



Art Progression map

2024-2025

Year group	Drawing	Painting	Printing	Collage/Textiles	Sculpture/ 3D form (Pottery)	Digital Media (Computing)	Mastery
Pre-school	Have many opportunities to mark make inside and outside – with a variety of tools on a very large scale. Make marks and experiment with chalk eggs/pencil and crayons (when developmentally ready) to make marks. Development of gross motor skills and arm/finger muscles ready for drawing. Mark making with tools and fingers still large scale. Developing movements into lines, circle	Explore using different sized brushes and rollers with poster paint, messy mark making tray. Sensory, messy play, large rollers, finger painting, sensory paints (mixed with sand/porridge etc) large scale printing, large rolls of paper, tuff spots. Painting- rollers, thick handled brushes, hands/fingers, with objects, stamps, vehicles.	Different sensory experiences, smells, colour, texture Create smaller scale printing, roll tyres walk in paint wearing wellies jump, walk, run. Print using body parts (hands, feet, fingers) to create a continuous flow of printing.	Begin to make collections of visual materials and sort e.g., rough/smooth. Take part in experimental play with materials e.g., sand, clay, construction kits, playdough. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Show experience of weaving using ribbon, yarn, laces, paper. Use different fabric in role play and expressive dance.	Use smaller finger movements beginning to develop and use the pincer grip for emergent drawing, tweezers- different sized objects of differing shape, size, texture, pasta of different shapes, gears. Progressing to use knives, numbers and letter cutters in the playdough area. Explore via role play: Duplo, wooden blocks + extra shapes, wooden vehicles, people & animals to build for purpose. Attempt to cut with scissors, join with glue to create a collage or junk model using: paper plates straws, lolly sticks, big and small paper	Begin to explore a digital graphics program. Use an iPad camera to capture a still.	
Vocab	draw, pencil, chalk, crayon,	paint, brush, colours: red, yellow, blue,	print, pattern,	cut, glue, tear,	join, build, hard, soft.		
REC	Begin to use a variety of drawing tools, media and techniques. Use drawings to tell a story Investigate different lines Explore different textures Draw on different surfaces. Use drawings to tell a story. Make a variety of marks	Experience and experiment with different types of paint e.g. poster, powder, watercolour and painting tools e.g. brushes, sticks, sponges. Experiment with primary colours and use black and white to change the colour of paint. Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper	Children begin to experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. Print with a variety of objects onto different surfaces. Take rubbings of textured surfaces in the outdoors Use a stencil	Developing and engaging with sensory experiences Handle and manipulate a variety of materials. Tear paper to make a collage Decorate a piece of fabric. Demonstrate simple stitch. Show experience of weaving using ribbon, yarn, laces, paper. Use different fabric in role	Handling, feeling, enjoying and manipulating materials Building and destroying Build with recyclable resources. Handle and manipulate different malleable materials e.g. clay, dough, sand. Build and sculpt using natural materials Apply simple decoration to	Explore a digital graphics program. Use an iPad camera to capture a still.	

		Use paint to create a picture and be able to talk about it.		play and expressive dance.	clay		
Key Vocab	line drawing, detail, building, pastels, drawings, line, bold, size, space.	neutral colours, tints, sweep, dab, bold, brush stroke	colour, shape, printing,	collage, squares, gaps, mosaic, features, cut, place, arrange Rough smooth bumpy soft hard prickly shiny furry hairy flat	model, work, work of art, 3D, carving, sculpture, shapes, materials, pyramid, geometric		
Exploring, Evaluating and developing ideas		Explore and create repeating patterns Find and imitate irregular painting patterns Explore simple symmetry Begin to review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook					
Year group s	Drawing	Painting	Printing	Collage/Textiles	Sculpture/ 3D form (Pottery)	Digital Media (Computing)	Mastery
Y1	Explore different textures, surfaces Investigate textures by describing, naming, rubbing and copying Draw lines of varying thickness Use dots and lines to demonstrate pattern and texture; Begin to explore a variety of drawing materials including	Begin to explore and experiment with the primary colours Experiment with different brushes (including brushstrokes) and other painting tools Mix primary colours to make secondary colours Describe collections of colours	Print pictures with a range of materials e.g. sponge, reels Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing Take rubbings from textured surfaces: e.g leaf, coin, tree bark Begin to explore impressed printing e.g. with Styrofoam	Use a combination of materials that have been cut, torn and glued Explores different methods of fixing one material to another Create an image from a variety of cut or torn media Arrange and glue materials to different backgrounds	Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; Use a variety of techniques, e.g. rolling, cutting, pinching; Use a variety of shapes, including lines and texture;	Begin to explore digital media to create an image Record information using digital cameras Explore digital tools (e.g. brushes, shape and fill tools, eraser)	Who is the artist? What was this artist known for? What colours are prominent throughout the piece? Where are there areas of high or low contrast? Which shapes do you see represented?

	pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Explore a range of drawing tools to make marks Begin to control the types of marks made with a range of media.	Add white and black to alter tints and shade Discuss and use warm and cold colours Describe favourite colours and why colours may be used for different purposes Explore a range of paint, brush sizes and tools	Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper	Begin to identify different forms of textiles, discussing textures Show experience in simple stitch work explain how to thread a needle Experience different approaches to simple weaving (paper, twigs) Match and sort fabrics (colour, texture, length, size, shape)	Enjoy handling, feeling and manipulating a range of materials Construct using a range of media Cut shapes using scissors and other modelling tools in a safe way Build a construction using a variety of objects Imprint and apply decoration to a 3D model Discuss the different types of buildings in their locality		
Key Vocab	<u>Line</u> Straight Curved Long Short Wavy Thick Thin diagonal bold vertical horizontal <u>Tone</u> Light dark tint tone shade	<u>Tone</u> Light dark tint tone shade <u>Colour</u> primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour	<u>Pattern</u> Repeated spotted striped symmetrical criss-cross simple busy spaced complex colour, shape, printing, printmaking, woodcut, relief printing, objects	<u>Texture</u> Rough smooth bumpy soft hard prickly shiny furry hairy flat <u>Collage</u> collage, squares, gaps, mosaic, features, cut, place, arrange	Shape and form 2D shape 3D shape flat curved symmetrical regular coiled twisted rounded sculpture, statue, model, work, work of art,	Colour Primary Secondary ,bright cool,warm,complementary contrasting, pattern, repeated, spotted, striped symmetrical,criss-cross, simple, busy, spaced, complex	
Exploring, Evaluating and developing ideas		Respond positively to ideas and starting points; Explore ideas and collect information Describe differences and similarities and make links to their own work; Try different materials and methods to improve; Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.					
Year group	Drawing	Painting	Printing	Collage/Textiles	Sculpture/ 3D form (Pottery)	Digital Media (Computing)	Mastery

Y2	Experiment with different tools and surfaces	Use a variety of tools and techniques including the use of different brush sizes and types.	Print using a variety of materials objects and techniques including layering.	Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card	Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.	Use a graphics package or app to explore digital image creation	What is the subject matter?
	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.	Mix a range of secondary colours, shades and tones.	Talk about the processes used to produce a simple print, using a range of simple methods	Develops a range of cutting, tearing and fixing techniques to create a specific picture	Explore sculpture with a range of malleable media, especially clay.	Have the opportunity to manipulate an image using various digital tools	Who is the artist?
	Experiment with the visual elements; line, shape, pattern and colour	Begin to describe a range of colours		Use scissors in a controlled way to cut with accuracy	Use a variety of techniques, e.g. rolling, cutting, pinching	Use a digital camera to take a specific image portrait/landscape	What was this artist known for?
	Draw experiences and feelings	Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.	Explore repeating pattern and shape, creating designs for printing.	Fold, crumple, tear and overlap papers to create an image	Understand the safety and basic care of materials and tools.		What colours are prominent throughout the piece?
	Sketch to make records	Name different types of paint and their properties.	Explore relief printing using string and card	Create textured collages from a variety of media.	Experiment with, construct and join recycled, natural and man-made materials more confidently.		Which shapes do you see represented?
	Begin to control marks made with different media	Work on a range of scales e.g. large brush on large paper etc.	Develop an impressed image	Identify and discuss different forms of textiles and their uses	Replicate patterns and textures in a 3D form		
	Investigate tone by drawing light/dark lines using pencil	Mix and match colours using artefacts and objects.	Identify a wider range of printed forms in everyday life	Show an awareness and name a range of different fabric			
	Investigate textures and produce an expanding range of patterns	Create different textures e.g. use of sawdust.		Gain confidence stitching two pieces of fabric together.			
				Explain how to thread a needle and have a go			
Key Vocab	Line Straight, curved, long, short, wavy, thick, thin, diagonal, bold, vertical, horizontal, cross hatching Tone light, dark, tint, tone, shade, soft, strong, harsh	Tone Light, dark, tint, tone, shade, soft, strong, harsh Colour Primary, secondary, bright, cool, warm, complementary, contrasting, bold, subtle	Pattern Repeated, spotted, striped, symmetrical, criss-cross, simple, busy, spaced,complex,broken, checked	Texture Rough, smooth, bumpy, soft, hard, prickly, shiny, furry, hairy, flat, fine, uneven,sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	2D shape, 3D shape, flat, curved, symmetrical, regular,coiled, twisted, rounded, proportioned,irregular	Colour ,primary ,secondary, bright ,cool, warm complementary, contrasting, bold ,subtle ,pattern, repeated, spotted, striped, symmetrical, criss-cross, simple, busy, spaced, complex, broken, checked,	
Exploring, Evaluating and developing ideas		Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve Review what they and others have done and say what they think and feel about it. E.g. Identify what they might change in their current work or develop in their future work. To produce creative work, exploring their ideas and recording experiences. Annotate work in sketchbook					
Year group	Drawing	Painting	Printing	Collage/Textiles	Sculpture/ 3D form (Pottery)	Digital Media (Computing)	Mastery

Y3	Experiment with showing line, tone and texture with different hardness of pencils Experiment with various pencils Use shading to show light and shadow effects Use different materials to draw, e.g. pastels, chalk, felt tips Show an awareness of space when drawing Use a sketchbook to document and develop ideas Draw from observation and imagination Experiment with mark making using alternative tools Create initial sketches for painting Discuss shadows, light and dark Have an awareness of how pattern can be used to create texture	Make and match colours with increasing accuracy and know which primary colours make secondary colours. Use more specific colour language e.g. tint, tone, shade, hue. Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small pictures etc. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.	Use a variety of printing blocks, e.g. coiled string glued to a block Explore what effect making their own blocks has on shape and texture. Use more than one colour to layer in a print Design and create a repeated relief print considering background paper Use sketchbooks to explore and develop prints making changes where needed Understand the difference between repeat printing and mono printing	Select colours and materials to create effect, giving reasons for their choices Refine work as they go to ensure precision Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage Select appropriate materials, giving reasons Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Show experience in changing and modifying threads and fabrics – knotting, fraying, fringing, twisting Begin to apply decorations using beads, buttons etc Develop skills in stitching, cutting and joining	Cut, make and combine shapes to create recognisable forms Use clay and other malleable materials and practise joining techniques Add materials to the sculpture to create detail Plan, shape, mould and make constructions from different materials Show an awareness of how texture, form and shape can be transferred from 2D to 3D	Use a graphics package or app to create images using different tools and effects with increased precision To have experience of using a green screen to create a digital image Extending knowledge of photography	What media was used to create it? What equipment would have been needed to create it? How long do you think it would have taken the artist to create it? What challenges does this type of media pose? Why do you think this media was chosen for this piece?
	Line straight, curved, long, short, wavy, thick, thin, diagonal, bold, vertical, horizontal, cross-hatching, undulating, continuous, portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, Tone Light dark tint tone shade tone, outline soft strong harsh subtle contrasting dramatic	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brush stroke, acrylic paint	squares, gaps, mosaic, features, cut, place, arrange, repeated, spotted, striped, symmetrical, criss-cross, simple, busy, spaced, complex, broken, checked, tessellated, geometric	pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration rough, smooth, bumpy, soft, hard, prickly, shiny, furry, hairy, flat, fine, uneven, glossy, matt	rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	colour, primary, secondary bright, cool, warm, complementary, contrasting, bold, subtle, vibrant, pale, translucent, opaque, pattern, repeated, spotted, striped, symmetrical, criss-cross, simple, busy, spaced, complex, broken, checked, tessellated, geometric	
Exploring, Evaluating and developing ideas		Use sketchbooks to record ideas; Explore ideas from first-hand observations; Question and make observations about starting points, and respond positively to suggestions; Adapt and refine ideas; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine Begin to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook					

Year group	Drawing	Painting	Printing	Collage/Textiles	Sculpture/ 3D form (Pottery)	Digital Media (Computing)	Mastery
Y4	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Create accurate observational drawings Make informed choices in drawing inc. paper and media. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Develop techniques to create intricate patterns – range of media Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Develop techniques to create intricate patterns – range of media	Use varied brush techniques to create shapes, textures, patterns and lines; Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; Make tints, tones and shades using white, grey and black Create different textures and effects with paint; Select colour to reflect mood Explore different brush strokes and why / when they might be used Independently choose the right paint and / or equipment for the task.	Replicate patterns from observations; Make printing blocks; Make repeated patterns with precision; Design and create a print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper	Choose collage as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements Use a variety of techniques for example: printing, dying, quilting, weaving, and embroidery Match the tool to the material, naming them accurately Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images Combine skills more readily. Become confident with a range of stitches to stitch a range of fabrics together Change and modify threads and fabrics, use language appropriate to skill and technique Develops experience in embellishing, using more advanced joining techniques	Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Make informed choices about the 3D technique chosen Show an understanding of shape, space and form Plan, design, make and adapt models. Discuss the work of other sculptors and architects and how these have influenced their own work / designs Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Demonstrate awareness in environmental sculpture	Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose Begin to use digital media to record and evaluate a creative learning journey	What media was used to create it? What equipment would have been needed to create it? How long do you think it would have taken the artist to create it? What challenges does this type of media pose? Why do you think this media was chosen for this piece?
Key Vocab	Line straight, curved, long short, Wavy, Thick, Thin, diagonal, bold, vertical, horizontal, cross-hatching, undulating, continuous parallel, flowing, swift, delicate, Tone	colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers	Rough, smooth, bumpy, soft, hard, prickly, shiny, furry, hairy, flat, fine, uneven, glossy, matt, raised, jagged, pitted, coarse	2D shape, 3D shape, flat, curved, symmetrical, regular, coiled twisted, rounded, proportioned, irregular, asymmetrical, forked, elongated, tapering, sweeping, curvaceous, angular, bulbous	Colour Primary, secondary, bright cool, warm, complementary, contrasting, bold subtle, vibrant, pale, translucent, opaque, earthy, pastel, sombre, neutral Pattern	

	Light, dark, tint, tone, shade, soft, strong, harsh, subtle, contrasting, dramatic, highlight, shadow, mid-tone, graduated					Repeated, spotted, striped, symmetrical, criss-cross, simple, busy, spaced, complex, broken	
Exploring, Evaluating and developing ideas		Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine Compare ideas, methods and approaches in their own and others' work and confidently say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbooks to record their observations and use them to review and revisit ideas.					
Year group	Drawing	Painting	Printing	Collage/Textiles	Sculpture/ 3D form (Pottery)	Digital Media (Computing)	Mastery
Y5	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching Depict movement and perspective in drawings Use a variety of tools and select the most appropriate Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Work in a sustained and independent way to create an accurate, detailed	Create a colour palette, demonstrating mixing techniques Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Make and discuss hue, tint, tone, shade and mood Mix colours, shades, tones, tints with confidence, building on previous knowledge	Make their own printing blocks and tiles. Choose the printing method appropriate to the task. Reflect on their choice of colour for prints and develop their accuracy with patterns Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.	Add collage to a painted or printed background; Create and arrange accurate patterns Use a range of mixed media to create collage. To create a photomontage using given photographs from a range of sources Add collage to a painted, printed or drawn background to enhance work Experiment with a range of media by overlapping and layering in order to create texture, effect and colour;	Plan and design a sculpture Use tools and materials to carve, add shape, add texture and pattern Develop cutting and joining skills, e.g. using wire, coils, slabs and slips Use materials other than clay to create a 3D sculpture Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish)	Record, collect and store images using digital cameras and video recorders Present visual images using software eg photostory, PowerPoint Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools Understand that a digital image can be made up of different layers Create layered images from original ideas	Is the style of the piece realistic, abstract, or something else? Would the piece have the same impact if it were done in a different style? Why or why not? Can you see brushstrokes? What kind of energy do they have? Is the sculpture smooth or rough? How is this important? Is the piece to scale or is it smaller/bigger? How does this change the way you feel? If it were bigger or smaller, would it change the impact of the piece? What is the piece doing? Does it tell a story? Evoke a feeling?

	drawing. Developing key elements of their work (line, tone, pattern, texture) Draw from different viewpoints considering horizon lines. Begin to consider perspective Use different techniques for purpose eg. different styles of shading Work from a variety of sources including observation and photographs to develop own work	Select colour for purpose explaining choices Discuss how colour can be used to express ideas, feelings and mood. Confidently control the types of marks made and experiment with different effects and textures	Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece Explore, experiment, plan and collect source material for future work	Add decoration to create effect join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Experiment with using batik safely. Show experience in painting, printing and dying fabric Demonstrate experience in combining techniques to produce an end piece – embroidery over tie dye Show an awareness of skills involved in techniques such as knitting, crochet, lace making	Understand that a range of media can be selected (due to their properties) for different purposes Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors		Document an event? Present an idea?
Key Vocab	Line Straight, curved, long, short, wavy, thick, thin, diagonal, bold, vertical, horizontal, cross-hatching, undulating, continuous, parallel, flowing Tone Light, dark, tint, tone, shade, soft, strong, harsh, subtle, contrasting, dramatic, highlight, shadow, mid-tone	Tone Light, dark, tint, tone, shade, soft, strong, harsh, subtle, contrasting, dramatic, parallel, flowing, blend, mix, line, tone, shape, abstract Colour Primary, secondary, bright, cool, warm, complementary, contrasting, bold, subtle, vibrant, pale, translucent, absorb, colour,	Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph, repeated, spotted, striped, symmetrical, criss-cross, simple, busy, spaced, complex, broken, checked, tessellated, geometric, ornate, well-balanced	colour, fabric, weave, pattern shape, form, arrange, fix, rough, smooth, bumpy, soft, hard, prickly, shiny, furry, hairy, flat, fine, uneven, glossy, matt, raised, jagged	form, structure, texture, shape, mark, soft, join, tram, cast.2D, shape 3D, shape, flat, curved, symmetrical, regular, coiled, twisted, rounded, proportioned, irregular, asymmetrical, forked, elongated, tapering, sweeping, curvaceous	Colour Primary, secondary, bright, cool, warm, complementary, contrasting, bold, subtle, vibrant, pale, translucent, opaque, earthy, pastel Pattern Repeated, spotted, striped, symmetrical, criss-cross, simple, busy, spaced, complex, broken, checked, tessellated, geometric, ornate, well-balanced	
Exploring, Evaluating and developing ideas		Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Use sketchbooks to record their observations and use them to review and revisit ideas					
Year group	Drawing	Painting	Printing	Collage/Textiles	Sculpture/ 3D form (Pottery)	Digital Media (Computing)	Mastery

Y6

Select appropriate media and techniques to achieve a specific outcome , using a sketchbook. Work in a sustained and independent way from observation, experience and imagination. Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. Develop their own style Draw for a sustained period of time over a number of sessions Use tone in drawings to achieve depth Develop drawing with perspective and focal points Adapt drawings according to evaluations and discuss further developments	Create imaginative work from a variety of sources. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Show an awareness of how paintings are created (composition). Select colour to express feelings Discuss harmonious and contrasting colours and their placement on the colour wheel Work in a sustained and independent way, developing own style Purposefully controlling the types of marks, brushstrokes used to create desired effect Use colours and brushstrokes to create atmosphere and light effects	Create and arrange accurate patterns Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively & independently Use Thermofax screens to explore screen printing Combine different printing techniques within the same piece of artwork Use print as a starting point to embroidery .	Use a number of different stitches creatively to produce different patterns and textures Design and create a textile piece, independently using a range of techniques Weave using paintings and photographs as a stimulus Use different grades and uses of threads and needles. Independently select a range of media to produce a collaged image. Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work. Use collage as a means of extending work from initial ideas	Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man- made materials to create sculpture. Develop skills in using clay inc. slabs, coils, etc. Make a mould and use plaster safely. Plan a sculpture through drawing and other preparatory work. Recognise sculptural forms in the environment and use these as inspiration for their own work Demonstrate experience in relief and freestanding work using a range of media Independently select sculpture as a method of producing work, if this fits the criteria of the task Confidently carve a simple form	Record, collect and store images using digital cameras and video recorders Present visual images using software eg photostory, PowerPoint Use a graphics package to create and manipulate their images Use digital media as a means of extending work from initial ideas Use digital media in order to self- evaluate the creative learning journey Present personal ideas and choices using a range of digital media	Is the style of the piece realistic, abstract, or something else? Would the piece have the same impact if it were done in a different style? Why or why not? Can you see brushstrokes? What kind of energy do they have? Is the sculpture smooth or rough? How is this important? Is the piece to scale or is it smaller/bigger? How does this change the way you feel? If it were bigger or smaller, would it change the impact of the piece? What is the piece doing? Does it tell a story? Evoke a feeling? Document an event? Present an idea?
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Key Vocab	Line Straight, curved, long, short, wavy, thick, thin, diagonal, bold, vertical, horizontal, cross-hatching, undulating, continuous, parallel, flowing, swift, delicate Tone Light, dark, tint, tone, shade, soft, strong, harsh, subtle, contrasting, dramatic, highlight, shadow, mid-tone, graduated	Tone Light, dark, tint, tone, shade, soft, strong, harsh, subtle, contrasting, dramatic, parallel, flowing, graduated, broken, varied Colour Primary, secondary, bright, cool, warm, complementary, contrasting, bold, subtle	Pattern Repeated, spotted, striped, symmetrical, criss-cross, simple, busy, spaced, complex, broken, checked, tessellated, geometric, ornate, well balanced, intricate, concentric	Texture Rough, smooth, bumpy, soft, hard, prickly, shiny, furry, hairy, flat, fine, uneven, glossy, matt raised, jagged, pitted, coarse	Shape and form, 2D shape 3D shape, flat, curved, symmetrical, regular, coiled, twisted, rounded, proportioned, irregular, asymmetrical, forked, elongated, tapering, sweeping, curvaceous, angular, bulbous	Colour Primary, secondary, bright, cool, warm, complementary, contrasting, bold, subtle, vibrant, pale, translucent, opaque, earthy, pastel, sombre, neutral Pattern Repeated, spotted, striped, symmetrical, criss-cross, simple, busy, spaced, complex, broken	
Exploring, Evaluating and developing ideas		Review and revisit ideas in their sketchbooks; Offer feedback using technical vocabulary; Think critically about their art and design work; Use digital technology as sources for developing ideas; Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve					
KS3	Use a variety of tools and select the most appropriate; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	Create a colour palette, demonstrating mixing techniques; Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists	Use a range of mixed media; Plan and design a collage; Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.	Further development of cutting and joining skills, e.g. using wire, coils, slabs and slips; Continue to work with materials other than clay to create a 3D sculpture; Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.			
	Upon starting year 7 pupils should have developed practical skills in the 5 main areas of art (drawing, painting, collage, print and sculpture) and have acquired some knowledge of past or present artists that they have studied.						

Experimentation (art principle)

Artists	Drawing	Painting	Printing	Collage and Textiles	Sculpture (3D form)	Digital Media	Evaluating
What has inspired you? What kinds of things do you see in this artwork? What techniques has this artist used? Can you think of another artist in this style? Have you experimented with this technique/style before? How does that compare with other known artists? What are the similarities and differences between how ____ and ____ experimented? Can you name any famous artists who used ____ as inspiration for their artwork? Describe some links between your work and the work of artists you have studied.	Can you draw lines to show different sizes and thickness? When might you use thick/thin lines? How would you describe the lines? The shapes? The colours? What previously learnt techniques can you to help you with your learning? What techniques can you use to add interesting effects?e.g- reflections, shadow and direction of sunlight What techniques would you use to depict movement, perspective, shadows and reflection? What techniques would you use to create texture or patterns? How do you know what hardness of pencil to use to show line, tone or texture?	Which materials did you experiment with when you were learning to paint? What art materials and art techniques have you been using? Why did ____ often use thick dabs and blobs of paint? How are the brushstroke techniques of ____ and ____ very different? Which colours could be described as being '____' (warm, cool etc) Which colours could you use to paint the ____? Why? Why could it be a good idea to quickly apply brush strokes when painting ____? What is meant by the term ____? What other materials can you mix with paint to change the texture when painting the ____? Why do abstract artists often use strong contrasting colours?	What techniques are new? What is the same/different about techniques previously learnt? What interests you most about this work of art? How is xxxx printing different from xxxx printing? Have you used these techniques before? What was the effect of them?	What materials and techniques are you using? How does it compare to ____? True or false? Sand is the only material to mix with paint to create a grainy texture What previously learnt techniques can you combine to create a final piece? How have you built up layers of colours to create a good effect? What stitch can you use to create your final product?	What materials and art techniques did you use? How did you combine materials and techniques? Do you know any artists/ sculptures which are similar to yours? What tools can you use to add shape, texture and pattern?	How can you edit to improve sound, animation, still life etc? What techniques have you chosen to create striking effects? What tools can you use to create different textures, lines, colour and shape?	What would you like to explore more of? How do you feel about the end result? What might you do next? What kinds of problems did you encounter and how did you resolve them? How would you scale your confidence with xxxx technique? Can you think of another time you used/could use xxxx technique?