

# Art Progression Map



	Exploring and Developing Ideas	Drawing	Painting	Sculpture	Collage	Textiles	Printing	Work of Other Artists
EYFS	<ul style="list-style-type: none"> <li>➤ begin to explore and experiment independently</li> <li>➤ begin to work from observation (i.e portraits)</li> <li>➤ to draw from imagination and own experiences</li> <li>➤ experience working with different materials</li> <li>➤ look at and discuss a famous artists work</li> </ul>	<ul style="list-style-type: none"> <li>➤ hold a pencil effectively</li> <li>➤ show accuracy and care when drawing</li> <li>➤ explore mark making on a large and small scale</li> <li>➤ use different drawing media such as chalk, [pencils or crayons)</li> <li>➤ create lines for different purpose, zig zag, curved straight</li> <li>➤ draw on small and large scales</li> </ul>	<ul style="list-style-type: none"> <li>➤ show accuracy and care when drawing and painting</li> <li>➤ experiment with and using primary colours</li> <li>➤ mix primary to make secondary colours</li> <li>➤ explore tones - light or dark</li> <li>➤ name different colours and brushes</li> <li>➤ use a range of tools to make coloured marks on paper</li> <li>➤ paint on large or small scales</li> <li>➤ hold and use a large paint brush correctly</li> <li>➤ explore creating effects with paint</li> <li>➤ experiment with colour, design, texture, form and function</li> </ul>	<ul style="list-style-type: none"> <li>➤ handle, feel, enjoy and manipulate materials</li> <li>➤ construct, build and destroy</li> <li>➤ shape and model</li> <li>➤ be able to identify 2D shapes within a sculpture</li> <li>➤ use simple tools and techniques to shape assemble and join materials</li> <li>➤ use different type of dough to create 3 Dimensional forms</li> <li>➤ understand flat, solid</li> <li>➤ experiment with design, texture, form and function</li> <li>➤ share their creations, explaining the process they have used</li> </ul>	<ul style="list-style-type: none"> <li>➤ handle, manipulate and enjoy using materials</li> <li>➤ develop and engage with sensory experiences</li> <li>➤ simple collages</li> <li>➤ simple weaving</li> <li>➤ create collage using natural materials</li> <li>➤ use materials to create texture</li> </ul>	<ul style="list-style-type: none"> <li>➤ handle, manipulate and enjoy using materials</li> <li>➤ develop and engage with sensory experiences</li> <li>➤ simple weaving</li> </ul>	<ul style="list-style-type: none"> <li>➤ begin to explore shapes and patterns</li> <li>➤ print with natural forms and objects to create images or patterns</li> <li>➤ explore printing on different types of surfaces using different media, ( i.e printing ink, poster paint)</li> <li>➤ use different tools (e.g. sponges, fingers, corrugated card, string), to create prints with different textures</li> </ul>	<ul style="list-style-type: none"> <li>begin to describe the work of artwork of artists</li> <li>explore the techniques of chosen artists using mixed media</li> <li>use sketching, drawing skills to observe natural forms</li> </ul>

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<b>Year 1</b>	<ul style="list-style-type: none"> <li>➤ explore ideas from firsthand observation, experience and imagination</li> <li>➤ ask and answer questions about the starting points for their work, and develop their ideas</li> <li>➤ explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>➤ use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</li> <li>➤ use a sketchbook to gather and collect artwork</li> <li>➤ begin to explore the use of line, shape and colour</li> </ul>	<ul style="list-style-type: none"> <li>➤ use a variety of tools and techniques including the use of different brush sizes and types</li> <li>➤ mix and match colours to artefacts and objects</li> <li>➤ work on different scales</li> <li>➤ mix primary colours to make secondary colours</li> <li>➤ mix primary and secondary to make tertiary colours</li> <li>➤ understand and use tones - light or dark</li> <li>➤ use different types of paint</li> <li>➤ create different textures e.g. use of sawdust</li> </ul>	<ul style="list-style-type: none"> <li>➤ manipulate clay in a variety of ways, e.g. rolling, kneading and shaping</li> <li>➤ explore sculpture with a range of malleable media</li> <li>➤ experiment with, construct and join recycled, natural and man-made materials</li> <li>➤ explore shape and form</li> </ul>	<ul style="list-style-type: none"> <li>➤ sort collage materials into groups of smooth, rough, shiny etc</li> <li>➤ tear, rip, cut and glue materials</li> <li>➤ create corresponding collages</li> <li>➤ combine other techniques with collage e.g. paint or crayon</li> </ul>	<ul style="list-style-type: none"> <li>➤ sort textiles for collage and weaving e.g. shiny or furry</li> <li>➤ show patterns by weaving</li> <li>➤ how to thread a needle and use a basic stitch</li> <li>➤ cut, glue, join and trim materials</li> <li>➤ decorate textiles with glue or stitching, to add colour and detail</li> </ul>	<ul style="list-style-type: none"> <li>➤ make marks in print with a variety of objects, including natural and made objects</li> <li>➤ copy an original print</li> <li>➤ print from objects using more than one colour</li> <li>➤ use rolling, pressing, stamping and rubbing</li> <li>➤ build a repeating pattern and recognise pattern in the environment</li> <li>➤ explore rotation</li> <li>➤ make own relief printing blocks using string on a card base or wooden block</li> </ul>	<p>describe the work of famous, notable artists and designers</p> <p>express an opinion on the work of famous, notable artists</p> <p>use inspiration from famous, notable artists to create their own work and compare</p>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>➤ record and explore ideas from firsthand observation, experience and imagination</li> <li>➤ ask and answer questions about the starting points for their work and the processes they have used to develop their ideas</li> <li>➤ try different materials and methods to improve</li> <li>➤ explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>➤ use different materials to draw and layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint</li> <li>➤ understand the basic use of a sketchbook and work out ideas for drawings</li> <li>➤ draw for a sustained period of time from the figure and real objects</li> <li>➤ use dots and lines to demonstrate pattern and texture</li> <li>➤ experiment with the visual elements; line, shape, pattern and colour</li> </ul>	<ul style="list-style-type: none"> <li>➤ primaries, tones, secondaries and tertiaries</li> <li>➤ the effect of adding black and white - shades and tints</li> <li>➤ experiment with tools and techniques, inc. layering, mixing media, scraping through etc</li> <li>➤ name different types of paint and their properties</li> <li>➤ work on a range of scales e.g. large brush on large paper etc</li> <li>➤ explore relationships between colour, moods and feelings</li> </ul>	<ul style="list-style-type: none"> <li>➤ manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models</li> <li>➤ understand the safety and basic care of materials and tools</li> <li>➤ experiment with, construct and join recycled, natural and manmade materials more confidently</li> <li>➤ use a variety of shapes, including lines and texture</li> <li>➤ use a range of decorative techniques: impressed, painted, applied</li> </ul>	<ul style="list-style-type: none"> <li>➤ use a combination of materials that have been cut, torn and glued</li> <li>➤ draw and cut shapes from a variety of materials and arrange to create either abstract or representational picture</li> <li>➤ add texture by mixing materials and techniques</li> </ul>	<ul style="list-style-type: none"> <li>➤ use a dyeing technique to alter a textile's colour and pattern;</li> <li>➤ use more than one type of stitch, can thread needle, etc;</li> <li>➤ experience fabric collage, paper weaving, willow work, beadwork, mosaic, textile weaving;</li> <li>➤ colour fabrics using dyeing</li> <li>➤ cut shapes from fabric using template</li> <li>➤ decorate fabric using a range of materials and stitches using different textures</li> <li>➤ join fabrics using glue, staples, tape, running stitch or over stitch</li> </ul>	<ul style="list-style-type: none"> <li>➤ experiment with mono-printing; lay objects onto a printing palette to take a print</li> <li>➤ make own relief printing blocks using insulation tape on a card base and polystyrene tiles</li> <li>➤ design patterns of increasing complexity and repetition</li> <li>➤ experiment with pattern, rotation and overlapping</li> <li>➤ print using a variety of materials, objects and techniques</li> </ul>	<p>describe and comment upon the work of famous, notable artists and designers</p> <p>express an opinion on the work of famous, notable artists</p> <p>use inspiration from famous, notable artists to create their own work and compare</p>

	Exploring and Developing Ideas	Drawing	Painting	Sculpture	Collage	Textiles	Printing	Work of Other Artists
<b>Year 3</b>	<ul style="list-style-type: none"> <li>select and record in sketchbooks from firsthand 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>explore with different grades of pencil and other implements</li> <li>use shading to show light and shadow effects</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>primaries, tones, secondaries and tertiaries</li> <li>introduce colour wheel and colours that are close on the wheel</li> <li>the effect of adding black and white - a shade/tint of primaries, secondaries and tertiaries: key names.</li> <li>metallics - gold, silver, bronze, pewter</li> <li>experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc</li> <li>work confidently on a range of scales e.g. thin brush on small picture</li> <li>use varied brush techniques to create shapes, textures, patterns and lines</li> </ul>	<ul style="list-style-type: none"> <li>use clay and other malleable materials and practise joining techniques</li> <li>construct a simple clay base for extending and modelling other shapes</li> <li>model over an armature: newspaper frame for Modroc/ papier maché</li> <li>add materials to the sculpture to create detail</li> <li>plan, design and make models</li> </ul>	<ul style="list-style-type: none"> <li>create patterns from observational line drawing using appropriate media e.g. use green materials to represent the veins of a leaf</li> <li>represent objects in collage material</li> <li>select colours and materials to create effect, giving reasons for their choices</li> <li>combine art techniques to embellish collage</li> </ul>	<ul style="list-style-type: none"> <li>create simple patterns using colour</li> <li>use appropriate decoration techniques including applique</li> <li>join fabrics using running stitch, over stitch or back stitch</li> <li>select appropriate materials, giving reasons</li> <li>use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</li> </ul>	<ul style="list-style-type: none"> <li>combine prints taken from different objects to produce an end piece</li> <li>continue to experiment with pattern, rotation and overlapping and also use a range of colour</li> <li>continue to explore mono-printing using motifs and colour</li> <li>continue to explore relief printing (including string, insulation and polystyrene tile printing)</li> <li>print on different types of paper materials.</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</li> <li>express an opinion on the work of famous, notable artists and refer to techniques and effect</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>select and record in sketchbooks 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>adapt and refine ideas by commenting upon their explorations</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>make informed choices in drawing inc. paper and media</li> <li>show an awareness of space when drawing</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>primaries, tones, secondaries, tertiaries and metallics</li> <li>look at colours that are opposite on the wheel</li> <li>name shades/tints of primary, secondary and tertiary colours e.g. maroon, navy, jade etc;</li> <li>introduced to the colour wheel</li> <li>choose paints and implement appropriately</li> <li>plan and create different effects and textures with paint according to what they need for the task</li> <li>experiment with mixing media and experiment in sketchbook wax crayon under/over paint, the same with pastel</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</li> <li>create intricate patterns and textured surfaces, using rigid and plastic materials and variety of tools</li> <li>plan, design, make and adapt model</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>reproduce original drawings in the style of an artist using appropriate collage material</li> <li>recreate artworks in collage</li> <li>combine art techniques to embellish collage</li> <li>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul>	<ul style="list-style-type: none"> <li>create a pattern on fabric</li> <li>understand the need for seam allowance</li> <li>explore fastenings</li> <li>demonstrate experience in appliqué, etc. Sew buttons and sequins etc. onto work. Embellish work</li> <li>weave using either found materials or wools to create an image - landscape etc</li> <li>use batik/tie dye as a basis for stitch embroidery</li> </ul>	<ul style="list-style-type: none"> <li>continue to experience combining prints taken from different objects to produce an end piece</li> <li>continue to explore both mono-printing and relief printing (including string, insulation and polystyrene tile printing)</li> <li>when making own printing blocks add more detail after 1 st print and print again with a 2nd colour</li> <li>continue to print on different types of paper materials</li> </ul>	<ul style="list-style-type: none"> <li>use skills from famous artists to inspire their own 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>

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Year 5	<ul style="list-style-type: none"> <li>➤ select and record in sketchbooks from firsthand observation, experience, imagination and research and explore ideas for different purposes</li> <li>➤ review and revisit ideas in their sketchbooks to refine ideas</li> <li>➤ offer feedback using technical vocabulary</li> <li>➤ think critically about their art and design work</li> <li>➤ adapt and refine ideas by commenting on what works and what doesn't and why</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>➤ use a variety of source material for their work</li> <li>➤ depict movement and perspective in drawings</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 secure knowledge about primary, secondary, tertiary warm and cold, complementary and contrasting colours</li> <li>➤ cool and warm primaries, tones, secondaries, tertiaries and metallics</li> <li>➤ colours close or opposite each other on the colour wheel</li> <li>➤ naming shades/tints of all colours. Uses own describing words, look at paint manufacturer's descriptions.</li> <li>➤ work on preliminary studies to test media and materials</li> <li>➤ use paint to convey observations, feelings and emotions</li> <li>➤ use a range of paint (acrylic, oil paints, water colours) to create visually interesting piece</li> </ul>	<ul style="list-style-type: none"> <li>➤ describe the different qualities involved in modelling, sculpture and construction</li> <li>➤ use materials other than clay to create a 3D sculpture such as recycled, natural and manmade materials</li> <li>➤ develop cutting and joining skills, e.g. using wire, coils, slabs and slips</li> <li>➤ plan a sculpture through drawing and other preparatory work</li> </ul>	<ul style="list-style-type: none"> <li>➤ recreate designs from other times and cultures using a variety of materials</li> <li>➤ explore and observe and recreate in collage</li> <li>➤ combine art techniques to embellish collage</li> <li>➤ add collage to a painted or printed background</li> <li>➤ create and arrange accurate patterns</li> <li>➤ overlap materials to build an image</li> </ul>	<ul style="list-style-type: none"> <li>➤ use plaiting, stapling, stitching, gluing and sewing techniques to decorate and embellish</li> <li>➤ pin and tack fabrics together</li> <li>➤ understand pattern layout</li> <li>➤ select stitches most appropriate to join fabrics (blanket stitch, running stitch)</li> <li>➤ use different grades and uses of threads and needles</li> <li>➤ experiment with a range of media by overlapping and layering in order to create texture, effect and colour</li> </ul>	<ul style="list-style-type: none"> <li>➤ expand experience of printing in 2-3 colours</li> <li>➤ print on fabric</li> <li>➤ experiment with and show experience in a range of mono print techniques (drawing into ink, placing objects on printing palette, placing motifs)</li> <li>➤ build up layers and colours/textures</li> <li>➤ organise their work in terms of pattern, repetition, symmetry or random printing styles</li> </ul>	<ul style="list-style-type: none"> <li>expand their knowledge by looking at the range of more famous artists</li> <li>give detailed observations about notable artists', artisans' and designers' work</li> <li>offer facts about notable artists', artisans' and designers' lives</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>➤ select and record in sketchbooks from firsthand observation, experience, imagination and research and explore ideas for different purposes</li> <li>➤ review, revisit and evaluate ideas in their sketchbooks to refine ideas</li> <li>➤ offer feedback using technical vocabulary</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>➤ use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching</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> </ul>	<ul style="list-style-type: none"> <li>➤ colour wheel proximities, cool and warm primaries, tones, secondaries, tertiaries, metallics</li> <li>➤ Earthy, Neutrals, those which evoke water, or a particular emotion, for example. Refer to artists who use colour for particular effect</li> <li>➤ use own describing words, look at manufacturer's descriptions</li> <li>➤ choose appropriate paint, paper and implements to adapt and extend their work</li> </ul>	<ul style="list-style-type: none"> <li>➤ develop skills in using clay inc. slabs, coils, slips, etc</li> <li>➤ use tools and materials to carve, add shape, add texture and pattern</li> <li>➤ make a mould and use plaster safely</li> <li>➤ develop an understanding for different ways of finishing work glaze, paint, polish;</li> </ul>	<ul style="list-style-type: none"> <li>➤ justify the materials they have chosen.</li> <li>➤ combine pattern, tone and shape</li> <li>➤ represent natural found objects like shells, tree bark, water, using a variety of materials</li> <li>➤ use photography to reproduce in collage material</li> <li>➤ combine art</li> </ul>	<ul style="list-style-type: none"> <li>➤ create 3D projects using pattern pieces and seam allowance</li> <li>➤ combine fabrics to create more useful properties</li> <li>➤ make quality products</li> <li>➤ demonstrate experience in combining techniques to produce and end-pieces: embroidery over tie-dye</li> <li>➤ design and produce a decorated fabric piece</li> </ul>	<ul style="list-style-type: none"> <li>➤ demonstrate experience and expertise in a range of printmaking techniques</li> <li>➤ choose the printing method appropriate to task</li> <li>➤ start to overlay prints with other media</li> <li>➤ print on fabric. Use this as a starting point for embroidery</li> </ul>	<ul style="list-style-type: none"> <li>research a range of artists and designers and take their own inspiration</li> <li>explain how they took inspiration from famous, notable artists and designers</li> <li>describe</li> </ul>



	<ul style="list-style-type: none"> <li>➤ think critically about their art and design work</li> <li>➤ adapt and refine ideas by commenting on what works and what doesn't and why and explore alternatives</li> <li>➤ use digital technology as sources for developing ideas</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>➤ manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</li> </ul>	<ul style="list-style-type: none"> <li>➤ carry out preliminary studies, test media and materials and mix appropriate colours</li> <li>➤ work from a variety of sources, inc. those researched independently</li> <li>➤ show an awareness of how paintings are created (composition)</li> <li>➤ bring depth into their painting, showing understanding of space and shape, pattern, texture tonal qualities, use of light and dark</li> </ul>	<ul style="list-style-type: none"> <li>➤ experience with mixed media sculptures</li> <li>➤ create sculpture and constructions with increasing independence</li> </ul>	<p>techniques to embellish collage</p> <ul style="list-style-type: none"> <li>➤ use a range of mixed media</li> </ul>	<ul style="list-style-type: none"> <li>➤ experience two to three colour batiks</li> </ul>	<p>own emotional responses to different types of artwork</p> <p>discuss form and function in art and different uses reflect how art is made</p> <p>describe changes in media used over history</p>
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Sketch Books</b>	Children will not use sketchbooks in EYFS.	<ul style="list-style-type: none"> <li>➤ use sketch books to practise techniques being taught</li> <li>➤ demonstrate improvement of work through a series of sketches</li> </ul>	<ul style="list-style-type: none"> <li>➤ show progression of ideas through photographs and sketches</li> <li>➤ annotate ideas in sketch books and show how work has developed</li> </ul>	<ul style="list-style-type: none"> <li>➤ use sketch books to express feelings about a subject and to describe likes and dislikes</li> <li>➤ make notes in sketch books about techniques used by artists</li> <li>➤ suggest improvements to work by keeping notes in sketch books</li> </ul>	<ul style="list-style-type: none"> <li>➤ use sketch books to express feelings about various subjects and outline likes and dislikes</li> <li>➤ use sketch books to adapt and improve original ideas</li> <li>➤ keep notes about the purpose of their work</li> </ul>	<ul style="list-style-type: none"> <li>➤ keep notes in sketch books to show how work maybe developed further</li> <li>➤ use sketch books to capture discussions with other pupils</li> </ul>	<ul style="list-style-type: none"> <li>➤ keep notes in sketch books to show how work maybe developed further and revisit regularly</li> <li>➤ use sketch books to capture thoughts, ideas, inspirations, discussions and evaluations use sketchbook as an artistic journal</li> </ul>

## Vocabulary

<b>EYFS</b>	<p><b>Exploring and Developing Ideas:</b> imagination, materials, observation, famous artists, experience, explore, portraits</p> <p><b>Drawing:</b> line, curved, straight, zig zag, observe, draw, sketch, shape, mark making, landscape, portrait</p> <p><b>Painting:</b> brushes, palette, paint, brush stroke, explore, effect, small, large scale, primary colours, secondary colours</p> <p><b>Sculpture:</b> flat, solid, 3 Dimensional, plastercine, salt dough, clay, build, join, assemble, construct, destroy</p> <p><b>Collage:</b> tearing, cutting, layering, overlaying, effects, paper, weaving</p> <p><b>Textiles:</b> texture, collage, fabric, materials</p> <p><b>Printing:</b> print, pattern, repeat, ink, paint, colour, texture, pattern</p> <p><b>Work of Other Artists:</b> artist, artwork, describe, technique</p>
<b>Year 1</b>	<p><b>Exploring and Developing Ideas:</b> work, artwork, idea, starting point, observe, inspiration, imagination, focus, design, improve, famous artists, famous designers</p> <p><b>Drawing:</b> tools, portrait, landscape, self-portrait, detail, line, shape, colour, sketchbook</p> <p><b>Painting:</b> tools, techniques, brushes, artefacts, primary colours, secondary colours, scales, tertiary colours, tones, paint, texture</p> <p><b>Sculpture:</b> manipulate, rolling, kneading, shaping, malleable, clay, construct, natural, man-made, materials, recycled, shape, form</p> <p><b>Collage:</b> sort, materials, groups, tearing, ripping, cutting, layering, overlaying, gluing, shapes, techniques</p> <p><b>Textiles:</b> sort, materials., textiles, collage, weaving, patterns, thread, needle, stitch, cut, glue, join, trim, decorate</p> <p><b>Printing:</b> marks, print, natural, made, objects, rolling, pressing, stamping, rubbing, repeated, pattern, rotation, relief printing, printing blocks, ink</p> <p><b>Work of Other Artists:</b> describe, famous, notable, artists, designers, opinion, inspiration, compare</p>
<b>Year 2</b>	<p><b>Exploring and Developing Ideas:</b> explore, observation, experience, imagination, inspiration, questions, starting points, develop ideas, improve, differences and similarities</p> <p><b>Drawing:</b> portrait, landscape, self-portrait, materials, draw, layer, different media, sketchbook, ideas, figure, objects, pattern, texture, line, shape, colour</p> <p><b>Painting:</b> primary colours, tones, secondary colours, tertiary colours, shades and tints, tools techniques, layering, mixing media, scraping, scales, moods, feelings</p> <p><b>Sculpture:</b> manipulate, clay, models, materials, tools, experiment, construct, join, recycled, natural, manmade, shapes, lines, texture, decorative techniques, impressed, painted, applied</p> <p><b>Collage:</b> materials, cut, tearing, ripping, cutting, layering, overlaying, gluing, shapes, arrange, abstract, representational picture, texture, mixing materials, techniques</p> <p><b>Textiles:</b> dyeing technique, colour, pattern, stitch, thread, needle, fabric, weaving, beadwork, mosaic, textile, cut, shapes, template, decorate, texture, join, glue, staples, tape, running stitch, over stitch</p> <p><b>Printing:</b> print, experiment, mono-printing, relief printing blocks, polystyrene, patterns, repetition, rotation, overlapping, ink</p> <p><b>Work of Other Artists:</b> describe, comment, famous, notable, artists, designers, express, opinion, inspiration, create, compare</p>
<b>Year 3</b>	<p><b>Exploring and Developing Ideas:</b> select, record, sketchbooks, firsthand, observation, experience, imagination, explore, ideas, purpose, questions, thoughtful, starting points, select, ideas, roles, purposes, artists, craftspeople, cultures</p> <p><b>Drawing:</b> explore, grades, pencils, shading, light, shadow, plan, refine, alter, sketchbook, collect, record, visual, sources, media, variations, line, texture, tone, colour, shape, pattern</p> <p><b>Painting:</b> primary colours, tones, secondary colours, tertiary colours, colour wheel, shade, tint, metallics, gold, silver, bronze, pewter, experiment, effects, textures, scales, brush, techniques, shapes, textures, patterns, lines</p> <p><b>Sculpture:</b> sculpt, clay, malleable, materials, joining, techniques, construct, shapes, model, Modroc, papier maché, create, detail</p> <p><b>Collage:</b> patterns, observations, line drawing, media, objects, materials colours, effect, combine, techniques, embellish</p> <p><b>Textiles:</b> patterns, colour, decoration, technique, applique, join, fabrics, running stitch, over stich, back stitch, appropriate, materials, technique, printing, dyeing, weaving, stitching, textures, effects</p> <p><b>Printing:</b> combine, print, objects, experiment, pattern, rotation, overlapping, colour, mono-printing, motifs, relief printing, string, insulation, polystyrene</p> <p><b>Work of Other Artists:</b> inspiration, famous, artists, designers, replicate, reflect, inspired, express, opinion, techniques, effect</p>
<b>Year 4</b>	<p><b>Exploring and Developing Ideas:</b> select, record, sketchbooks, firsthand, observation, experience, imagination, explore, ideas, purposes, question, thoughtful, starting points, select, adapt, refine,</p>

	<p>comment, explorations, roles, artists, craftspeople, designers, cultures</p> <p><b>Drawing:</b> informed choices, awareness, space, alter, refine, describe, changes, collect, information, independently, sketchbook, research, inspiration, memory, imagination, explore, relationships, line, tone, pattern, shape, texture</p> <p><b>Painting:</b> primary colours, tones, secondary colours, tertiary colours, metallics, colour wheel, opposite, shades, tints, create, effects, textures, experiment, mixing, media</p> <p><b>Sculpture:</b> choices, 3D, technique, shape, space, form, intricate patterns, textured surfaces, materials, tools, plan, design, make, adapt, model, sculpted, modelled or constructed, materials</p> <p><b>Collage:</b> reproduce, original, style, artist, appropriate, collage, material, recreate, artwork, combine, variety, overlapping, tessellation, mosaic, montage</p> <p><b>Textiles:</b> create, pattern, fabric, seam allowance, explore, fastenings, demonstrate, appliqué, embellish, weave, materials, image, batik, tie dye, stitch embroidery</p> <p><b>Printing:</b> experience, combine, prints, objects, produce, explore, mono-printing, relief printing, string, insulation, polystyrene, printing blocks, detail, repeat</p> <p><b>Work of Other Artists:</b> skills, famous, artists, designers, inspire, reflect, develop, express, opinion, techniques, effect</p>
<p><b>Year 5</b></p>	<p><b>Exploring and Developing Ideas:</b> select, record, sketchbooks, firsthand, observation, experience, imagination, research, explore, ideas, purposes, review, revisit, refine, feedback, critically, adapt, refine, commenting, explore, roles, artists, craftspeople, designers, history, cultures</p> <p><b>Drawing:</b> variety, source, material, depict, movement, perspective, observation, experience, imagination, sketchbook, develop, ideas, explore, properties, visual elements, line, tone, pattern, texture, colour, shape</p> <p><b>Painting:</b> demonstrate, secure, knowledge, primary colours, secondary colours, tertiary colours, warm and cold, complementary and contrasting, metallics, close, opposite, colour wheel, shades, tints, description, manufacture, preliminary studies, media, materials, convey, feelings, emotions, acrylic, oil paints, water colours</p> <p><b>Sculpture:</b> describe, qualities, modelling, sculpture, construction, materials, create, 3D sculpture, recycled, natural, manmade, materials, develop cutting and joining skills, wire, coils, slabs, slips</p> <p><b>Collage:</b> recreate, designs, history, cultures, variety, materials explore, combine, embellish, background, arrange, accurate patterns, overlap, build, texture</p> <p><b>Textiles:</b> plaiting, stapling, stitching, gluing, sewing, techniques, decorate, embellish, pin and tack, fabrics, pattern layout, blanket stitch, running stitch, grades, threads, needles, experiment, media, overlapping, layering, texture, effect, colour</p> <p><b>Printing:</b> expand, printing, fabric, experiment, mono print techniques, ink, printing palette, motifs, layers, colours, textures, organise, pattern, repetition, symmetry</p> <p><b>Work of Other Artists:</b> expand, knowledge, range, famous, artists, detailed observations, designers, facts, history, biography</p>
<p><b>Year 6</b></p>	<p><b>Exploring and Developing Ideas:</b> select, record, sketchbooks, firsthand, observation, experience, imagination, research, explore, ideas, purposes, review, revisit, evaluate, sketchbooks, refine, feedback, critically, adapt, commenting, alternatives, digital technology as sources, artists, craftspeople, designers, history, cultures</p> <p><b>Drawing:</b> demonstrate, variety, marks, dry and wet media, techniques, effects, shadows, reflection, hatching, cross-hatching, identify, similar, mixed media, sketchbook, manipulate, experiment, elements of art, line, tone, pattern, texture, form, space, colour, shape</p> <p><b>Painting:</b> colour wheel proximities, cool and warm primaries, tones, secondaries, tertiaries, metallics, Earthy, Neutrals, particular effect, description, manufacturer, appropriate, preliminary studies, media, materials, mix sources, research, awareness, composition, depth, space, shape, pattern, texture, tonal qualities, light and dark, abstract, impressionism, impressionists.</p> <p><b>Sculpture:</b> develop, skills, slabs, coils, slips, tools, materials, carve, add shape, add texture, pattern, mould, plaster, finishing, glaze, paint, polish, mixed media, construction</p> <p><b>Collage:</b> justify, materials, combine, pattern, tone, shape, represent, natural, photography, combine, art techniques, embellish, mixed media</p> <p><b>Textiles:</b> create, 3D, pattern, seam allowance, combine, useful, properties, quality, products, demonstrate, combining, produce, end-pieces, embroidery, over tie-dye, decorated, batiks</p> <p><b>Printing:</b> expertise, printmaking, techniques, method, overlay, media, fabric, embroidery</p> <p><b>Work of Other Artists:</b> research, inspiration, explain, artists, designers, describe, emotional responses, discuss, form, function, reflect, describe, changes history</p>