

## Art and Design progression of Knowledge, Skills and Vocabulary

	EYFS	Key Stage 1		Lower Key Stage 2	Upper Key Stage 2		
<b>NC objectives</b>	<p>Early Learning Goal</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p>	<p>♣ use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>♣ about great artists, architects and designers in history.</li> <li>♣ begin to use digital art to express ideas</li> </ul>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing ideas</b>	<p>Look and talk about what they have produced, describing simple techniques</p>	<ul style="list-style-type: none"> <li>• Start to record simple media explorations in a sketch book.</li> </ul>	<p><u>Revisit</u></p> <p><u>What are sketchbooks?</u></p> <ul style="list-style-type: none"> <li>• Use a sketchbook to plan and develop simple ideas.</li> <li>• Build information on colour mixing, the colour wheel and colour spectrums.</li> </ul>	<p><u>Revisit</u></p> <p><u>How can we use our sketchbooks?</u></p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas,</p>	<p><u>Revisit</u></p> <p><u>Discuss ideas developed in sketchbooks</u></p> <p>Use sketchbooks to collect and record visual information from different sources</p>	<p><u>Revisit</u></p> <p><u>Express likes and dislikes through annotations</u></p> <p>Use sketchbooks Plan a sculpture through drawing and other preparatory work.</p>	<p><u>Revisit</u></p> <p><u>How did you use your sketchbook to adapt your ideas?</u></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record</li> </ul>

	and media used.		<ul style="list-style-type: none"> <li>• Collect textures and patterns to inform other work.</li> </ul>	<p>plan colours and collect source material for future works.</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>• Identify interesting aspects of objects as a starting point for work.</li> <li>• Use a sketch book to express feelings about a subject</li> <li>• Make notes in a sketch book about techniques used by artists</li> <li>• Annotate ideas for improving their work through keeping notes in a sketch book</li> </ul>	<p>as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <ul style="list-style-type: none"> <li>• Express likes and dislikes through annotations</li> <li>• Use a sketch book to adapt and improve original ideas</li> <li>• Keep notes to indicate their intentions/purpose of a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>• Use the sketch book to plan how to join parts of the sculpture.</li> <li>• Keep notes which consider how a piece of work may be developed further</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>• Adapt work as and when necessary and explain why.</li> </ul>	<p>visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.</p> <ul style="list-style-type: none"> <li>• Use the sketch book to plan how to join parts of the sculpture.</li> <li>• Annotate work in sketchbook.</li> </ul>
	<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>Drawing</b>	<ul style="list-style-type: none"> <li>• Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>• Use and begin to control a range of media.</li> <li>• Draw on different surfaces and</li> </ul>	<p><u>Revisit</u> <u>What is mixed media?</u> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <ul style="list-style-type: none"> <li>• Begin to control the types of marks made with the range of media.</li> <li>• Draw on different surfaces with a range of media.</li> <li>• Develop a range of tone using a pencil and use a</li> </ul>	<p><u>Revisit</u> <u>How can I create tone?</u></p> <ul style="list-style-type: none"> <li>• Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>• Draw lines/marks from observations.</li> <li>• Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> </ul>	<p><u>Revisit</u> <u>How are pencil grades used to create tone?</u></p> <ul style="list-style-type: none"> <li>• Develop intricate patterns/ marks with a variety of media.</li> <li>• Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> </ul>	<p><u>Revisit</u> <u>Revisit using different grades of pencils</u> Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <ul style="list-style-type: none"> <li>• Draw for a sustained period of time at an appropriate level.</li> <li>• Experiment with different grades of</li> </ul>	<p><u>Revisit</u> <u>Revisit using different grades of pencils to create tone</u></p> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop a key element of their work: line, tone, pattern, texture.</li> </ul>	<p><u>Revisit</u> <u>using hatching technique</u></p> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way to develop their own style of drawing.</li> <li>• This style may be through the development of: line, tone, pattern, texture.</li> </ul>

<p>coloured paper.</p> <ul style="list-style-type: none"> <li>• Produce lines of different thickness and tone using a pencil.</li> <li>• Start to produce different patterns and textures from observations, imagination and illustrations.</li> </ul>	<p>variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Possible artists: Van Gogh, Seurat</p>	<ul style="list-style-type: none"> <li>• Understand tone through the use of different grades of pencils (HB, 2B, 4B) Possible artists: Durer, Da Vinci, Cezanne</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to indicate facial expressions in drawings</li> <li>• Begin to show consideration in the choice of pencil grade they use</li> </ul> <p>Possible artists: Picasso, Hopper, Surrealism etc.</p>	<p>pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <ul style="list-style-type: none"> <li>• Have opportunities to develop further drawings featuring the third dimension and perspective.</li> <li>• Further develop drawing a range of tones, lines using a pencil.</li> <li>• Include in their drawing a range of technique and begin to understand why they best suit.</li> <li>• Begin to show awareness of representing texture through the choice of marks and lines made</li> <li>• Attempt to show reflections in a drawing</li> <li>• Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. Possible artists: Goya, Sargent, Holbein</li> </ul>	<ul style="list-style-type: none"> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed media. <ul style="list-style-type: none"> <li>• Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> </ul> </li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings. <ul style="list-style-type: none"> <li>• Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> </ul> </li> <li>• Develop close observation skills using a variety of view finders. Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw for a sustained period of time over a number of sessions working on one piece.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. <ul style="list-style-type: none"> <li>• Develop their own style using tonal contrast and mixed media.</li> <li>• Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>• Develop an awareness of composition, scale and proportion in their paintings. Possible artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</li> </ul> </li> </ul>
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<b>Vocabulary for drawing</b>	thick thin sketch texture shade smudge blend grades of pencil scale refine alter sketch Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright,			Revisit and consolidate prior vocabulary  Drawing mediums, blend Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background			
	<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>Painting</b>	Enjoy using a variety of tools including different size/size brushes and tools i.e. sponge brushes, fingers, twigs. • Recognise and name the primary colours being used. • Mix and match colours to different artefacts and objects. • Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	<u>Revisit</u> <u>Recognising the names of primary colours</u> Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. • Explore techniques such as lightening and darkening paint without the use of black or white. • Begin to show control over the types of marks made. • Paint on different surfaces with a range of media. • Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. Possible artists: Klimt, Marc, Klee, Hockney.	<u>Revisit</u> <u>Painting on different media</u> Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. • Understand how to make tints using white and tones by adding black to make darker and lighter shades. • Build confidence in mixing colour shades and tones. • Understand the colour wheel and colour spectrums. • Be able to mix all the secondary colours using primary colours confidently. • Continue to control the types of marks made with the range of media. • Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. Possible artists: Pollock, Riley, Monet, Aboriginal	<u>Revisit</u> <u>Revisit moods of colour</u> Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. • Become increasingly confident in creating different effects and textures with paint according to what they need for the task. • Understand how to create a background using a wash Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism	<u>Revisit</u> <u>Revisit colour washes</u> • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark within painting and show understanding of complimentary colours. • Mix colour, shades and tones with increasing confidence. • Work in the style of a selected artist (not copying). Possible artists: Hopper, Rembrandt.	<u>Revisit</u> <u>Using light and dark paints</u> Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix and match colours to create atmosphere and light effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Start to develop their own style using tonal contrast and mixed media. Possible artists: Lowry, Matisse, Magritte	<u>Revisit</u> <u>What does it mean to create atmosphere?</u> Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Understanding which works well

							in their work and why. Possible artists: Have opportunity to explore modern and traditional arts.
<b>Vocabulary for painting</b>		technique brush size primary/secondary colours	shade acrylic / poster / watercolour wash	Revisit and colour scheme / spectrum tint abstract shades, experiment, effects, textures,	Revisit and Tone hue Modern art blocking, washes, layering, brush, Texture, sand, plaster	Atmosphere Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination	
	<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>3-D</b>	Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. ☑ Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	<u>Revisit</u> <u>What is 3D art?</u> Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. • Shape and model materials for a purpose (e.g. a pot, dionsaur) from observation and imagination. • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques, including painting. • Use tools and equipment safely and in the correct way	<u>Revisit</u> <u>Revisit manipulating with clay</u> • Use equipment and media with increasing confidence. • Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. cave tool, figure, structure etc... • Explore carving as a form of 3D art. <u>Possible artists: Hepworth, Arp, Nevelson, Gabo.</u>	<u>Revisit</u> <u>How can you manipulate clay?</u> Use equipment and media with confidence. • Begin to show an awareness of objects having a third dimension and perspective. • Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as	<u>Revisit</u> <u>Discuss perspective used in art</u> • Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Make a slip to join to pieces of clay. • Decorate, coil, and produce marquettes confidently when necessarily. • Model over an armature: newspaper frame for modroc. • Use recycled, natural and man- made materials to create sculptures.	<u>Revisit</u> <u>What artists used carving as their medium?</u> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint, polish • Gain experience in model ling over an armature: newspaper frame for modroc.	<u>Revisit</u> <u>Revisit carving a simple form</u> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Model and develop work through a combination of pinch, slab, and coil. • Work around armatures or over constructed foundations. • Demonstrate experience in the understanding of different ways of

				<p>well as try out ideas.</p> <ul style="list-style-type: none"> <li>• Produce more intricate surface patterns/ textures and use them when appropriate.</li> <li>• Produce larger ware using pinch/ slab/ coil techniques.</li> <li>• Continue to explore carving as a form of 3D art.</li> <li>• Use language appropriate to skill and technique. Possible artists: Egyptian Artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt work as and when necessary and explain why.</li> <li>• Gain more confidence in carving as a form of 3D art.</li> <li>• Use language appropriate to skill and technique.</li> <li>• Demonstrate awareness in environmental sculpture and found object art.</li> <li>• Show awareness of the effect of time upon sculptures. Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India</li> </ul>	<ul style="list-style-type: none"> <li>• Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> <li>• Show increasing confidence to carve a simple form.</li> <li>• Use language appropriate to skill and technique.</li> </ul>	<p>finishing work: glaze, paint, polish.</p> <ul style="list-style-type: none"> <li>• Demonstrate experience in relief and freestanding work using a range of media</li> <li>Recognise sculptural forms in the environment: Furniture, buildings.</li> <li>• Confidently carve a simple form.</li> <li>• Solve problems as they occur.</li> <li>• Use language appropriate to skill and technique.</li> </ul> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>
<b>Vocabulary for 3D work</b>		<p>roll knead sculpt(ure) texture construct Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control,</p>	<p>Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects</p> <p>Form: experiment, constructing, joining, natural, manmade materials</p> <p>Texture: surface, malleable material, build textured tile</p>	<p>carving surface transparent opaque manipulate recycled join slip air drying clay form malleable</p>	<p>Consolidate prior vocabulary Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips</p>		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Printmaking</b>	Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects <ul style="list-style-type: none"> <li>• Develop simple patterns by using objects.</li> <li>• Enjoy using stencils to create a picture.</li> </ul>	<u>Revisit</u> Revisit making rubbings <ul style="list-style-type: none"> <li>• Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>• Experience impressed printing: e.g. printing from objects.</li> <li>• Use equipment and media correctly and be able to produce a clean printed image.</li> <li>• Explore printing in relief: e.g. String and card.</li> <li>• Begin to identify forms of printing: Books, posters pictures, fabrics.</li> <li>• Use printmaking to create a repeating pattern. Possible artists: Warhol, Hokusai</li> </ul>	<u>Revisit</u> <u>Revisit different materials for printing</u> <ul style="list-style-type: none"> <li>• Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>• Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>• Use equipment and media correctly and be able to produce a clean printed image.</li> <li>• Make simple marks on rollers and printing palettes</li> <li>• Take simple prints i.e. mono - printing.</li> <li>• Experiment with overprinting motifs and colour.</li> </ul>	<u>Revisit</u> <u>Revisit printing by using a range of materials</u> Print simple pictures using different printing techniques. <ul style="list-style-type: none"> <li>• Continue to explore both monoprinting and relief printing.</li> <li>• Demonstrate experience in 3 colour printing.</li> <li>• Demonstrate experience in combining prints taken from different objects to produce an end piece.</li> </ul>	<u>Revisit</u> <u>What is monoprinting?</u> Increase awareness of mono and relief printing. <ul style="list-style-type: none"> <li>• Demonstrate experience in fabric printing.</li> <li>• Expand experience in 3 colour printing.</li> <li>• Continue to experience in combining prints taken from different objects to produce an end piece.</li> <li>• Create repeating patterns.</li> </ul>	<u>Revisit</u> <u>Where in nature can you spot repeated patterns?</u> Use tools in a safe way. Continue to gain experience in overlaying colours. <ul style="list-style-type: none"> <li>• Start to overlay prints with other media.</li> <li>• Use print as a starting point to embroidery. Show experience in a range of mono print techniques.</li> </ul>	<u>Revisit</u> <u>What affects can you create by laying colours?</u> Demonstrate experience in a range of printmaking techniques. <ul style="list-style-type: none"> <li>• Describe techniques and processes.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Develop their own style using tonal contrast and mixed media. Possible artists: Have opportunity to explore modern and traditional arts.</li> </ul>
<b>Vocabulary for printmaking</b>	rubbing	printing technique gouge scrape	artefact mono-printing motif	Revisit and relief/impressed method. block printing		Frottage overprinting	etching
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<b>Texture, pattern, colour, line and tone</b>	Enjoy playing with and using a variety of textiles and fabric. <ul style="list-style-type: none"> <li>• Decorate a piece of</li> </ul>	<u>Revisit simple weaving</u> Investigate textures by describing, naming, rubbing, copying. <ul style="list-style-type: none"> <li>• Produce an expanding range of patterns and textures.</li> </ul>	<u>Revisit</u> <u>What is mood in art?</u> Demonstrate experience in surface patterns/ textures and use them when appropriate.	<u>Revisit links between colour and emotion</u> <ul style="list-style-type: none"> <li>• Create textures and patterns with a wide range of drawing</li> </ul>	<u>Revisit Creating textures and patterns</u> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and</li> </ul>	<u>Revisit contrasting colours</u> Included tones and tints, light and shade becoming increasingly subtle as understanding and	<u>Revisit tints and tones</u> Consider the use of colour for mood and atmosphere

<b>(threads through all categories)</b>	<p>fabric. Show experience in simple stitch work.</p> <ul style="list-style-type: none"> <li>• Show experience in simple weaving: paper, twigs.</li> <li>• Show experience in fabric collage: layering fabric.</li> <li>• Use appropriate language to describe colours, media, equipment and textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand how colours can link to moods and feelings in art.</li> <li>• Use printmaking to create a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate textures and produce an expanding range of patterns.</li> <li>• Use line and tone in different media to consider shape, shade, pattern and texture.</li> <li>• Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</li> <li>• Express links between colour and emotion</li> </ul>	<p>implements. •</p> <ul style="list-style-type: none"> <li>• Create art works from natural materials to show an awareness of different viewpoints of the same object</li> </ul>	<p>other implements to achieve variations in tone. • Use complimentary and contrasting colours for effect</p>	<p>skill in using the techniques develops.</p>	
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<b>Art through technology</b>		<ul style="list-style-type: none"> <li>• Take a self-portrait or a photograph.</li> <li>• Use a simple computer paint program to create a picture</li> </ul>	<p><u>Revisit a simple computer paint program</u></p> <ul style="list-style-type: none"> <li>• Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>	<p><u>Revisit how we can zoom in on an image</u></p> <ul style="list-style-type: none"> <li>• Use printed images taken with a digital camera and combine them with other media to produce art work</li> <li>• Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</li> <li>• Take photographs and explain their creative vision</li> </ul>	<p><u>Revisit IT programs to create a piece of work</u></p> <ul style="list-style-type: none"> <li>• Create a piece of art which includes integrating a digital image they have taken.</li> <li>• Take a photo from an unusual or thought-provoking viewpoint</li> </ul>	<p><u>Revisit Discuss a photograph and comment</u></p> <ul style="list-style-type: none"> <li>• Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</li> <li>• Compose a photo with thought for textural qualities, light and shade.</li> </ul>	<p><u>Revisit the composition of a photograph</u></p> <ul style="list-style-type: none"> <li>• Have opportunity to explore modern and traditional artists using ICT and other resources.</li> <li>• Combine a selection of images using digital technology considering colour, size and rotation.</li> </ul>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Responding to art</b>	Look and talk about what they have produced, describing simple techniques and media used.	<p><u>Revisit describing simple techniques and media</u></p> <ul style="list-style-type: none"> <li>• Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</li> <li>• Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><u>Revisit exploring the work of a range of artists</u></p> <ul style="list-style-type: none"> <li>• Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</li> <li>• Express thoughts and feelings about a piece of art.</li> <li>• Reflect and explain the successes and challenges in a piece of art created.</li> <li>• Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.</li> </ul>	<p><u>Revisit thoughts and feelings about a piece of art.</u></p> <ul style="list-style-type: none"> <li>• Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> <li>• Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> <li>• Respond to art from other cultures and other periods of time.</li> </ul>	<p><u>Revisit describing the differences and similarities between different practices and disciplines</u></p> <ul style="list-style-type: none"> <li>• Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>• Begin to explore a range of great artists, architects and designers in history.</li> </ul>	<p><u>Revisit exploring a range of great artists</u></p> <ul style="list-style-type: none"> <li>• Recognise the art of key artists and begin to place them in key movements or historical events</li> <li>• Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</li> <li>• Explore a range of great artists, architects and designers in history.</li> <li>• Compare the style of different styles and approaches.</li> </ul>	<p><u>Revisit influences of great artists</u></p> <ul style="list-style-type: none"> <li>• Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> <li>• Explore a range of great Artists, architects and designers in history.</li> </ul>