



# **Art and Design Progression Document**

## Nursery Exit Goals - Expressive Arts and Design and Physical Development

Nursery 1	Nursery 2	Reception
<ul style="list-style-type: none"> <li>➤ Experiment with colours and marks</li> <li>➤ Shows control in holding tools, books and mark-making tools.</li> <li>➤ Beginning to use three fingers to hold writing tools.</li> <li>➤ Imitates drawing simple shapes such as circles and lines.</li> <li>➤ May be beginning to show preference for dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explores colour and how colour can be changed</li> <li>➤ Understand that they use lines to enclose a space and then begin to use these spaces to represent shapes</li> <li>➤ Uses Various construction materials</li> <li>➤ Beginning to be interested in and describing the texture of things</li> <li>➤ Draws lines and circles using gross motor movements.</li> <li>➤ Uses one handed tools and equipment e.g. Makes snips in paper with child scissors.</li> <li>➤ Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>➤ Holds pencil near point between first two fingers and thumb and uses it with control.</li> <li>➤ Can copy some letters e.g. Some letters from their name.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explores what happens when they mix colours</li> <li>➤ Experiments to create different textures, forms and functions</li> <li>➤ Understands that different media can be combined to create new effects</li> <li>➤ Manipulates materials to achieve planned effect</li> <li>➤ Represent their own ideas through art</li> <li>➤ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>➤ Uses simple tools to effect changes to materials.</li> <li>➤ Handles, objects, tools, construction materials safely and with increasing control.</li> <li>➤ Shows a preference for a</li> <li>➤ dominant hand.</li> <li>➤ Begins to use anticlockwise movement and retrace vertical lines.</li> <li>➤ Begins to form recognisable letters.</li> <li>➤ Uses a pencil and holds it</li> <li>➤ effectively to form recognisable letters, most of which are correctly formed.</li> </ul>
Reception EARLY LEARNING GOALS Including Development Matters		
<ul style="list-style-type: none"> <li>➤ They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>➤ Create simple representations of events, people and objects</li> <li>➤ Chooses particular colours to use for a purpose</li> <li>➤ Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>➤ They represent their own ideas, thoughts and feelings through art.</li> <li>➤ Hold a pencil effectively</li> <li>➤ Use a range of small tools e.g. scissors paint brushes, cutlery</li> <li>➤ Begin to show accuracy and care when drawing</li> <li>➤ Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>➤ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences</li> <li>➤ Understand some important processes and changes in the natural world around them, including the seasons and represent these through Art.</li> </ul>		

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations explaining the processes they have used
- Explore and represent patterns in Art and Design
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
  - Listen attentively and respond to what they hear with relevant questions, comments and actions in whole class discussions and small group interactions about Art
  - Make comments about Art from what they have heard and ask questions to clarify understanding
  - Hold conversation about Art when engaged in back and forth exchanges with their teachers and peers

#### KEY STAGE ONE

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

#### KEY STAGE TWO

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DRAWING	<ul style="list-style-type: none"> <li>• Exploring mark making</li> <li>• Using 2D mathematical shapes to draw</li> <li>• Drawing using pencils and crayons?</li> <li>• Experimenting with lines of different shapes and thickness.</li> <li>• Using different grades of pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring drawing techniques</li> <li>• Developing skill and control with art materials</li> <li>• Using different grades of pencils in their drawings</li> <li>• Using pencils and blending pastels</li> <li>• Applying tone to create form</li> <li>• Creating different tones using light and dark?</li> <li>• Showing patterns and texture in their drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and representing subject matter</li> <li>• Using geometry and tonal shading</li> <li>• Drawing from observation</li> <li>• Drawing with charcoal</li> <li>• Using different grades of pencil shades, to show tones and textures</li> </ul>	<ul style="list-style-type: none"> <li>• Creating geometric and mathematical drawings</li> <li>• Still life drawing with tone</li> <li>• Identifying and drawing simple objects, and use marks and lines to produce texture</li> <li>• Organising lines, tones, shapes and colours to represent figures and forms in movement</li> <li>• Showing simple reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing from observation</li> <li>• Drawing using the continuous line method</li> <li>• Using 2D drawings to develop ideas for 3D work</li> <li>• Drawing from different perspectives</li> <li>• Creating detailed drawings using marks and lines to produce texture, shading, tone and movement</li> <li>• Drawing using mathematical processes</li> </ul>	<ul style="list-style-type: none"> <li>• Creating detailed portraits using light and shadow</li> <li>• Developing the continuous line technique</li> <li>• Drawing for expression communicating emotions</li> <li>• Developing and using sketching methods</li> <li>• Developing still life drawing using charcoal</li> <li>• Drawing using a negative medium, identifying areas of light and dark</li> </ul>

					<ul style="list-style-type: none"><li>• Showing reflections</li></ul>	<ul style="list-style-type: none"><li>• They can draw pictures with perspective</li></ul>
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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COLOUR & PAINTING	<ul style="list-style-type: none"> <li>Identifying the primary and secondary colours?</li> <li>Mixing primary colours to create secondary colours</li> <li>Developing skill and control with painting</li> </ul>	<ul style="list-style-type: none"> <li>Mixing, refining and applying more sophisticated colours</li> <li>Making tint by adding white</li> <li>Making tones by adding black</li> <li>Improving painting skills</li> <li>Choosing to use thin or thick brushes as appropriate</li> <li>Developing skill and control when painting</li> </ul>	<ul style="list-style-type: none"> <li>Making own paint from natural pigments</li> <li>Creating tints and shades</li> <li>Predict with accuracy the colour that they mix?</li> <li>identifying where the primary and secondary colours sit on a colour wheel?</li> <li>Producing a background using a wash</li> <li>Developing ability to control the tonal quality of paint</li> <li>Using a range of brushes to create different effects</li> </ul>	<ul style="list-style-type: none"> <li>Developing technical mastery of colour skills</li> <li>Developing technical mastery of painting skills</li> <li>Using a range of different strokes and shades</li> </ul>	<ul style="list-style-type: none"> <li>Developing technical mastery of colour skills</li> <li>Further improving skill and control when painting</li> <li>Using a range of different strokes and shades</li> </ul>	<ul style="list-style-type: none"> <li>Developing colour mixing</li> <li>Developing tonal shading with colour</li> <li>Painting using colour in an artistic style</li> <li>Further improving skill and control when painting</li> <li>Using a wide range of techniques in their work</li> <li>Creating tonal paintings</li> <li>Creating digital art using photography to create abstract and self-portrait pieces</li> </ul>

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PRINTING	<ul style="list-style-type: none"> <li>Using a range of materials and print making techniques</li> <li>Printing with a variety of items</li> <li>Clay etching to create a design</li> <li>2D Printing</li> </ul>	<ul style="list-style-type: none"> <li>Use 3D clay to create 2D printed patterns</li> <li>Making a simple printing block</li> <li>Creating a repeated print</li> <li>Creating a print inspired by an artist / craft maker / designer</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to develop printing skills</li> <li>Continuing to develop printing designs</li> <li>Design a printing block and use it to create a print influenced by an artist/craft maker/ print maker</li> <li>Making a 2 colour print</li> <li>Identify print pattern in their environment</li> </ul>	<ul style="list-style-type: none"> <li>Printing using different materials</li> <li>Printing using at least four colours</li> <li>Creating an accurate print design</li> <li>Learning how to present and display works of print</li> <li>Showing creativity in own choices of materials and composition</li> </ul>	<ul style="list-style-type: none"> <li>Using recycled materials within mixed media art</li> <li>Printing using a number of colours</li> <li>Creating an accurate print design that meets a given criterion</li> <li>Selecting materials used for a given purpose</li> </ul>	<ul style="list-style-type: none"> <li>Using polyprint tiles to create repeating printed patterns</li> <li>Over printing using different colours</li> <li>Creating 3D structural forms to produce a print</li> <li>Carefully choosing and observing the materials used and making decisions about the effectiveness of their printing methods</li> <li>Creating digital art using photography to create abstract and self-portrait pieces</li> </ul>

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
TEXTILES	<ul style="list-style-type: none"> <li>• Creating textured pieces</li> <li>• Weaving with fabric and thread</li> <li>• Creating cords and plaits for decoration</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of materials to design and make products</li> <li>• Craft weaving</li> <li>• Joining fabrics</li> <li>• Creating a part of a class textile freeze</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of methods and materials to create puppets</li> <li>• Weaving using paper and other materials</li> <li>• Sewing using types of stitch to join and create detail</li> <li>• Tie dying</li> </ul>	<ul style="list-style-type: none"> <li>• Making designs from recycled material</li> <li>• Using textile and sewing skills as part of a project</li> <li>• Showing creativity in choices of material</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting material for a given purpose</li> <li>• Experimenting with tie dye: batik techniques</li> <li>• Developing textile and sewing skills as part of a project</li> <li>• Developing running stitch, cross stitch or backstitch</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop own textile designs</li> <li>• Continue to develop stitching techniques</li> <li>• Include both visual and tactile elements in their work</li> <li>• Continue to develop tie dying techniques for own designs</li> </ul>
3D sculpting	<ul style="list-style-type: none"> <li>• Experiment with constructing and joining recycled, natural and manmade materials</li> <li>• Cutting, rolling and coiling mouldable materials</li> <li>• Etching designs into clay</li> <li>• Adding texture by using tools</li> <li>• Making a variety of shapes and structures</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and using designs in 3D clay for 2D printing</li> <li>• Moulding clay to achieve a specific outcome</li> <li>• Creating texture by adding line and shape to their work</li> <li>• Using simple 2-D shapes to create a 3-D sculptural form</li> <li>• Manipulating malleable materials: rolling and kneading</li> </ul>	<ul style="list-style-type: none"> <li>• Further developing of 3D sculpting skills</li> <li>• Adding own designs to create texture</li> <li>• Creating a simple 3D Papier Mache object</li> <li>• Joining clay together using a range of techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Making art sculptures from recycled materials</li> <li>• Using Papier Mache to create a 3D object</li> <li>• Can they begin to sculpt clay and other mouldable materials?</li> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> </ul>	<ul style="list-style-type: none"> <li>• Using recycled materials within mixed media art</li> <li>• Experimenting with and combining materials and processes to design and make 3D form</li> <li>• Sculpting clay and other mouldable materials</li> <li>• Can they plan a sculpture through drawing and other preparatory work?</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing an idea or emotion through 3D clay sculpture</li> <li>• Creating 3D sculpture forms from a purpose</li> <li>• Creating models on a range of scales?</li> <li>• Design a sculpture through 2D and 3D drawing and other preparatory work</li> </ul>



KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COLLAGE	<ul style="list-style-type: none"> <li>Gathering and sort materials they will need</li> <li>Sorting materials according to texture and colour?</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Selecting, sorting, cutting and tearing paper and card for their collages</li> <li>Creating individual and group collages</li> <li>Using different kinds of materials on their collage and explain why they have chosen them</li> <li>Repeating patterns in their collage</li> </ul>	<ul style="list-style-type: none"> <li>Accurately cutting</li> <li>Overlapping materials</li> <li>Experimenting using different colours</li> <li>Using mosaic techniques</li> <li>Use montage techniques</li> </ul>	<ul style="list-style-type: none"> <li>Creating own design, textures, colour and patterns</li> <li>Using mosaic to produce a pattern</li> <li>Combining visual and tactile qualities</li> </ul>	<ul style="list-style-type: none"> <li>Using ceramic mosaic to produce a piece of art</li> <li>Combining visual and tactile qualities to express mood and emotion</li> </ul>	<ul style="list-style-type: none"> <li>Creating photomontages focusing on composition</li> <li>Creating digital art using photography to create abstract and self-portrait pieces</li> <li>Justify materials they have chosen</li> <li>Combining pattern, tone and shape</li> </ul>

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKETCH BOOKS & INSPIRATION FROM OTHERS	<ul style="list-style-type: none"> <li>Teacher led idea modelling through discussion</li> <li>Whole class large sketchbook</li> <li>to be used to record thoughts, ideas, examples of materials used.</li> <li>Photographs of work in progress</li> <li>Evidence of completed pieces (actual piece or photographic (1 piece each - HA, MA, LA and SEN)</li> <li>Generate ideas by looking at other artist's work linked to the art topic</li> </ul>	<ul style="list-style-type: none"> <li>Teacher led idea modelling through discussion and sketching</li> <li>Whole class large sketchbook</li> <li>to be used to record thoughts, ideas, examples of materials used.</li> <li>Photographs of work in progress</li> <li>Evidence of completed pieces (actual piece or photographic (1 piece each - HA, MA, LA and SEN)</li> <li>Develop original artwork from other sources</li> <li>Studying natural forms in the world around them</li> </ul>	<ul style="list-style-type: none"> <li>Using sketchbooks to generate ideas and observations</li> <li>Expressing thoughts, feelings and observations in sketchbooks (likes and dislikes)</li> <li>Making records of experiments with various materials and tools.</li> <li>Making notes in their sketchbooks about techniques used by an artist with an image</li> <li>Express original thoughts and ideas about the art of others</li> <li>Evidence of completed pieces (actual piece or photographic</li> </ul>	<ul style="list-style-type: none"> <li>Using sketchbooks for planning original ideas and refining those ideas</li> <li>Keeping notes about the purpose of their work in the sketch books linked to an artist or literary source.</li> <li>Recording ideas for materials and composition</li> <li>Developing skill and technique using various media</li> <li>Evidence of completed pieces (actual piece or photographic</li> </ul>	<ul style="list-style-type: none"> <li>Using sketchbooks for planning original ideas and refining those ideas</li> <li>Keeping notes about the purpose of their work in the sketch books linked to an artist or literary source.</li> <li>Working with others to explore ideas for meeting a design brief</li> <li>Developing and discussing ideas through sketches</li> <li>Enhancing knowledge of skill and technique using various media</li> <li>Using the work of artists to explore own ideas</li> <li>Expressing ideas and feelings about familiar products</li> <li>Keeping notes in their sketch books about how they might develop their work</li> <li>Evidence of completed pieces (actual piece or photographic</li> </ul>	<ul style="list-style-type: none"> <li>Using sketchbooks for planning original ideas and refining those ideas</li> <li>Keeping notes about the purpose of their work in the sketch books linked to an artist or literary source.</li> <li>Develop and discuss ideas through sketches</li> <li>Record ideas, experiments and techniques of use of different media including those that were unsuccessful or unused in final outcome.</li> <li>Suggest reasons likes and dislikes of media trialled.</li> <li>Learning about ways artists represent their ideas through painting</li> <li>Develop own personal, imaginative responses to a theme</li> <li>Evidence of completed pieces (actual piece or photographic</li> </ul>

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
USE OF ICT	<ul style="list-style-type: none"> <li>Using a simple painting program to create a picture</li> <li>Using tools in a painting package</li> <li>Use an iPad or simple digital camera to take an image of interest</li> <li>Share ideas and feelings about the images</li> </ul>	<ul style="list-style-type: none"> <li>Creating a picture independently</li> <li>Using simple ICT mark-making tools e.g. brush and pen tools</li> <li>Editing their own work</li> <li>Using a simple digital camera or iPad to take an image of interest</li> <li>Share ideas and feelings and make decisions about how to use them.</li> </ul>	<ul style="list-style-type: none"> <li>Using the printed images, they take with a digital camera and combine them with other media to produce artwork</li> <li>Using ICT programs to create a piece of work that includes their own work and that of others (using the web)</li> <li>Reflect on images and incorporate them into sketchbook and designs</li> </ul>	<ul style="list-style-type: none"> <li>Creating a piece of art work which includes the integration of digital images they have taken</li> <li>Combine graphics and text based on their research</li> <li>Express opinions on images, make changes and justify reasons for changes</li> </ul>	<ul style="list-style-type: none"> <li>Creating pieces of artwork which includes the integration of digital images they have taken</li> <li>Combining graphics and text based on their research</li> <li>Taking digital photos and using software to later them, adapt them and create work with meaning</li> <li>Creating digital images with animation, video and sound to communicate their ideas</li> <li>Making reflections on own and group work and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>Using software packages to create pieces of digital art to design</li> <li>Creating a piece of art which can be used as part of a wider presentation</li> </ul>

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<ul style="list-style-type: none"> <li>Can they describe what they can see and like in the work of another artist / craft maker/ designer?</li> <li>Can they ask sensible questions about a piece of art?</li> <li>Can they say what they like and dislike about a piece of work?</li> </ul>	<ul style="list-style-type: none"> <li>Can they link colours to natural and man-made objects?</li> <li>Can they say how other artist / craft makers / designers have used colour, pattern and shape?</li> <li>Can they create a piece of work in response to another artist's work?</li> <li>Can they talk about likes and dislikes in relation to their own work and others?</li> </ul>	<ul style="list-style-type: none"> <li>Can they compare the work of different artists?</li> <li>Can they explore work from other cultures?</li> <li>Can they explore artwork linked to their topic?</li> <li>Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</li> </ul>	<ul style="list-style-type: none"> <li>Can they experiment with different styles which artists have used?</li> <li>Can they explain art linked to their topic?</li> </ul>	<ul style="list-style-type: none"> <li>Can they experiment with different styles which artists have used?</li> <li>Do they learn about the work of others by looking at their work in books, the internet, visit galleries and other sources of information?</li> </ul>	<ul style="list-style-type: none"> <li>Can they make a record about the styles and qualities in their work?</li> <li>Can they say what their work is influenced by?</li> <li>Can they include technical aspects in their work, e.g. architectural design?</li> </ul>

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CREATING ORIGINAL ARTWORK	<ul style="list-style-type: none"> <li>Exploring ideas through practical activities</li> <li>Creating original patterns and designs</li> </ul>	<ul style="list-style-type: none"> <li>Working instinctively with clay to create unique designs</li> <li>Representing themselves through art</li> <li>Creating art on themes of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>Representing themselves and their family through their art</li> <li>Controlling materials to achieve a desired effect</li> </ul>	<ul style="list-style-type: none"> <li>Expressing thoughts and feelings through tactile creation of their own work</li> <li>Manipulating composition and materials to achieve a desired effect</li> <li>Representing ideas from multiple viewpoints and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Designing new architectural forms to satisfy their own ideas and inventions</li> <li>Designing and inventing new products</li> <li>Linking artwork to literary sources</li> <li>Creating ideas for inventions for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Expressing ideas about art through messages, graphics, text and images</li> <li>Producing personal interpretations of cherished objects</li> <li>Expressing their own ideas and feelings through pattern</li> <li>Creating imaginative 3D forms to convey meaning</li> </ul>

The Formal elements are embedded throughout the whole art curriculum and are used in all areas

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR ART						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>FORMAL ELEMENTS</b>  <b>COLOUR</b>	<ul style="list-style-type: none"> <li>Learning the names of the primary colours and that they can be mixed to make secondary colours</li> <li>Creating and describing different shades of one colour using paint</li> <li>Choosing and justifying appropriate colours to reflect a theme and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels)</li> <li>Describing their use of colour to achieve a specified intention</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting with and discussing the pigments in natural products to make different coloured paints</li> <li>Increasing awareness of manipulating paint to achieve more accurate colours and shades</li> <li>Articulating their understanding of application of colour to paint sculptural forms</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and describing the use of colour within artists' work</li> <li>Manipulating colour and pattern to create prints</li> <li>Describing how great artists mixed and applied paint</li> </ul>	<ul style="list-style-type: none"> <li>Defining and using more complex colours</li> <li>selecting and mixing colours to depict own thoughts, feelings and intentions</li> </ul>	Selecting colours to accurately reflect objects in a still life composition <ul style="list-style-type: none"> <li>Expressing feelings, emotions and events through colour mixing</li> <li>Recreating colours used by impressionist painters</li> </ul>
<b>FORMAL ELEMENTS</b>  <b>FORM AND SPACE</b>	<ul style="list-style-type: none"> <li>Learning about form and space through 3D sculptures inspired by nature and animals</li> <li>Developing language and understanding of form and space through whole class sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Extending their ability to articulate 3D form and space through practical activities.</li> <li>Creating 3D drawings</li> </ul>	<ul style="list-style-type: none"> <li>Developing ability to describe and model form in 3D using a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and describing the use of form within artists' work</li> <li>Further extending their ability to describe and model form and space in 3D using a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Make progress in their ability to describe and model form and space in 3D using a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Conveying, expressing and articulating a message or emotion through 3D sculpture</li> <li>Analysing and evaluating an artists' use of form</li> </ul>

<p><b>FORMAL ELEMENTS</b></p> <p><b>LINE</b></p>	<ul style="list-style-type: none"> <li>• Using and expressing line to represent a landscape and water</li> <li>• Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy</li> <li>• Experimenting with line</li> </ul>	<ul style="list-style-type: none"> <li>• Creating portraits by controlling and defining their use of line for expression.</li> <li>• Drawing lines with increased skill, awareness and control</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing line in different ways to express geometric and organic forms</li> </ul>	<p>Analysing and describing the use of line within artists' work</p> <ul style="list-style-type: none"> <li>• Using knowledge of lines of symmetry to help draw accurate shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Extending and expressing drawings using a developing understanding of line</li> </ul>	<ul style="list-style-type: none"> <li>• Articulating their deepening knowledge of line to create portraits</li> <li>• Developing continuous line drawing, developing control, expression, shape, form and detail</li> <li>• Adapting the techniques of other artists to create abstract drawings</li> </ul>
<p><b>FORMAL ELEMENTS</b></p> <p><b>PATTERN</b></p>	<p>Understanding patterns in nature from observation</p> <ul style="list-style-type: none"> <li>• Making patterns in a range of materials to develop their understanding</li> <li>• Designing and creating own patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a pattern of their choosing</li> <li>• Identifying and relating manmade and natural repeating patterns</li> <li>• Learning a range of techniques to express their knowledge of repeating and nonrepeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing patterns through craft methods to further their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and describing the use of pattern within artists' work</li> <li>• Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing images through various methods to further their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Using knowledge and understanding of patterns to represent feelings and emotions</li> <li>• Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork</li> </ul>
<p><b>FORMAL ELEMENTS</b></p> <p><b>SHAPE</b></p>	<ul style="list-style-type: none"> <li>• Creating abstract compositions using various shapes</li> <li>• Identifying, making and describing their</li> </ul>	<ul style="list-style-type: none"> <li>• Composing geometric designs by adapting and synthesising the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying 2D shapes within images and objects</li> <li>• Identifying, drawing and labelling simple shapes found in everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and describing the use of shape within artists' work</li> <li>• Expressing geometric compositions using</li> </ul>	<ul style="list-style-type: none"> <li>• Composing original designs by adapting and synthesising the work of others</li> <li>• Analysing and evaluating an artists' use of shape</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching the key shapes objects from different angles when drawing still life</li> <li>• Imitating the techniques of other artists, they use</li> </ul>

	use of shape for print		<ul style="list-style-type: none"> <li>• Creating and forming shapes from 3D materials</li> </ul>	mathematical shapes		simplified shapes and lines to create more abstract drawings
<b>FORMAL ELEMENTS</b> <b>TEXTURE</b>	<ul style="list-style-type: none"> <li>• Selecting, describing and using appropriate materials to create different textures</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and describing different textures</li> <li>• Selecting and using appropriate materials to create textures</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and describing the use of texture within artists' work</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of materials to express more complex textures</li> </ul>	<ul style="list-style-type: none"> <li>• Developing knowledge and understanding of texture through practical making activities</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how artists manipulate materials to create texture in a range of artwork.</li> </ul>
<b>FORMAL ELEMENTS</b> <b>TONE</b>	<ul style="list-style-type: none"> <li>• Learning that tone refers to the lightness or darkness of something</li> <li>• Developing understanding of use of different tints and shades to create simple tone in their work</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created</li> <li>• Using tone to create 3D form when drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Applying and blending charcoal to create more sophisticated areas of tone</li> <li>• Learning and applying four simple rules of shading</li> <li>• Developing skill and control when using tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and describing the use of tone within artists' work</li> <li>• Using a variety of tones to achieve different effects</li> <li>• Understanding of tone to create a 3D effect</li> </ul>	<ul style="list-style-type: none"> <li>• Developing an increasing sophistication in the use of tone to describe objects when drawing from observation</li> <li>• Analysing and evaluating an artists' use of tone</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberately manipulating tone to portray emotions - using 'halo' and 'chiaroscuro' techniques</li> <li>• Increasing awareness of how to use tone to describe light and shade, contrast and shadow</li> </ul>