

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas					
<p>I respond to ideas and starting points (e.g. a painting, an object, an experience, a person)</p> <p>I comment on artwork using simple labels I give my opinion about artists work.</p> <p>I record my opinions in a class sketchbook. I contribute to class ideas for the class sketchbook</p>	<p>I explore ideas from my imagination or from real starting points.</p> <p>I compare and contrast work by different artists. I can say how an artist has used colour and a technique.</p> <p>I record my opinions in a class sketchbook. I contribute ideas to my class sketchbook</p>	<p>I explore ideas using a variety of starting points (own experience, other artists, my imagination)</p> <p>I make notes in my sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone.</p> <p>I develop my ideas in my own art sketchbook.</p>	<p>I explore ideas using a variety of starting points and collect visual and other information to help me to develop my work.</p> <p>I make notes in my sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.</p> <p>I develop and organise my ideas in my own art sketchbook</p>	<p>I explore ideas and collect visual and other information independently</p> <p>I pursue my own line of artistic enquiry-an artist. I use all my research in developing my work, taking account of the purpose.</p> <p>I develop, organise and refine my ideas in my own art sketchbook.</p>	<p>I explore ideas and am critical of artwork</p> <p>I pursue my own line of artistic enquiry-an art type. I base my decisions for my own artwork on my preferences and audience.</p> <p>My art sketchbook is creative, inspirational and reflects my learning journey as an artist</p>
Evaluating					
<p>I describe what I think about my own and others' work</p>	<p>I comment on differences in others' work and I suggest ways of improving my own work</p>	<p>I comment on similarities and differences between my own and others work. I adapt and improve my own work.</p>	<p>I make comments on the ideas, methods and approaches used in my own work.</p> <p>I adapt and refine my work to reflect the purpose and meaning of the work.</p>	<p>I analyse and comment on ideas, methods and approaches used in my own and others' work.</p> <p>I adapt and refine my work and make suggestions to others about their work.</p>	<p>I analyse and comment on ideas, methods and approaches used in my own and others' work.</p> <p>I comment on how ideas and meanings are conveyed in my own and others work.</p> <p>I reflect upon my own artwork at several points and make changes based on my observations</p>

Technical skills					
The learning of these skills should be evidenced within children's sketchbooks (Class sketchbook in KS1 and individual in KS2)					
Drawing					
I can draw lines of different shapes and thicknesses. I can draw with crayons and pencils. I can describe and copy the shapes and patterns I see. I can colour in neatly, following the lines very carefully. I choose colours which are appropriate.	I make a variety of lines of different sizes, thickness and shapes. I use pencils, oil pastels and charcoal in my drawings. I show patterns and textures in my drawings by adding dots and lines. I show different tones using coloured pencils.	I use different grades of pencil at different angles to show different tones. I sketch lightly (so I do not need to use a rubber). I use hatching and cross hatching to show tone and texture in my drawings. I use a number of sketches to base my work on. I use a viewfinder to help me in my sketching.	I use a variety of different shaped lines to indicate movement in my drawings. I select the most suitable drawing materials. I use shading to add interesting effects to my drawings including shadows and reflections, using different grades of pencil.	I select appropriate drawing materials. I know when different materials can be combined and use this to good effect. I choose appropriate techniques to convey the meaning of my work. My drawings communicate movement. My drawings of still life include shadows and reflections.	I select drawing materials and techniques which are most suitable for conveying meaning (see skills in previous years). I combine different materials for good effect. I refine my own art style using all of the techniques I have developed.
Painting					
I can use thick and thin brushes. I paint pictures of what I see. I can name and use the primary and secondary colours. I mix colours together to investigate what happens	I know how to mix primary colours to make secondary colours. I add white to colours to make tints. I add black to colours to make tones. I link colours to natural and man-made objects.	I mix colours confidently to make new colours and tints and tones. I use watercolour paint to produce washes for backgrounds and then add detail. I experiment in creating mood and feelings with colour. I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.	I can create colours by mixing to represent images I have observed in the natural and man-made world. I experiment with different colours to create a mood. My paintings use colour and shapes to reflect feelings and moods. I sketch (lightly) before I paint I use a number of brush techniques using thin and thick brushes, to produce	My painting techniques are well developed and am developing a style of my own My paintings convey a purpose. My paintings include texture gained through paint mix or brush technique. I combine colours and create tints, tones and shades to reflect the purpose of my work.	My paintings include texture gained through paint mix or brush technique. My paintings are based on observations and can convey realism or an impression of what I observe. I use my repertoire of skills to make choices to convey the meaning. The lines and colour in my paintings are sometimes stark and cold and at other times warm to reflect

			shapes, textures, patterns and lines.		different features or intentions.
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The children will make progress in the following art medias over KS1, lower KS2 and Upper KS2

Collage

<p>I have explored and experimented with lots of collage materials</p> <p>I cut and tear paper, textiles and card for my collages</p> <p>I can sort and arrange collage materials for a purpose</p> <p>I use: paste, glue and other adhesives</p> <p>I mix paper and other materials with different textures and appearances</p> <p>I use shapes, textures and colours in my collages</p> <p>I can create a simple pattern</p>	<p>My cutting skills are precise and I can make repeated patterns</p> <p>I know the striking effect work in a limited colour palette can have</p> <p>I can make paper coils and lay them out to create patterns or shapes.</p> <p>I can use overlapping in my collage.</p> <p>I use mosaic and montage</p> <p>I use tessellation and other patterns in my collage</p> <p>I use my cutting skills to produce repeated patterns</p> <p>I experiment with techniques that use contrasting textures, colours or patterns</p> <p>My collage is based on observational drawings.</p> <p>My collage combines both visual and tactile qualities.</p>	<p>I choose the most appropriate materials for my collages to fit the purpose</p> <p>I choose from a variety of techniques and combine them in my collage work</p> <p>My collage work has a definite theme that is apparent to any viewer</p> <p>I can modify and change materials to be used in my collage</p> <p>My collage has a striking effect because of my choices in colour, pattern, lines, tones and shapes</p> <p>My collage takes inspiration from artists or designers</p>
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Sculpture

<p>I make shapes from rolled up paper, straws, paper and card.</p> <p>I make shapes from clay, dough, plasticine.</p> <p>I cut materials</p> <p>I roll materials</p> <p>I coil materials</p> <p>I can make a carving</p> <p>I add lines and shapes to my clay work.</p> <p>I add texture to my work by adding materials and using tools</p>	<p>I can make nets of shapes to create recognisable forms.</p> <p>I can join these together to create abstract forms.</p> <p>I explore paper techniques such as pop-up books and origami.</p> <p>I add paper curlings or other objects to a surface to embellish.</p> <p>I use my clay techniques to apply to pottery studied in other cultures.</p> <p>I use carvings to a surface to create shapes, texture and pattern.</p> <p>I use a variety of tools and techniques for sculpting</p> <p>I experiment with making life size models</p> <p>I use the technique of adding materials to create texture, feeling, expression or movement. (e.g wrinkles on a portrait sculpture.)</p>	<p>My work has a life like quality gained by choosing and applying the most appropriate techniques.</p> <p>My models on a range of scales communicate my observations from the real or natural world.</p> <p>My sculptures reflect an intention that is sometimes obvious, but at other times is open to interpretation of the viewer.</p> <p>My sculpture work contains both visual and tactile qualities.</p> <p>I choose from all of the techniques in my repertoire to embellish my work, as appropriate.</p>
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Printing

Select the appropriate skills from below. You may need to revisit skills from previous years.

<p>I use printing tools such as fruit, vegetables and sponges.</p> <p>I can print onto fabric or paper.</p> <p>I make my own printing blocks eg: string patterns or plasticine shapes.</p> <p>I explore techniques such as repeating, overlapping, rotating and arranging shapes.</p> <p>I have printed by pressing, rolling, rubbing and stamping.</p>	<p>I make my own printing blocks and experiment with different materials.</p> <p>I can make a one coloured print.</p> <p>I can build up layers of colours to make prints of 2 or more colours.</p> <p>I have explored printing from other cultures and time periods.</p> <p>I make precise repeating patterns by creating accurate printing blocks.</p>	<p>My print work includes printing onto fabrics, papers and other materials.</p> <p>I use drawings and designs to bring fine detail into my work.</p> <p>I build up colours in my prints</p> <p>My prints combine a range of visual elements to reflect a purpose.</p> <p>My prints are based on a theme from other cultures.</p> <p>My prints have a starting point from a designer in history.</p>
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Textiles

Select the appropriate skills from below. You may need to revisit skills from previous years.

<p>I sort threads and fabrics (by colour and texture)</p> <p>I make simple weavings with fabrics or threads.</p> <p>I look at examples of thread and textiles used to create pictures, objects or patterns</p> <p>I use glue to join fabrics</p> <p>I use running stitch to join fabrics</p> <p>I have explored plaiting and understand the basic method</p> <p>I know how to dip dye to produce fabric of contrasting colours.</p>	<p>I have the basics of running stitch, cross-stitch and backstitch</p> <p>I have the basics of quilting, padding and gathering fabric</p> <p>I know how to colour fabric and have used this to add pattern</p> <p>I use my textiles skills to create artwork that is matched to an idea or purpose.</p> <p>I am aware of textiles work from other cultures and times.</p> <p>I combine some of the techniques I know to create a textile.</p>	<p>I am confident in several stitches and can select the most appropriate stitch (e.g. for joining, embellishing etc.)</p> <p>My textile techniques are precise and help me to convey the purpose of my work.</p> <p>My textile work combines visual and tactile elements, fit for purpose.</p> <p>My textile work is sometimes based on historical or cultural observations</p> <p>I create texture in my textiles work by tying and sewing threads or by pulling threads.</p>
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