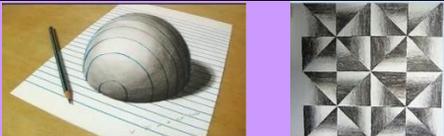
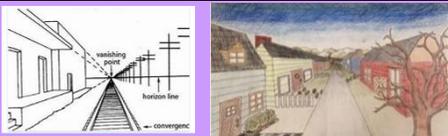


Be Creative			
Reception	KS1	KS2	UKS2
<p>Experience purposeful mark making with different materials: crayons, felt tips, pastels, chalks, pencils etc.</p> <p>Experiment with mark making with different implements: fingers, tools, different brushes, twigs, cotton buds etc.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning refining ideas and developing their ability to represent them.</p>	<ul style="list-style-type: none"> Given a starting point, explores their ideas and records their experiences. (1) Is curious about different materials; tries things out.(1) Explores their ideas and record their experiences(2) Uses a range of materials creatively. (2) 	<p>Begins to record initial ideas and observations in their sketchbook.(3)</p> <p>Begins to develop ideas by experimenting with different media and materials, often following a suggested line of enquiry.(3)</p> <p>Uses a sketchbook to record initial ideas and observations.(4)</p> <p>Develops ideas by experimenting with different media and materials, sometimes following their own line of enquiry(4)</p>	<p>Begins to use their sketchbook to record ideas and make observations, gathering inspiration from different sources [e.g. the internet, observational drawing, magazines](5)</p> <p>Begins to develop and elaborate on their initial ideas, showing signs of a unique style.(5_</p> <p>Uses their sketchbook to record ideas and make observations, gathering inspiration from different sources [e.g. uses viewfinders, their imagination and music](6)</p> <p>Develops and elaborates on their initial ideas, showing signs of a unique style(6)</p>
Becoming Proficient			
RECEPTION	KS1	LKS2	UKS2
<p>Hold pencil correctly.</p> <p>Experience purposeful mark making with different materials: crayons, felt tips, pastels, chalks, pencils etc.</p> <p>Experiment with mark making with different implements: fingers, tools,</p>	<p>Show some control in the art work they produce [e.g. a drawing fits the page, colour stays inside the lines. (1)</p> <p>Is aware of variations produced by changing tools or technique e.g. makes thin and thick lines and marks, light and dark tones. (1)</p> <p>Makes simple choices in the art they produce e.g. choose a sensible brush</p>	<p>Begin to choose from techniques they have learnt to communicate meaning [e.g. uses crayon rather than felt-tip to create a light-blue sky] (3)</p> <p>Begins to add detail to their artwork through the use of colour, pattern, texture, line, shape, form and space [e.g. not all grass is the same green]</p>	<p>Begins to make choices in their art work, demonstrating an awareness of purpose [e.g. smudging techniques create a ghostly figure](5)</p> <p>Begins to refine their artwork through use of more intricate detail [e.g. use of foreground and background in drawing and painting](5)</p>

<p>different brushes, twigs, cotton buds etc. Create collaboratively, sharing ideas, resources and skills. Experience purposeful mark making with different materials: crayons, felt tips, pastels, chalks, pencils etc. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning refining ideas and developing their ability to represent them.</p>	<p>thickness, uses realistic and bizarre colours.(2) Knows a wide range of techniques using colour, pattern, texture, line, shape, form and space. (2)</p>	<p>Chooses from techniques they have been taught to communicate meaning [e.g. uses thicker paint to create a choppy sea] (3) Adds detail to their artwork through the use of colour, pattern, texture, line, shape, form and space [e.g. textures are added to the surface of clay models](4) Chooses from techniques they have been taught to communicate meaning. (4)</p>	<p>Makes choices in their art which show an awareness of their purpose [e.g. mixes colour to create a particular atmosphere; selects media for its specific qualities](6) Refine their artwork through use of more intricate detail [e.g. shading demonstrates the effect of light](6)</p>
---	---	---	---

DRAWING			
REC	KS 1	LKS2	UKS2
			
<p>Hold pencil correctly.</p> <p>Experience purposeful mark making with different materials: crayons, felt tips, pastels, chinks, pencils etc.</p> <p>Experiment with mark making with different implements: fingers, tools, different brushes, twigs, cotton buds etc.</p> <p>Talk about what they have produced describing techniques and media used.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Use drawing to accurately communicate visual information e.g. an observational drawing of a plant (A1) (S1)</p> <p>Draw lines of different shapes and thickness. (A1)</p> <p>Experiment with different media – charcoal, pencil, felt tips, rubbers, pens, pastels (A1)</p> <p>Identify and create different tones using dark and light.</p> <p>Show patterns and texture in drawings (hatching, stippling, scribbling and blending) to create dark and light lines.</p> <p>Create patterns using repetition</p>	<p>Use a sketchbook to record what they see and collect, recording new processes and techniques. Use to plan and develop ideas. (SP1)</p> <p>Show an awareness of objects having a third dimension and perspective. (SP1)</p> <p>Show patterns and texture in drawings (hatching, stippling, scribbling and blending) to create dark and light lines.</p> <p>Use different drawing media to achieve variations in line, texture, tone, colour, shape and pattern (e.g. charcoal, pen).</p> <p>Experiment with different grades of pencils and other media.</p> <p>Refine and alter their drawings as necessary.</p> <p>Explore patterns and artists who use pattern</p> <p>Create patterns using rotation, symmetry and reflection</p> <p>Create a pattern using stencils</p>	<p>Use sketchbooks to collect and record visual ideas and use them to plan a piece of artwork. (SP2,) (A1)</p> <p>Work in a sustained way to create a detailed drawing when working from observation. (SP2,) (A1)</p> <p>Develop simple perspective using a single focal point and horizon. (A1)</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop an awareness of composition, scale and proportion in their drawings.</p> <p>Explore the potential properties of line, tone, pattern, texture, colour and shape.</p>

PAINTING			
REC	KS1	LKS1	UKS2
<p>Experience purposeful mark making with different materials: crayons, felt tips, pastels, chalks, pencils etc.</p> <p>Experiment with mark making with different implements: fingers, tools, different brushes, twigs, cotton buds etc.</p>	 <p>Use primary colours to mix secondary colours, predicting outcome. (A2)</p> <p>Use primary colours to create brown. (A2)</p> <p>Create a colour wheel with secondary colours. (A2)</p> <p>Understand colour temperature. (A2)</p> <p>Understand complementary and harmonious colours. (A2)</p> <p>Use both thick and thin brushes. (A2)</p> <p>Y2</p> <p>Mix tertiary colours, predicting outcome. (S1)</p> <p>Create a colour wheel with secondary and tertiary colours. (S1)</p> <p>Make tints by adding white. (S1)</p> <p>Make tones by adding black. (S1)</p> <p>Understand foreground and back ground. (A2)</p> <p>Create different effects and textures with paint according to what they need for the task. (S1)</p>	 <p>Mix shades and tones to match colours with accuracy (3,4) (A2)</p> <p>Understand purity or intensity of a colour – saturation (A1)</p> <p>Experiment with different effects in watercolour – washes, wet on wet, wet on dry, runs. (A2)</p> <p>Vary brush size for effect within a painting. (A2) (A1)</p> <p>Y4</p> <p>Understand lightness and darkness of colour (A1)</p> <p>Use light and dark within a painting and show understanding of complementary colours. (A1)</p> <p>Experiment with different effects and textures with paint (stippling, dry brush, washes etc.) (A2)</p> <p>Develop a painting from a drawing. (A1 C1)</p> <p>check (SP1)</p>	 <p>Mix shades and tints to create a monotone painting. (potential A1)</p> <p>Demonstrate a secure knowledge of primary, secondary, tertiary, warm and cool, complementary and harmonious colours. (SP1) (S1)</p> <p>Experiment with different effects and textures – thickened paint, blocking in colour and washes. (SP1)</p> <p>Create preliminary studies to test media and materials. Start to develop their own style using tonal contrast and mixed media.</p> <p>Y6</p> <p>Apply their knowledge of colour theory to mix colours, shades and tones with confidence. (SP 1) (SP1)</p>

PRINTING			
REC	KS1	LKS2	UKS2
<p>Experiment with mark making with different implements: fingers, tools, different brushes, twigs, cotton buds etc. Talk about what they have produced describing techniques and media used. Return to and build on their previous learning refining ideas and developing their ability to represent them.</p>	 <p>Explore and create different patterns by choosing appropriate objects to create effect (SP1) Explore pattern and shape by using techniques such as layering (SP1) Carry out different printing techniques, including mono printing, block printing and resist printing. (SP2)</p>	 <p>Create printing blocks using a relief/ impressed (carving into a printing block e.g. polystyrene, vegetables etc. (S1) Develop mono-printing techniques (the process of making a print using stencils)- additive and subtractive. (S1) Work into prints once they are dry with a range of media e.g. crayons, colour pens and pencils etc. (S1) Begin to understand what positive and negative shapes are. (S1) Use printing to create a pattern. Design a pattern for a particular purpose.</p>	 <p>Create printing blocks using a relief/ impressed collagraphs (sticking onto a printing block and blotted line technique, screen print method. (S1) Apply more than one colour to a print. (S1) Apply experience of working into prints with a range of media as well as experience printing on fabric and embroider onto a print. (S1) Refer to the positive and negative spaces of their print. (S1)</p>

SCULPTURE			
REC	KS1	LKS2	UKS2
<p>Experiment with mark making with different implements: fingers, tools, different brushes, twigs, cotton buds etc. Create collaboratively, sharing ideas, resources and skills.</p>	 <p>Manipulate materials (mostly clay) for a variety of purposes e.g. pots, models, textured relief. Impress and apply simple decoration techniques; impressed, painted, applied. Select the most appropriate tools and equipment and use them with increasing confidence.</p> 	  <p>Experience working in relief (remains attached to a solid e.g. clay tile is relief) and freestanding (finished on all sides e.g. clay thumb pot). Recognise sculptural forms in the environment Join pieces of clay using scoring, blending and slip. Explore different ways of finishing work: vanish, paint or shoe polish and varnish. (SP1) Explore ideas for a 3d piece of work using sketch books to draw and annotate their ideas. (SP1) Show an awareness of texture, shape and form by using clay to create an image in 3d form. (SP1) Add colour once the clay has dried</p>	 <p>Model and develop work through a combination of pinch, slab, and coil. As well as cutting, shaping and impressing patterns. Join clay effectively using scoring, blending and slip. Work around armatures (e.g. a wire frame or letting clay slabs dry over objects like tubes to create interesting shapes). Combine medias to create a sculpture (e.g. incorporate glass pebbles). Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish and select the method most appropriate for the purpose. Demonstrate experience in relief (remains attached to a solid e.g. clay tile is relief) and freestanding (finished on all sides e.g. coil pot) work.</p>

COLLAGE			
			
REC	KS1	LKS2	UKS2
<p>Experiment with mark making with different implements: fingers, tools, different brushes, twigs, cotton buds etc.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Can fold, crumple, tear and overlap materials (S2)</p> <p>Can select the most appropriate adhesive to use (S2)</p> <p>Can embellish a basic collage using a range of media (S2)</p> <p>Selects resources for their collage based on the suitability of the colour, shape, texture and pattern suiting the purpose. (S2)</p> <p>Cut and tear materials with some accuracy. (S2)</p>		<p>Sticks with increasing accuracy, exploring overlap, mosaic or overlay</p> <p>Experiments with the surface of materials by; crumpling, creasing, folding, pleating, scoring, tearing, fraying etc</p> <p>Creates own collage choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern. Accurately cuts complex shapes.</p> <p>Draws on previous experiences to decide how to manipulate the surface of a material to achieve a desired outcome e.g. change to textures or colour.</p> <p>Decide how to arrange the materials in order to create a desired effect and sticks with accuracy.</p>
Evaluate and analyse			
REC	KS1	LKS2	UKS2
<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning</p>	<p>Suggest differences and similarities in their own and others artwork, sharing what they think and feel about it. (1)</p> <p>Say how their artwork is like that of an artist, designer or craft maker they have explored.(1)</p>	<p>Begin to describe their own and others artwork, using this to adapt and improve ideas.(3)</p> <p>Describe their own and others artwork, using this to adapt and improve ideas.(4)</p>	<p>Begin to compare and contrast their own and others artwork, using this to adapt, improve and refine ideas.(5)</p> <p>Compare and contrast their own and others artwork, using this to adapt, improve and refine(6)</p>

<p>refining ideas and developing their ability to represent them.</p> <p>Talk about what they have produced describing techniques and media used.</p>	<p>Describes the differences and similarities between different practises and disciplines.(2)</p> <p>Make links between the art they learn about and their own work.(2)</p>		
---	---	--	--