

The Pochin School



Art

Skills Progression Chart

Art and Design Skills Progression Chart

Skills Progression in EYFS and Key Stage 1

Cycle A and B separately meet all the requirements in all sections. As the children revisit their skills each year they improve and develop.

	EYFS	Year 1	Year 2	By the end of KS1
1. Exploring and Developing Ideas	<p>I am beginning to:</p> <ul style="list-style-type: none"> Represent my own ideas, thoughts and feelings through art Recognise and describe key features of my own and others' work. Work purposefully, responding to colours, shapes, materials, etc. Create simple representations of people and other things. Think about what art is and share ideas with others. Talk about the stories and ideas in my art work, sharing with others how and why 	<p>I am beginning to:</p> <p>A - use art to share my ideas A - record and explore ideas from first-hand observation, experience, and imagination A - say what I like about other people's artwork B - explore the differences and similarities within the work of artists in different times and cultures B - evaluate what I have done and say what I think and feel about it C - identify what I think might change in my work and discuss how I might improve it if I were to make it again D - Key vocabulary: art work, ideas, observe, design, improve</p>	<p>I can:</p> <p>A - record and explore ideas from first-hand observation, experience, and imagination A - ask and answer questions about the starting points for my work and the processes I have used B - evaluate what I have done and say what I think and feel about it C - identify what I think might change in my work and discuss how I might improve it if I were to make it again D - work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p><u>KS1 Art and Design National Curriculum</u> <i>To produce creative work, exploring their ideas and recording experiences.</i></p> <p>Children can: A explore ideas and collect information; B describe differences and similarities and make links to their own work; C try different materials and methods to improve; D use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>
2. Drawing	<p>I am beginning to:</p> <ul style="list-style-type: none"> Use a variety of drawing tools - e.g. finger, stick, pencil, coloured pencils, pastels, chalk. Use drawings to tell a story from retelling or from imagination. Investigate different lines - thick, thin, wavy, straight. Explore different textures and experiment with mark making to illustrate these. Ensure sensitivity and visual awareness. Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?) 	<p>I am:</p> <p>A - beginning to explore the use of line, shape and colour A to draw things I have seen or imagined using lines B - beginning to see patterns in the environment B - beginning to replicate patterns in the environment C - to try out ways of mark making using different tools C - to try and mark make using different objects and basic tools D - Key Vocabulary: line drawing, detail, landscape, building, pastels, drawings, line, bold, size, space.</p>	<p>I can:</p> <p>A - explore the use of lines, shape and colour to an increasing level of accuracy B - experiment with the visual elements, line, shape, pattern and colour B - experiment with tools and techniques, inc. layering, mixing media, scraping through etc C - layer different media, e.g. crayons, pastels, felt tips, and charcoal D - Key Vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p><u>KS1 Art and Design National Curriculum</u> <i>To become proficient in drawing techniques.</i> <i>To use drawing to develop and share their ideas, experiences and imagination.</i></p> <p>Children can: A draw lines of varying thickness; B use a variety of techniques to demonstrate pattern and texture; C use different materials to draw, for example pastels, chalk, felt tips; D use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>
3. Painting	<p>I am beginning to:</p> <ul style="list-style-type: none"> Experience and use primary colours predominantly - to ensure they know their names. Allow for experimentation of mixing. Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons. Uses a range of tools to make coloured marks on paper - glue sticks, sponges, brushes, fingers. Make irregular painting patterns based on real life - i.e. printing the skin of a tiger/zebra/cheetah 	<p>I can:</p> <p>A - Name the primary colours A - Know that mixing two colours make a secondary colour. B - start to experiment with different size brushes and sponges C - mix secondary colours and shades D - I can use black to alter tints and shades E - Key Vocabulary: primary colours, secondary colours, shades, dab, bold brushstroke.</p>	<p>I can:</p> <p>A - Name the primary and secondary colours B - choose an appropriate brush for the type of painting I am doing C - mix a range of secondary colours, shades, and tones D - I can use white and black to alter tints and shades E - Key Vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><u>KS1 Art and Design National Curriculum</u> <i>To become proficient in painting techniques.</i> <i>To use painting to develop and share their ideas, experiences and imagination.</i></p> <p>Children can: A name the primary and secondary colours; B experiment with different brushes (including brushstrokes) and other painting tools; C mix primary colours to make secondary colours; D add white and black to alter tints and shades; E use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>

<p>4. Sculpture</p>	<p>I am:</p> <ul style="list-style-type: none"> • Handling, feeling, manipulating materials • Constructing and building from simple objects • Pulling apart and reconstructs • Able to shape and model from observation and imagination. • Impress and apply simple decoration. • Using imple language created through discussion of feel, size, look, smell etc 	<p>I can:</p> <p>A - make structures by joining simple objects together</p> <p>B - cut, glue and trim objects to make a new structure</p> <p>B - I can use clay using the thumb pot b method to create a little bowl/lamp</p> <p>C - start to develop my use of lines, shapes and textures in my sculptures</p> <p>D - Key vocabulary: sculpture, statue, model, work of art, 3D, , sculptor, shapes, materials, pyramid, abstract.</p>	<p>I can :</p> <p>A - make structures with increasing ability to follow a design I have planned using different materials</p> <p>B - cut, glue and trim with increasing accuracy</p> <p>B - manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models</p> <p>C - use with increasing effectiveness lines, shapes and textures in my sculptures</p> <p>D - Key vocabulary: sculpture, statue, model, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p><u>KS1 Art and Design National Curriculum</u> To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <p>A use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>B use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>C use a variety of shapes, including lines and texture;</p> <p>D use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>
<p>5. Collage</p>	<p>I am beginning to:</p> <ul style="list-style-type: none"> • Create simple collages, using paper, pasta, beans and larger tactile things. • Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns 	<p>I can:</p> <p>A - cut, glue and trim materials to create new pictures</p> <p>B - sort, cut and shape materials and experiment with ways to join them</p> <p>C - add texture to designs but using a variety of materials</p> <p>D - Key vocabulary: collage, squares, gaps, cut, place, arrange</p>	<p>I can:</p> <p>A - cut, glue and trim materials with increasing accuracy to create new pictures.</p> <p>B - sort, cut and shape materials and experiment with ways to join them with increasing effectiveness</p> <p>C - create textured collages from a variety of media with increasing effectiveness</p> <p>D - Key vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p><u>KS1 Art and Design National Curriculum</u> To become proficient in other art, craft and design techniques - collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <p>A use a combination of materials that have been cut, torn and glued;</p> <p>B sort and arrange materials;</p> <p>C add texture by mixing materials;</p> <p>D use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange</p>
<p>6. Textiles</p>	<p>I am:</p> <ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Beginning to use simple weaving 	<p>I can:</p> <p>A - start to show patterns by simple weaving</p> <p>B - start to work glue fabric together to create new work</p> <p>B - start to learn how to use the simple tacking stitch</p> <p>C - Key vocabulary: textiles, fabric, weaving, woven</p>	<p>I can:</p> <p>A - create a simple pattern using weaving</p> <p>B - use sewing techniques such as a simple running stitch</p> <p>C - Key vocabulary: textiles, fabric, weaving, woven, placemat, loom, over, under, decoration.</p>	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p><u>KS1 Art and Design National Curriculum</u> To become proficient in other art, craft and design techniques - textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <p>A show pattern by weaving;</p> <p>B decorate textiles with glue or stitching, to add colour and detail;</p> <p>C use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>
<p>7. Printing</p>	<p>I can:</p> <ul style="list-style-type: none"> • Make rubbings showing a range of textures and patterns. • Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. • Produce simple pictures by printing objects. • Able to work from imagination and observation. • Imprint onto a range of textures - newspaper, coloured paper, plain paper, into clay and dough etc. • Print with block colours. 	<p>I can:</p> <p>A - start to copy an original print</p> <p>B - make marks in print with a variety of objects, including natural and made objects</p> <p>C - use different printing techniques e.g. monoprint, block, relief and resist printing and making rubbings.</p> <p>D - Key vocabulary: colour, shape, printing, objects.</p>	<p>I can:</p> <p>A - start to copy an original print with increasing accuracy</p> <p>B - make marks in print with a variety of objects, including natural and made objects with increasing skills</p> <p>C - use different printing techniques with increasing skill</p> <p>D - Key vocabulary: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p><u>KS1 Art and Design National Curriculum</u> To become proficient in other art, craft and design techniques - printing. To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <p>A copy an original print;</p> <p>B use a variety of materials, e.g. sponges, fruit, blocks;</p> <p>C demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p> <p>D use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>

<p>8. Works of other Artists</p>	<p>I can:</p> <ul style="list-style-type: none"> Describe a picture created by an artist. Experiment with a technique that an artist uses. 	<p>I can:</p> <p>A - begin to describe the work of a famous artists</p> <p>B - begin to share what I like about a piece of work.</p> <p>C - begin to explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p>C - begin to produce art work inspired from artists.</p> <p>D- Key vocabulary: use vocabulary above to discuss work of other artists</p>	<p>I am:</p> <p>A - beginning to describe the work of a famous artist and use key vocabulary</p> <p>B - begin to share what I like and dislike about a piece of work.</p> <p>C -exploring the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p>C - - developing my art work inspired from artists and begin to evaluate my own work.</p> <p>D- Key vocabulary: use vocabulary above to discuss work of other artists</p>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p><u>KS1 Art and Design National Curriculum</u></p> <p><i>To understand 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.</i></p> <p>Children can:</p> <p>A describe the work of famous, notable artists and designers;</p> <p>B express an opinion on the work of famous, notable artists;</p> <p>C use inspiration from famous, notable artists to create their own work and compare;</p> <p>D use key vocabulary to demonstrate knowledge and understanding of some notable artists' techniques.</p>
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Skills Progression in Key Stage 2

	Year 3	Year 4	Year 5	Year 6	By the end of KS2
Exploring and Developing Ideas	<ul style="list-style-type: none"> I can ask questions and make thoughtful observations about starting points and select ideas to use in my work I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them I can adapt my work according to my views and describe how I might develop it further I can ask questions and make thoughtful observations about starting points and select ideas to use in my work 	<ul style="list-style-type: none"> I can ask questions and make thoughtful observations about starting points and select ideas to use in my work I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them I can adapt my work according to my views and describe how I might develop it further I can collect images and information independently in a sketchbook I can use research to inspire drawings from memory and imagination I can use more specific colour language e.g. tint, tone, shade, hue I can refine and alter ideas and explain choices using an art vocabulary I can collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements 	<ul style="list-style-type: none"> I can ask questions and make thoughtful observations about starting points and select ideas to use in my work I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them I can adapt my work according to my views and describe how I might develop it further I can use a variety of source materials for my work I can create imaginative work from a variety of sources 	<ul style="list-style-type: none"> I can ask questions and make thoughtful observations about starting points and select ideas to use in my work I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them I can adapt my work according to my views and describe how I might develop it further I can demonstrate a wide variety of ways to make different marks with dry and wet media 	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><u>KS2 Art and Design National Curriculum</u> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> Review and revisit ideas in their sketchbooks; Offer feedback using technical vocabulary; Think critically about their art and design work; Use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Drawing	<ul style="list-style-type: none"> I can experiment with different grades of pencil and other implements I can plan, refine and alter my drawings as necessary I can draw for a sustained period of time at my own level I can use different media to achieve variations in line, texture, tone, colour, shape and pattern I can express and describe organic and geometric forms through different types of line. 	<ul style="list-style-type: none"> I am developing my skills of using different grades of pencil and other implements I can make informed choices in drawing inc. paper and media I can alter and refine drawings and describe changes using art vocabulary I can explore relationships between line and tone, pattern and shape, line and texture I can apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work 	<ul style="list-style-type: none"> I can make informed choices when using different grades of pencil and other implements I can draw in a sustained and independent way from observation, experience and imagination I can use a sketchbook to develop my ideas I can explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape I can extend and develop a greater understanding of applying expression when using line. 	<ul style="list-style-type: none"> I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape I can create shades and tints using black and white I have a knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. 	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p><u>KS2 Art and Design National Curriculum</u> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Painting	<ul style="list-style-type: none"> I can mix a variety of colours and know which primary colours make secondary colours I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc I can work confidently on a range of scales e.g. thin brush on small picture etc 	<ul style="list-style-type: none"> I can make and match colours with increasing accuracy I can choose paints and implements appropriately I can plan and create different effects and textures with paint according to what I need for the task 	<ul style="list-style-type: none"> I can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours I can control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. 	<ul style="list-style-type: none"> I can choose appropriate paint, paper and implements to adapt and extend my work I can carry out preliminary studies, test media and materials and mix appropriate colours I can show an awareness of how paintings are created (composition) 	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><u>KS2 Art and Design National Curriculum</u> To become proficient in painting techniques.</p>

	<ul style="list-style-type: none"> I have increasing skill and control when painting. Apply greater expression and creativity to own paintings. 	<ul style="list-style-type: none"> I am developing skill and control when painting. Paint with expression. Analyse painting by artists. 		<ul style="list-style-type: none"> I can use a range of visual effects such as filters, hues and painting over photographs I paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. 	<p><i>To improve their mastery of art and design techniques, including painting with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture	<ul style="list-style-type: none"> I can further develop my ability to describe and create 3D sculptures in a range of materials. I can plan a sculpture through drawing I can use recycled, natural and manmade materials to create sculptures I can develop skills in using clay including slips, etc 	<ul style="list-style-type: none"> I am developing my ability to describe and model form in 3D using a range of materials. I can analyse and describe how artists use and apply form in their work. I can plan a sculpture through drawing and other preparatory work I can use recycled, natural and manmade materials to create sculptures I can develop skills in using clay including slabs and slips, etc 	<ul style="list-style-type: none"> I can further extend my ability to describe and model form in 3D using a range of materials. I can plan a sculpture through drawing and other preparatory work I can use recycled, natural and manmade materials to create sculptures I can develop skills in using clay including slabs, coils, slips, etc 	<ul style="list-style-type: none"> I can express and articulate a personal message through sculpture. I can analyse and study artists' use of form. I can plan a sculpture through drawing and other preparatory work I can use recycled, natural and manmade materials to create sculptures I can develop skills in using clay including slabs, coils, slips, etc 	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><i>KS2 Art and Design National Curriculum</i> <i>To become proficient in sculpting techniques.</i> <i>To improve their mastery of art and design techniques, including sculpting with a range of materials.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Collage	<ul style="list-style-type: none"> Am I beginning to select and arrange materials to create an effect Am I beginning to ensure my work is more precise Am I beginning to use coiling, overlapping, tessellation 	<ul style="list-style-type: none"> I can choose collage or textiles as a means of extending work already achieved Can I select and arrange materials for a striking effect Can I ensure my work is precise Can I use coiling, overlapping, tessellation, mosaic and montage 	<ul style="list-style-type: none"> I can work on preliminary studies to test media and materials Can I explore mixing textures (e.g. rough and smooth, plain and patterned) Can I explore the combination of visual and tactile qualities 	<ul style="list-style-type: none"> Can I mix textures (e.g. rough and smooth, plain and patterned) Can I combine visual and tactile qualities Can I use ceramic mosaic materials and techniques 	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their own ideas through planning.</p> <p><i>KS2 Art and Design National Curriculum</i> <i>To improve their mastery of art and design techniques with a range of materials - collage.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Textiles	<ul style="list-style-type: none"> I am beginning to shape and stitch materials? I am beginning to use basic running stitch Am I beginning to create weavings 	<ul style="list-style-type: none"> I can shape and stitch materials? I can improve my running stitch skills I can create weavings I can choose collage or textiles as a means of extending work already achieved 	<ul style="list-style-type: none"> Am I beginning to show precision in techniques I can explore a range of stitching techniques Am I beginning to combine previously learned techniques to create pieces 	<ul style="list-style-type: none"> I can show precision in techniques? I can choose from a range of stitching techniques? I can combine previously learned techniques to create pieces 	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p><i>KS2 Art and Design National Curriculum</i> <i>To improve their mastery of art and design techniques with a range of materials - textiles.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

<p>Printing</p>	<ul style="list-style-type: none"> • I am beginning to use layers of two colours • I am beginning to print using a variety of materials • I am beginning to make more precise repeated patterns • I can talk about the processes used to produce a simple print • I can explore pattern and shape, creating designs for printing 	<ul style="list-style-type: none"> • I can use layers of two or more colours • I can replicate patterns observed in natural or built environments • I can make precise repeated patterns 	<ul style="list-style-type: none"> • I can build up layers of colours more confidently • I can create an accurate pattern, showing some detail • I can use a range of visual elements to reflect the purpose of the work 	<ul style="list-style-type: none"> • I can build up layers of colours effectively • I can create an accurate pattern, showing fine detail. • I can use a wide range of visual elements to reflect the purpose of the work. 	<p>Children have more opportunities to printing using a variety of objects and files. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p><i>KS2 Art and Design National Curriculum</i> <i>To improve their mastery of art and design techniques with a range of materials - printing.</i> Children can:</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; • use key vocabulary to demonstrate knowledge and understanding in this strand: Hammering, pattern, shape, tile, colour, arrange, collograph;
<p>Work of Other Artists</p>	<ul style="list-style-type: none"> • I am beginning to replicate some of the techniques used by notable artists, artisans and designers • I can create original pieces that are influenced by studies of others • I am beginning to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<ul style="list-style-type: none"> • Can I replicate some of the techniques used by notable artists, artisans and designers? • I can create original pieces that are influenced by studies of others • I am exploring the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<ul style="list-style-type: none"> • I am beginning to give details (including my own sketches) about the style of some notable artists, artisans and designers • I am beginning to show how the work of those studied was influential in both society and to other artists • AI am beginning to create original pieces that show a range of influences and styles • I am developing a deeper understanding of the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<ul style="list-style-type: none"> • I can give details (including my own sketches) about the style of some notable artists, artisans and designers • I can show how the work of those studied was influential in both society and to other artists • I can create original pieces that show a range of influences and styles 	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p><i>KS2 Art and Design National Curriculum</i> <i>To learn about great artists, architects and designers in history.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • give detailed observations about notable artists', artisans' and designers' work; • offer facts about notable artists', artisans' and designers' lives; • use key vocabulary to demonstrate knowledge and understanding of some notable artists' techniques. Identifying some artists by their style and palette choices.
<p>Digital Art</p>	<ul style="list-style-type: none"> • I am beginning to create images, videos and sound recordings and explain why they were created? 	<ul style="list-style-type: none"> • I can create images, videos and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • I am beginning to enhance digital media by editing (including sound, animation, still images and installations) 	<ul style="list-style-type: none"> • I can manipulate digital images using a range of editing tools in appropriate software to convey a specific mood • I can use a wide range of techniques in taking and manipulating photographs to suit a particular purpose within a wider project 	<p>Also see computing curriculum</p>