledge and Skills

## How this document works:

This is a whole school overview, demonstrating progression in knowledge and skills.

Page 1: Demonstrates what a typical artist will look like at the end of each phase, combining the key skills and knowledge they will require.

Page 2 onwards: Demonstrates progression in knowledge and skills objectives for each phase, with key vocabulary, and also 'key indicators' which identify intended learning outcomes.

	Foundation/ EYFS	KS1	LKS2	UKS2
This is what our artists can do....	<ul style="list-style-type: none"> <li>• Develop an interest and understanding of colour shape and form.</li> <li>• Mix colours to create new colours.</li> <li>• Play with art in a purposeful way, responding to colour, shapes, and materials.</li> <li>• Recognise that ideas can be communicated through artwork.</li> <li>• Experiment confidently with an open mind.</li> <li>• Talk about the main feature in their own and others work.</li> <li>• Use drawing, painting, and sculpture to share their ideas, experiences, and imagination.</li> <li>• Make choices as to what to do next.</li> <li>• Use drawing to record their ideas and experiences.</li> <li>• Know that creative works are made by artists from all cultures and times.</li> <li>• Talk enthusiastically about their own artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Work purposefully responding to colours, shapes, materials etc.</li> <li>• Create simple representations of people and other things.</li> <li>• Recognise that ideas can be expressed in artwork.</li> <li>• Experiment with an open mind</li> <li>• Recognise and describe key features of their own and other's work.</li> <li>• Show interest in and describe what they think about the work of others.</li> <li>• To use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Try out different activities and make sensible choices about what to do next.</li> <li>• Use drawing to record ideas and experiences.</li> <li>• Know that different forms of creative works are made by artists, craftspeople, and designers, from all cultures and times.</li> <li>• Talk about the materials, techniques and processes they have used, using appropriate vocabulary. For example, they know the names of the tools and colours they use.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather and review information, references and resources related to their ideas and intentions.</li> <li>• Use a sketchbook for different purposes, including recording observations, planning, and shaping ideas.</li> <li>• Know how to explain the ways of using some of the tools and techniques they have chosen to work with.</li> <li>• Select and use relevant resources to develop their ideas.</li> <li>• Use sketchbooks and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. For example, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.</li> <li>• Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.</li> <li>• Confidently use sketchbooks for a variety of purposes including recording observations, develop ideas; testing materials; planning and recording information.</li> <li>• Understand how to describe the processes they are using and how they hope to achieve high quality outcomes.</li> <li>• Independently develop a range of ideas which show curiosity, imagination, and originality</li> <li>• Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. For example, sketchbooks will show in advance how work will be produced and how the qualities of materials will be use.</li> <li>• Know technical vocabulary and techniques for modifying the qualities of materials and processes.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>

Year Group	EYFS	KS1	LKS2	UKS2
	<b>ELG</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>
<b>Painting</b>				
<u>Knowledge</u>	<ul style="list-style-type: none"> <li>Can name the primary and secondary colours.</li> <li>Knows what happens when two primary colours are mixed together</li> <li>Communicates meaning through their paintings.</li> <li>Understands the process of applying paint to a surface.</li> <li>Can talk about their work and process used to create them.</li> </ul>	<ul style="list-style-type: none"> <li>Name the primary and secondary colours and know which primary colours can be mixed to achieve the secondary colours.</li> <li>Knowledge of hot and cold colours</li> <li>Knowledge about colour, tone and tint.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use a variety of painting tools to achieve different effects.</li> <li>Know how to change the tint and shade of a colour by adding black and white.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and skills in painting using a variety of painting media.</li> <li>Know that art has been used to further scientific study.</li> <li>Know how to compare and contrast the subjects and perspectives in different artwork</li> </ul>
<u>Skills</u>	<ul style="list-style-type: none"> <li>Can independently mix colours to achieve own goal</li> <li>Can hold a paintbrush using tripod grip</li> <li>Begins to use a range of painting tools eg. Cotton buds, thin brushes, sponges, objects from nature.</li> <li>Select own painting tools</li> <li>Can independently select a range of tools for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different brushes (including brushstrokes) and other painting tools.</li> <li>Mix primary colours to make secondary colours.</li> <li>Add white and black to alter tints and shades.</li> </ul>	<ul style="list-style-type: none"> <li>Use varied brush techniques to create shapes, textures, patterns, and lines.</li> <li>Mix colours effectively using the correct language, e.g., tint, shade, primary and secondary.</li> <li>Create different textures and effects with paint.</li> </ul>	<ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
<u>Key vocabulary</u>	<b>Tools</b> : Paint, paint, brush, sponge, mixing, <b>Colours</b> : Red. Blue, yellow, green, purple, orange  Line, shape	<ul style="list-style-type: none"> <li>Primary colours</li> <li>Secondary colours</li> <li>Neutral colours</li> <li>Tints,</li> <li>Shades</li> <li>Warm colours</li> <li>Cool colours</li> <li>Watercolour wash</li> <li>Organic shape</li> <li>Landscape</li> </ul>	<ul style="list-style-type: none"> <li>Colour</li> <li>Complementary</li> <li>Harmonious</li> <li>Opposite</li> <li>Foreground</li> <li>Middle ground</li> <li>Background</li> <li>Abstract</li> <li>Emotion</li> <li>Warm</li> <li>Blend</li> <li>Mix</li> </ul>	<ul style="list-style-type: none"> <li>Perspective</li> <li>Complementary</li> <li>Compare</li> <li>Contrast</li> <li>Technique</li> <li>Unique</li> </ul>

		<ul style="list-style-type: none"> <li>• Bold</li> <li>• Brushstroke</li> </ul>	<ul style="list-style-type: none"> <li>• Line</li> <li>• Tone.</li> </ul>	
<u>Key indicators</u>	<ul style="list-style-type: none"> <li>• Can children hold a paint brush with tripod grip?</li> <li>• Can children name the primary colours?</li> <li>• Do the children mix colours confidently?</li> <li>• Can children talk about and/or give meaning to their art work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can children name the primary colours and know how to mix the secondary colours?</li> <li>• Can children talk about warm and cold colours and use them appropriately in their artwork?</li> <li>• Do the children use black and white effectively when changing the tone and tint of a colour?</li> <li>• Can the children create an arctic landscape in the style of Nerys Levy</li> <li>• Can children work in the style of Van Gough to produce their own stary night influenced artwork?</li> <li>• Are children inspired by the work of Banksy to create their own example of street art?</li> </ul>	<ul style="list-style-type: none"> <li>• Can children explain the differences between complementary colours and harmonious colours?</li> <li>• Can children experiment with the use and effect of colours in their own artwork.</li> <li>• Can children create their own designs in the style of various artists?.</li> <li>• Do children understand the difference between tints shades and tones?</li> <li>• Can children create tints shades and tones to match a given colour?</li> <li>• Can children use tints, shades and tones to create an artwork.</li> <li>• Can children create a painting in the style of Andy Warhol?</li> </ul>	<ul style="list-style-type: none"> <li>• Can children express emotions through their own artwork?</li> <li>• Can children use watercolour paints Appropriately?</li> <li>• Can children experiment with different watercolour techniques?</li> <li>• Can children use appropriate mediums, and tints and shades, to create a piece of artwork that shows atmospheric perspective?</li> <li>• Can children practise a variety of brush strokes to improve techniques?</li> <li>• Can children use a variety of painting techniques to create art?</li> <li>• Can children apply their brush control when creating artwork?</li> <li>• Can children create they own large scale elephant in the style of Dali?</li> <li>• Can children control their brush strokes to create effects?</li> <li>• Can children use colour and shape to illustrate emotions?</li> </ul>
<b>Drawing</b>				
<u>Knowledge</u>	<ul style="list-style-type: none"> <li>• Understands how to make a mark on paper</li> <li>• Understands that drawing is a way to communicate meaning.</li> <li>• Can hold a pencil in tripod grip for drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of how to use sketchbooks to experiment with artistic ideas</li> <li>• Can use drawing tools to make observational drawings.</li> <li>• How to alter the thickness/darkness of pencil marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of how to use sketchbooks to develop artistic ideas</li> <li>• How to use a variety of sketching techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Know the terms used in drawing and be able to identify these in artists work as well as use them in their own work.</li> </ul>
<u>Skills</u>	<ul style="list-style-type: none"> <li>• Draws faces with features.</li> <li>• Draws shapes to represent people, places and things.</li> <li>• Draws things that they have observed with some degree of accuracy.</li> <li>• Draws things that they have observed or imagined with some detail.</li> <li>• Experiment with different types of lines</li> <li>• Produce lines of various thicknesses</li> <li>• Chose and use appropriate drawing tool to achieve own goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines of varying thickness.</li> <li>• Use dots and lines to demonstrate pattern and texture.</li> <li>• Use different materials to draw, for example pastels, chalk, charcoal, felt tips.</li> <li>• Explore changing the scale of drawings, making them bigger/smaller</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with showing line, tone and texture with different hardness of pencils.</li> <li>• Use shading to show light and shadow effects.</li> <li>• Use different materials to draw, e.g. pastels, chalk, charcoal, felt tips.</li> <li>• Show an awareness of space when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows, and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>
<u>Key vocabulary</u>	Tools: Pencils, pastel, chalk, charcoal Lines: Straight, wavy, thick, thin, Observation	<ul style="list-style-type: none"> <li>• Portrait</li> <li>• Self-portrait</li> <li>• Line drawing</li> <li>• Detail</li> <li>• Landscape</li> <li>• Cityscape</li> <li>• Geometric shape</li> <li>• Building</li> </ul>	<ul style="list-style-type: none"> <li>• Portrait</li> <li>• Light</li> <li>• Dark</li> <li>• Tone</li> <li>• Shadow</li> <li>• Line</li> <li>• Pattern</li> <li>• Texture</li> </ul>	<ul style="list-style-type: none"> <li>• Hatching</li> <li>• Cross hatching</li> <li>• Sketch</li> <li>• Stipple</li> <li>• Contouring</li> <li>• Circulism</li> <li>• Blending</li> <li>• Shadow</li> </ul>

		<ul style="list-style-type: none"> <li>• Pastels</li> <li>• Drawings</li> <li>• Line</li> <li>• Bold</li> <li>• Size</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Form</li> <li>• Shape</li> <li>• Hatch/cross hatch/stipple/dash</li> <li>• Outline</li> <li>• Sketching</li> <li>• Background</li> <li>• Midground</li> <li>• Foreground</li> <li>• Illustration</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Shading</li> </ul>
<u>Key indicators</u>	<ul style="list-style-type: none"> <li>• Can children hold their pencil with a tripod grip?</li> <li>• Are children able to connect one point to another?.</li> <li>• Are children beginning to have control over the marks they make?</li> <li>• Can children create and talk about their own artwork?</li> <li>• Can children experiment with different materials for a purpose?</li> </ul> <p>Can children talk about their own and others artwork?</p>	<ul style="list-style-type: none"> <li>• Can children use pressure to change the appearance of a line?</li> <li>• Can children make choices about which pencil to use when drawing patterns?</li> <li>• Can children use a range of mediums and materials to create texture?</li> <li>• Can the children respond to artists, using their ideas in their own work.</li> <li>• Can the children use sketchbooks to develop ideas?</li> <li>• Can the children draw their own self portrait in the style of Pablo Picasso?</li> <li>• Are children inspired by the work of Stephen Wiltshire to create their own cityscape?</li> </ul>	<ul style="list-style-type: none"> <li>• Do children use their sketchbooks effectively to experiment?</li> <li>• Can children use their observational skills to create a detailed sketch?</li> <li>• Can children use soft, light sketching techniques to create different effects?</li> <li>• Can children use a variety of sketching techniques in their work?</li> <li>• Can children simplify a design for street art to make it immediate recognisable and easy to replicate?</li> <li>• Can some children adapt their designs so they may be reproduced in a variety of ways?</li> <li>• Can children explore the techniques of Steven Brown used in his Moocoo work?</li> <li>• Can children use their imaginations to draw images in the style of Henri Rousseau</li> <li>• Can children produce sketches in the style of Jane Ray to create their own Christmas card?</li> </ul>	<ul style="list-style-type: none"> <li>• Can children use construction lines to help draw object in perspective?</li> <li>• Can children choose appropriate mediums for creating abstract patterns?</li> <li>• Can children use pencils to create different effects?</li> <li>• Can children revise and improve their ideas through repeated sketching?</li> <li>• Through sketching can children develop ideas for a work of art?</li> <li>• Can children visualise how images may appear when created using stencils of their own design?</li> <li>• Can children sketch designs to build up a portfolio of ideas?</li> <li>• Can children use a variety of skills to create artwork?</li> <li>• Can children use drawing and shading skills to sketch local buildings in the style of John Douglas?</li> <li>• Do children know that buildings are designed for a variety of purposes?</li> <li>• Do children know that an architect is someone who designs buildings?</li> <li>• Can children examine buildings and comment on what they think of them.</li> <li>• Can children use different pressures and thicknesses to create a desired effect?</li> <li>• Can children use techniques influenced by an artist Can children use different pressures and overlaps to create a desired effect?</li> </ul>
<b>Sculpture</b>				
<u>Knowledge</u>	<ul style="list-style-type: none"> <li>• Know that I can change the shape of malleable materials by moulding them.</li> <li>• Know that I can make marks in malleable materials using objects and tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that I can mould materials into different shapes for a purpose.</li> <li>• Know that I can make different marks and prints in malleable materials using a variety of objects and tools</li> </ul>	<ul style="list-style-type: none"> <li>• Sculptures can be made from a range of materials.</li> <li>• Sculptures are a 3 dimensional art form.</li> <li>• Depth can be created by layering materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Name some materials that sculptures can been made from.</li> <li>• Know key terms slab, coil, and slip.</li> <li>• Recognise the different tools in clay modelling and sculpture and understand their use.</li> </ul>

<u>Skills</u>	<ul style="list-style-type: none"> <li>Explore form through different malleable resources – play dough, plasticine, play foam, clay.</li> <li>Use everyday objects, tools and objects from nature to make marks in malleable materials.</li> <li>Use every day objects to build and construct with a purpose in mind.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.</li> <li>Use a variety of techniques, e.g. rolling, cutting, pinching.</li> <li>Use a variety of shapes, including lines and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Cut, make and combine shapes to create recognisable forms.</li> <li>Use clay and other malleable materials and practise joining techniques.</li> <li>Add materials to the sculpture to create detail.</li> </ul>	<ul style="list-style-type: none"> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Combine visual and tactile qualities.</li> <li>Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
<u>Key vocabulary</u>	<ul style="list-style-type: none"> <li>Mould</li> <li>Shape</li> <li>Form</li> <li>Press,</li> <li>Pinch</li> <li>Squeeze</li> <li>Roll</li> </ul>	<ul style="list-style-type: none"> <li>Sculpture</li> <li>Statue</li> <li>Model,</li> <li>Work of art</li> <li>3D</li> <li>Land art</li> <li>Sculptor</li> <li>Composition</li> <li>Sculpture</li> <li>Shapes</li> <li>Materials</li> <li>Abstract</li> </ul>	<ul style="list-style-type: none"> <li>Rectangular</li> <li>Concrete</li> <li>Terrace</li> <li>Achitect</li> <li>2D/3D shape</li> <li>Shape</li> <li>Form</li> <li>Sculpt</li> <li>Malleable</li> <li>Sculpture</li> <li>Combine</li> </ul>	<ul style="list-style-type: none"> <li>Sculpture</li> <li>Concave</li> <li>Convex</li> <li>Construct</li> <li>3 Dimensional</li> <li>Modernism</li> <li>Alabaster</li> <li>Armature</li> <li>Assemble</li> <li>Carving</li> <li>Framework</li> <li>Scale</li> </ul>
<u>Key indicators</u>	<ul style="list-style-type: none"> <li>Can children use different construction materials?</li> <li>Can children construct, stacking blocks vertically and horizontally, making enclosures and creating spaces?</li> <li>Can the children create models using found resources?</li> <li>Can children manipulate malleable materials to achieve a planned effect?</li> </ul>	<ul style="list-style-type: none"> <li>Are children able to use the rolling technique to manipulate clay to the desired form.</li> <li>Do children understand that sculptures can be made from natural materials.</li> <li>Can children make simple sculptures using playdough and sticks.</li> <li>Can children create a sculpture from provided images.</li> <li>Do children use layering and spatial skills to create a picture?</li> <li>Can children use their imagination to interpret pictures made with natural materials?</li> <li>Can children recognise and create patterns?</li> <li>Can children use their fine motor skills to produce attractive, purposeful pieces of art?</li> <li>Can children make choices about how they will create their artwork.</li> <li>Are children able to manipulate clay in simple ways to create desired shapes.</li> <li>Can children use tools to help them manipulate clay in different ways.</li> <li>Can children use ideas from studying Joan Miro to create their own troll sculpture?</li> </ul>	<ul style="list-style-type: none"> <li>Can children express their opinion about an artist or artwork.</li> <li>Can children create the illusion of depth in their artwork.</li> <li>Do children know how to add or remove bits of clay to create detail.</li> <li>Can children make their own simple sculpture from clay.</li> <li>Can children create their artwork from a given plan.</li> <li>Can children join two pieces of cardboard together securely.</li> <li>Can children use adjectives to describe the properties of different junk materials.</li> <li>Are children able to generate ideas inspired by different materials and their properties.</li> <li>Are children able to select suitable joining methods for their art pieces.</li> <li>Are children able to create a 3D sculpture from cardboard?</li> <li>Are children able to create their own piece of artwork to convey meaning?</li> </ul>	<ul style="list-style-type: none"> <li>Can children use appropriate techniques in their artwork?</li> <li>Do children know how to develop their control of tools and techniques?</li> <li>Can children work with control and accuracy?</li> <li>Can children use tools techniques appropriately?</li> <li>Can children identify ways they could improve their work?</li> <li>Can children evaluate and adjust their designs?</li> <li>Can children make appropriate choices when decorating their sculptures?</li> <li>Can children work with clay to create a detailed model?</li> <li>Can children create artwork to reflect the style Barbra Hepworth?</li> <li>Can children manipulate wire to create sculptures to portray an emotion or an activity?</li> </ul>
<b>Collage/tex tiles</b>				
<u>Knowledge</u>	<ul style="list-style-type: none"> <li>Has an understanding of a range of materials that can be used for collage (paper, card, fabric)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that collage can be made of a number of different materials.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that collage can be created by using a number of different materials and mixed media.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise where collage has been used in the world around us.</li> <li>Understanding that collage is made from many layers being built up.</li> </ul>

	<ul style="list-style-type: none"> <li>Knows that the shape of materials can be changed .</li> <li>Knows that different materials can be used to collage with.</li> </ul>		<ul style="list-style-type: none"> <li>Understand that collage can be made in both 2 and 3D</li> </ul>	<ul style="list-style-type: none"> <li>Identify the mixed media used in creating some collages.</li> <li>Identify where collage has been used in both 2 and 3 dimensions.</li> </ul>
<u>Skills</u>	<ul style="list-style-type: none"> <li>Talks about materials, describing their textures and colours.</li> <li>Can tear and rip materials for collage.</li> <li>Cuts lines with support moving towards independently.</li> <li>Begins to cut and use different materials to create art work.</li> <li>Can use a wide range of objects to create accurate representations.</li> <li>Can cut out simple shapes with increasing independence</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of materials that have been cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Add texture by mixing materials.</li> <li>Show pattern by weaving.</li> <li>Decorate textiles with glue or stitching, to add colour and detail.</li> </ul>	<ul style="list-style-type: none"> <li>Select colours and materials to create effect, giving reasons for their choices.</li> <li>Refine work as they go to ensure precision.</li> <li>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</li> <li>Select appropriate materials, giving reasons.</li> <li>Develop skills in stitching, cutting and joining.</li> </ul>	<ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> <li>Use ceramic mosaic materials and techniques.</li> </ul>
<u>Key vocabulary</u>	<ul style="list-style-type: none"> <li>Paper</li> <li>Fabric</li> <li>Sticking</li> <li>Cutting</li> <li>Ripping</li> <li>Tearing</li> <li>Collage</li> <li>Materials</li> <li>Imagination</li> <li>Glue</li> <li>Stick</li> </ul>	<ul style="list-style-type: none"> <li>Collage</li> <li>Squares</li> <li>Gaps</li> <li>Ripping</li> <li>Tearing</li> <li>Texture</li> <li>Mosaic</li> <li>Cut</li> <li>Arrange.</li> <li>Attach</li> <li>Textiles</li> <li>Fabric</li> </ul>	<ul style="list-style-type: none"> <li>Texture</li> <li>Shape</li> <li>Form</li> <li>Cutouts</li> <li>Pattern</li> <li>2/3D</li> <li>Mosaic.</li> <li>Line</li> <li>Texture</li> <li>Colour</li> <li>Shape.</li> <li>Motif</li> <li>Adhesive</li> </ul>	<ul style="list-style-type: none"> <li>Mosaic</li> <li>Fabric</li> <li>Texture</li> <li>Materials</li> <li>Form</li> <li>2/3D</li> <li>Tactile</li> <li>Ceramic</li> <li>Mixed media</li> <li>Scale</li> </ul>
<u>Key indicators</u>	<ul style="list-style-type: none"> <li>Can children experiment to create different textures?</li> <li>Can children use scissors to cut pieces for collage?</li> <li>Can children tear/rip paper to make pieces for collage?</li> <li>Can children fill a space using collage leaving no gaps?</li> <li>Can children overlap materials?</li> </ul>	<ul style="list-style-type: none"> <li>Are children able to use accurate cutting skills to cut out shapes?</li> <li>Can children use different textures for effect in their work?</li> <li>Do children use layering and spatial skills to create a picture?</li> <li>Do children know how to follow instructions?</li> <li>Can children use their fine motor skills to produce attractive pieces of art.</li> <li>Can children create a simple collage using shapes they cut themselves?</li> <li>Are children able to create shadows using different shades of coloured paper?</li> <li>Can children make choices about how they will create their artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Can children create the illusion of depth in their artwork.</li> <li>Are children able to generate ideas inspired by different materials and their properties?</li> <li>Are children able to select suitable adhesive methods for their collage's pieces?</li> <li>Can children use colours, materials and mixed media in their collage work?</li> <li>Do children think about texture colour and shape when selecting materials for their collage work?</li> </ul>	<ul style="list-style-type: none"> <li>Can children define what collage is. can children create a collage using torn paper?</li> <li>Can children make stylistic choices about colour size line and placement to create effects in their collage?</li> <li>Can children make choices about methods and mediums to use in order to create a work of art?</li> <li>Can children work safely and with precision as instructed while cutting out?</li> <li>Can children incorporate design ideas or themes into their own designs?</li> <li>Can children use appropriate techniques in their artwork?</li> <li>Do children know how to develop their control of tools and techniques?</li> <li>Can children work with control and accuracy.</li> <li>Can children use tools and techniques appropriately?</li> <li>Can children identify ways they could improve their work?</li> <li>Can children evaluate and adjust their designs?</li> </ul>



				<ul style="list-style-type: none"> <li>Can children make appropriate choices when selecting materials? .</li> </ul>
<b>Printing</b>				
<u>Knowledge</u>	<ul style="list-style-type: none"> <li>Know that a print is copy that can be repeated.</li> </ul>	<ul style="list-style-type: none"> <li>Printing can be used to make a pattern.</li> <li>Repetition of a print can be used to create a pattern</li> </ul>	<ul style="list-style-type: none"> <li>Printing tools can be used in a variety of ways.</li> <li>Choice of printing tools can impact on pattern and texture</li> </ul>	<ul style="list-style-type: none"> <li>A print can be made as a mono print or colours can be layered up.</li> <li>Prints can be repeated and rotated.</li> <li>Prints will produce a reverse image.</li> <li>Repetition and sequence can be created by repeating the print several times.</li> </ul>
<u>Skills</u>	<ul style="list-style-type: none"> <li>Explores textures when printing.</li> <li>Prints with objects found in nature.</li> <li>Prints with a range of tools to create meaningful pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Copy an original print</li> <li>Use a variety of materials, e.g. sponges, fruit, blocks</li> <li>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</li> </ul>	<ul style="list-style-type: none"> <li>Use more than one colour to layer in a print.</li> <li>Replicate patterns from observations.</li> <li>Make printing blocks.</li> <li>Make repeated patterns with precision.</li> <li>Use a variety of techniques in printing.</li> </ul>	<ul style="list-style-type: none"> <li>Build up layers of colours.</li> <li>Create an accurate pattern, showing fine detail.</li> <li>Use a range of visual elements to reflect the purpose of the work.</li> </ul>
<u>Key vocabulary</u>	<ul style="list-style-type: none"> <li>Stamp</li> <li>Print</li> <li>Copy</li> <li>Rubbing</li> </ul>	<ul style="list-style-type: none"> <li>Colour</li> <li>Shape</li> <li>Printing</li> <li>Printmaking</li> <li>Relief printing</li> <li>Objects.</li> </ul>	<ul style="list-style-type: none"> <li>Line</li> <li>Pattern</li> <li>Texture</li> <li>Colour</li> <li>Shape</li> <li>Woodblock</li> <li>Block printing</li> <li>Collagraph</li> <li>Ink</li> <li>Polystyrene printing tiles</li> <li>Inking rollers.</li> <li>Motif</li> </ul>	<ul style="list-style-type: none"> <li>Repeat</li> <li>Flora</li> <li>Lino print</li> <li>Rotate</li> <li>Symmetry</li> <li>Monoprint</li> <li>Layering</li> <li>Fabric</li> <li>Textile</li> <li>Reverse</li> <li>Pattern</li> <li>Resist print</li> <li>Wax resist</li> <li>Ink</li> <li>Inking rollers.</li> <li>Motif</li> <li>Batik</li> </ul>
<u>Key indicators</u>	<ul style="list-style-type: none"> <li>Can the children print with a variety of objects?</li> <li>Can the children print with block colours.</li> <li>Can the children trace and rubbings over different objects and materials?</li> <li>Can the children make their own print?</li> </ul>	<ul style="list-style-type: none"> <li>Can children experiment with different mediums to create pattern?</li> <li>Can children attempt to recreate a piece of artwork by a famous artist.</li> <li>Are children able to make choices about the tools and techniques they use when painting and printing?</li> <li>Can children recreate an image by using a print?</li> <li>Can children make a monoprint?</li> </ul>	<ul style="list-style-type: none"> <li>Do children understand how to make a collagraph print?</li> <li>Can children create designs by printing?</li> <li>Can children suggest a suitable paint to decorate their sculptures based on the material it is made from.</li> <li>Can children briefly describe the process of creating a print.</li> <li>Can children print design, make and use a printing block?</li> <li>Can children incorporate shape, line and colour into their designs?</li> <li>Do children know how to mix colours to create tertiary colours?</li> <li>Do children know some pairs of complementary colours?</li> </ul>	<ul style="list-style-type: none"> <li>Can children create a print design in the style of William Morris?</li> <li>Can children explain techniques used in printing?</li> <li>Can the children build up layers, colours and textures?</li> <li>Can the children organise their work in terms of pattern, repetition, symmetry and random printing styles?</li> <li>Are children confident when printing onto paper and fabric?</li> <li>Can the children alter and modify work as necessary?</li> <li>Can the children work mostly independently?</li> </ul>

			<ul style="list-style-type: none"> <li>Can the children make their own block print inspired by Katsushika Hokusai's 'The Great Wave'?</li> <li>Can the children Create their own paper collage inspired by Henri Matisse?</li> <li></li> </ul>	
<b>Inspiring artists</b>				
<u>Knowledge</u>	<ul style="list-style-type: none"> <li>Know what an artist is.</li> <li>Describe a picture painted by an artist.</li> <li>I know some key artists and can talk about their work</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge about studied artists and their work/styles</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge about several artists and their work/styles</li> <li>Able to discuss artists and their work</li> </ul>	<ul style="list-style-type: none"> <li>The reasons why we study art</li> <li>The styles, subjects and techniques of a range of artists</li> <li>Elements of artists biographies that influenced their work.</li> </ul>
<u>Skills</u>	<ul style="list-style-type: none"> <li>Experiment with techniques used by artists.</li> <li>Use artists work to inspire independent work</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of famous, notable artists and designers.</li> <li>Express an opinion on the work of famous, notable artists.</li> <li>Use inspiration from famous, notable artists to create their own work and compare.</li> </ul>	<ul style="list-style-type: none"> <li>Use inspiration from famous artists to replicate a piece of work.</li> <li>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</li> <li>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</li> </ul>	<ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>
<u>Key vocabulary</u>	<ul style="list-style-type: none"> <li>Artist</li> <li>Picture</li> <li>Artwork</li> <li>Creation</li> <li>Technique</li> <li>Skills</li> <li>Imagination</li> </ul>	<ul style="list-style-type: none"> <li>Artist</li> <li>Artistic</li> <li>Work of art</li> <li>Techniques</li> <li>Composition</li> <li>Post-Impressionism</li> </ul>	<ul style="list-style-type: none"> <li>Primitive Artist</li> <li>Post-Impressionism</li> <li>Architect</li> <li>Contemporary</li> <li>Pop art</li> </ul>	<ul style="list-style-type: none"> <li>Gothic style</li> <li>Gothic revival</li> <li>Architecture</li> <li>Modernism</li> <li>Illustrator</li> </ul>
<u>Key indicators</u>	<ul style="list-style-type: none"> <li>Can the children talk about artists and their work?</li> <li>Do the children use artists work as inspiration for their own work?</li> </ul>	<ul style="list-style-type: none"> <li>Can the children describe the work of famous artists and designers?</li> <li>Do children express an opinion on the work of famous artists?</li> <li>Do children use inspiration from famous, notable artists to create their own work and compare?</li> </ul>	<ul style="list-style-type: none"> <li>Do the children use inspiration from artists work to inform their own artistic choices?</li> <li>Can children reflect on their own artwork and talk about its composition?</li> <li>Can children talk about artists work and refer to their methods, choice of media and techniques?</li> </ul>	<ul style="list-style-type: none"> <li>Can children discuss the reasons who we study art?</li> <li>Are the children able to talk about a range of artists and their styles of work?</li> <li>Are the children able to recall facts about the artists they have studied?</li> <li>Can the children say how artists have influenced their own artistic choices?</li> </ul>