



Art Progression: EYFS and Key Stage 1



	Nursery	Reception	Year 1	Year 2
Use a range of materials to design and make products	<p>I can use various construction materials. (EAD 30-50)</p> <p>I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces (EAD 30-50)</p> <p>I can join construction pieces together to build and balance (EAD 30-50)</p>	<p>I can construct with a purpose in mind, using a variety of resources. (EAD 40-60)</p> <p>I can select tools and techniques needed to shape, assemble and join materials I am using. (EAD 40-60)</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (EAD ELG)</p> <p>I can handle equipment and tools effectively, including pencils. (PD ELG)</p>	<p>I can explore a range of mediums and discover their range of effects when designing and making a product.</p> <p>I can investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thin card to understand the difference between 2D and 3D.</p>	<p>I can investigate different methods of designing; including drawing, investigating, evaluating and discussing to decide on methods, materials and processes.</p> <p>I can use a range of mediums to design products and decide on a preference.</p> <p>I can experiment with an increasingly wider range of materials to design and make products with control.</p>

	Nursery	Reception	Year 1	Year 2
Use drawing, painting, and sculpture to develop and share ideas, experience and imagination.	<p>I can sometimes give meaning to marks as I draw and paint. (Writing 30-50)</p> <p>I can ascribe meanings to marks that I see in different places. (Writing 30-50)</p> <p>I can draw lines and circles. (PD 30-50)</p> <p>I can hold a pencil between my thumb and two fingers, I no longer use a whole-hand grasp. (PD 30-50)</p>	<p>I can create simple representations of events, people and objects. (BI 40-60)</p> <p>I show a preference for a dominant hand. (PD 40-60)</p> <p>I can choose particular colours to use for a purpose. (BI 40-60)</p>	<p>I can share ideas about what art is and where it can be found.</p> <p>I can work as part of a group to create a piece of work and also create art work independently.</p>	<p>I can observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist's work.</p> <p>I can make art individually and collaboratively, sharing ideas for design, technique and use of materials.</p>



	<p>I can sometimes give meaning to marks as I draw and paint. (Writing 30-50)</p> <p>I can capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. (BI 30-50)</p>	<p>I can give meaning to marks they make as I draw and paint. (Writing 40-60)</p> <p>I can represent my own ideas, thoughts and feelings through art. (BI ELG)</p>	<p>I am learning to draw from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p>	<p>I am developing my ability and understanding of drawing from imagination, observation and memory to design things, record observations, tell stories and express thought and feelings to others.</p>
	<p>I understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects. (EAD 30-50)</p> <p>I can show an interest in shape and space by playing with shapes or making arrangements with objects. (Maths 30-50)</p> <p>I can show awareness of similarities of shapes in the environment. (Maths 30-50)</p> <p>I can show interest in shape by sustained construction activity or by talking about shapes or arrangements. (Maths 30-50)</p> <p>I can show an interest in shapes in the environment. (Maths 30-50)</p> <p>I can use shapes appropriately for tasks. (Maths 30-50)</p>	<p>Uses familiar objects and common shapes to create and recreate patterns and build models. (Maths 40-60)</p> <p>I can explore characteristics of everyday objects and shapes. (Maths ELG)</p>	<p>I can create representations of real life objects using a range of shapes.</p>	<p>I can confidently use a range of shapes within my artwork to realistically represent objects.</p>

	Nursery	Reception	Year 1	Year 2
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<p><u>Collage:</u></p> <p>I can begin to be interested in and describe the texture of things. (EAD 30-50)</p> <p>I can use one-handed tools and equipment, e.g. to make snips in paper with child scissors. (PD 30-50)</p>	<p><u>Collage</u></p> <p>I can manipulate materials to achieve a planned effect. (EAD 40-60)</p> <p>I understand that different media can be combined to create new effects. (EAD 40-60)</p> <p>I can select tools and techniques needed to shape, assemble and join materials I am using. (EAD 40-60)</p> <p>I can use simple tools to effect changes to materials. (PD 40-60)</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD ELG)</p> <p>I can represent my own ideas, thoughts and feelings through design and technology, art. (BI ELG)</p> <p>I can explore characteristics of everyday objects and shapes. (SSM ELG)</p> <p>I can handle equipment and tools effectively, including pencils. (PD ELG)</p>	<p><u>Collage:</u></p> <p>I understand what a collage is,</p> <p>I can learn how to make collage pictures by cutting, tearing and sticking varied papers and materials to a background.</p> <p>I can sort and group materials for different purposes in different ways/shapes, i.e. texture, colour, triangles etc.</p>	<p><u>Collage:</u></p> <p>I can experiment with a range of media (paper, magazines, fabric, photocopies, crepe paper) to create a variety of images.</p> <p>I can arrange and glue materials to a variety of backgrounds.</p> <p>I know how to cut shapes accurately to create different shapes needed for the content of the collage.</p> <p>I am beginning to experiment with texture by folding, crumpling, tearing and overlapping materials.</p>
	<p><u>Drawing:</u></p> <p>I can hold my pencil near to the point between first two fingers and thumb and use it with good control.</p>	<p><u>Drawing:</u></p> <p>I can use a pencil and hold it effectively. (PD 40-60)</p>	<p><u>Drawing:</u></p> <p>I can hold and use a range of drawing tools such as pencils, crayons, pens and chalk with some dexterity and control to</p>	<p><u>Drawing:</u></p> <p>I can experiment with an extended variety of drawing tools. (Graded pencils, rubbers, crayons, pastels, felt</p>

	<p>(PD 30-50)</p> <p>I can explore colour and how colours can be changed. (EAD 30-50)</p>	<p>I can explore what happens when I mix colours. (EAD 40-60)</p> <p>I can experiment to create different textures. (EAD 40-60)</p> <p>I can create simple representations of events, people and objects. (BI 4-60)</p> <p>I can give meaning to marks I make as I draw, write and paint. (Writing 40-60)</p> <p>I can use simple tools and techniques competently and appropriately. (EAD 40-60)</p>	<p>investigate marks.</p> <p>I can draw lines of different thickness.</p> <p>I can use line and shapes to represent objects seen, remembered or imagined.</p> <p>I can investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p>I can draw lines and shapes on different surfaces. (textured/coloured/different sizes)</p>	<p>tips, chalk, charcoal, chalk etc.)</p> <p>I can create both large and small scale observational drawings of natural and man-made objects.</p> <p>I can use a view finder to focus on a particular area of an object.</p> <p>Exploring the meaning of light and dark tones using different grades of pencil</p> <p>I can experiment with creating a range of texture/patterns using a variety of different marks/lines.</p>
	<p><u>Painting:</u></p> <p>I realise that tools can be used for a purpose. (EAD 30-50)</p> <p>I understands that I can use lines to enclose a space, and then begin to use these shapes to represent objects. (EAD 30-50)</p> <p>I can identify that different tools can be used to apply paint, including fingers and natural resources.</p>	<p><u>Painting:</u></p> <p>I can explores what happens when I mix colours. (EAD 40-60)</p> <p>I can use simple tools and techniques competently and appropriately. (EAD 40-60)</p> <p>I can select appropriate resources and adapt work where necessary. (EAD 40-60)</p> <p>I can experiment to create different textures. (EAD 40-60)</p> <p>I can explore using a wider range of materials to apply paint; brushes, cotton buds, sticks with a range of sizes.</p> <p>I can handle tools, objects, construction</p>	<p><u>Painting:</u></p> <p>I can hold a brush correctly and clean it before changing colours.</p> <p>I can use a variety of painting tools including brushes, sponges, cotton buds etc. for effect.</p> <p>I can create different textures with my painting tool. E.g dabbing, smoothing, washing, stippling etc.</p> <p>I can name the 3 primary colours.</p> <p>I am beginning to mix primary colours to make secondary colours.</p>	<p><u>Painting:</u></p> <p>I can name different types of paint.</p> <p>I can use a wider range of brushes. Different sizes, different types.</p> <p>I can use colours with a purpose to represent real life ideas and objects.</p> <p>I can add different materials to paint to produce different textural effects e.g. water, sand, glitter, sawdust, plaster, glue etc.</p> <p>I can use white and black paint to create tones of colours (tint and shade).</p>

		<p>and malleable materials safely and with increasing control. (PD 40-60)</p> <p>I can show a preference for a dominant hand. (PD 40-60)</p>		
	<p><u>Sculpture:</u></p> <p>I can use various construction materials. (EAD 30-50)</p> <p>I am beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (EAD 30-50)</p> <p>I can join construction pieces together to build and balance. (EAD 30-50)</p>	<p><u>Sculpture:</u></p> <p>I can select tools and techniques needed to shape, assemble and join materials I am using. (EAD 40-60)</p> <p>I can handle tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60) (Play Dough, plasticine and wet sand)</p> <p>I can manipulate materials to achieve a planned effect. (EAD 40-60)</p> <p>I can construct with a purpose in mind, using a variety of resources. (EAD 40-60)</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD ELG)</p> <p>I can represent my own ideas, thoughts and feelings through design and technology, art. (BI ELG)</p> <p>I can explore characteristics of everyday</p>	<p><u>Sculpture:</u></p> <p>I can manipulate malleable materials in a variety of ways including rolling, cutting, pinching and kneading.</p> <p>I can create 3D models by constructing and joining recycled/ natural/manmade/junk materials to represent an object/idea.</p> <p>I can experiment in building temporary sculpture using stones, sand, sticks, leaves and other natural objects.</p>	<p><u>Sculpture:</u></p> <p>I can create sculpture using clay.</p> <p>I am beginning experiment with changing the surface texture of a malleable material by impressing and carving.</p> <p>I can manipulate and model materials such as clay to represent a design.</p> <p>I can use clay to create a simple functional form such as a pinch pot.</p>



		<p>objects and shapes. (SSM ELG)</p> <p>I can handle equipment and tools effectively, including pencils. (PD ELG)</p>		
	<p><u>Printing:</u></p> <p>I can show an interest in shape and space by playing with shapes or making arrangements with objects. (Maths 30-50)</p>	<p><u>Printing:</u></p> <p>I can use familiar objects and common shapes to create and recreate patterns and build models. (Maths 40-60)</p> <p>I can choose particular colours to use for a purpose. (BI 40-60)</p> <p>I can print with found objects e.g. leaves, sponges, corks, building shapes, hands and feet.</p> <p>I can explore using a wider range of materials to apply paint; brushes, cotton buds, sticks with a range of sizes.</p> <p>I can select appropriate resources and adapt work where necessary. (EAD 40-60)</p> <p>I can experiment creating different textures. (EAD 40-60)</p> <p>I can use simple tools to effect changes to materials.(PD 40-60)</p>	<p><u>Printing:</u></p> <p>I can print with a range of hard and soft materials. E.g. corks, domino, pen lid, sponge, flower, feather, fruits/vegetables etc.</p> <p>I can print simple repeating patterns and recognise patterns in the environment.</p> <p>I can find out how to print by loading an object with paint and applying it to a surface</p> <p>I can create prints by taking rubbings from a range of interesting surfaces/textures.</p> <p>I can explore light and dark prints e.g. white paint onto black paper.</p>	<p><u>Printing:</u></p> <p>I can apply ink to a shape or surface to experiment with printing and be able to produce a clean printed image by improving the quality and placement of the printing tool.</p> <p>I can use rubbings to explore different textures/patterns and then use this to inform my print.</p> <p>I can design and build more intricate/detailed repeated patterns.</p> <p>I can explore simple mono-printing by applying paint/ink to a surface, removing some of the ink to create a pattern/motif and then placing paper over the top to transfer the ink.</p> <p>I can explore with different ways of transferring ink from printing plate to surface such as press, roll, rub and stamp.</p>
	<p><u>Textiles:</u></p> <p>I am beginning to be interested in and describe the texture of things. (EAD 30-50)</p>	<p><u>Textiles:</u></p> <p>I can manipulate materials to achieve a planned effect. (EAD 40-60)</p> <p>I can safely use and explore a variety of materials, tools and techniques,</p>	<p><u>Textiles:</u></p> <p>I can begin to identify different forms of textiles.</p> <p>I am beginning to cut and shape</p>	<p><u>Textiles:</u></p> <p>I can experiment with manipulating fabrics before weaving for effect. E.g plaiting, twisting, cutting, fraying and</p>

	<p>experimenting with colour, design, texture, form and function. (EAD ELG)</p> <p>I can constructs with a purpose in mind, using a variety of resources. (EAD 40-60)</p> <p>I can selects tools and techniques needed to shape, assemble and join materials I am using. (EAD 40-60)</p> <p>I can manipulate materials to achieve a planned effect. (EAD 40-60)</p> <p>I understand that different media can be combined to create new effects. (EAD 40-60)</p> <p>I can uses familiar objects and common shapes to create and recreate patterns and build models. (SSM 40-60)</p>	<p>fabric/threads using scissors.</p> <p>I can decorate/embellish fabric by sticking a range of textile products/shapes.</p> <p>I can add additional decoration to my textile products by sticking buttons, beads, feathers, ribbon etc.</p> <p>I understand what weaving is and can experiment with weaving using a range of media E.g. strips of paper/card/fabrics/natural resources.</p>	<p>knotting.</p> <p>I can choose fabrics and threads based on their colour, texture and shape.</p> <p>I can thread a needle. (large eyes)</p> <p>I am beginning to use a running stich to join two pieces of material together.</p>
--	--	--	---



	Nursery	Reception	Year 1	Year 2
The work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and discipline, and making links to their own work.	I know what an artist is.	I know the names of some artists and I can talk about what I like and dislike in their work.	I know the names of some artists and can talk about their work describing how it makes me feel and whether I like it.	I can discuss and describe the work of notable artists, artisans and designers and begin to recognise different techniques within their work including drawing, collage, painting, use of ICT etc.
	I can talk about the works of an artist.	I can begin to create a piece of art in the style of an artist.	I can create a piece of art in the style of an artist.	I can use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the artwork.



--	--	--	--	--

Art Progression: Key Stage 2

Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.

- I can use my sketchbook as a working document which develops throughout a unit of work and inspires/informs my artwork.
- I can use my sketchbook to explore and experiment with previously taught or new skills and techniques.
- I can comment on both my own and other artists' work/skills/techniques, explaining what I like and dislike and through exploration and experimentation begin to adapt skills/techniques/effects.

	Year 3	Year 4	Year 5	Year 6
--	---------------	---------------	---------------	---------------



Improve mastery of art & design techniques

Collage:

I can select and arrange colours/materials for a purpose.

I can refine my collage as I go to ensure precision.

I can experiment with a range of techniques such as tearing, overlapping, folding, crumpling, tearing, fraying and layering to create images.

I can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose.

Collage:

I can select and arrange materials/textures/colours for a purpose and justify my choices.

I can confidently manipulate materials to create an intended texture or effect.

I can experiment with creating mood, feeling, movement and areas of interest using different media.

Collage:

I can add collage to a painted, printed or drawn background.

I can create textures to combine visual and tactile qualities.

I can create real-life or abstract proportions when creating collage.

Collage:

I can make effective and exciting choices when creating textures to combine visual and tactile qualities.

I can select and use a variety of art resources to assemble and represent a surface or thing e.g. water

I can embellish a collaged surface using a variety of techniques, including drawing, painting and printing

Drawing:

I can understand that objects can be three dimensional and can draw from different viewpoints (above, below, front, back)

I can choose and use from a wide range of drawing tools with control and dexterity.

I can experiment with different grades of pencil and other implements to achieve variations in tone.

I can apply tone in a drawing in a simple way.

Drawing:

I can draw for a sustained period of time.

I can create textures with a wide range of drawing implements and apply a simple use of texture in drawings.

I am beginning to use pen and ink to draw.

I can further develop my use of light/dark tones within my drawing to create a realistic representation.

I can develop skills of hatching and cross hatching to explore three dimensional work.

Drawing:

I can select appropriate materials for a task (drawing media, surface etc.)

I can develop close observational skills and work on sustained, independent, detailed drawings.

I can show an awareness of composition, scale and proportion i.e. foreground, middle ground, background.

I can explore colour mixing and blending techniques with graphite and coloured pencils.

Drawing:

I can use both wet and dry media to make different marks, lines, patterns, textures and shapes.

I am starting to develop my own drawing style.

I can express my ideas and observations by responding to advice from others to refine my artwork.

I can confidently convey tonal qualities in response to light and



	<p>Experiment with create surface textures.</p> <p>I can use my sketchbook to plan and develop ideas, gather evidence and investigate techniques and effects.</p>	<p>I can draw in proportion.</p> <p>I can refer to previous work in my sketchbook to explore, refine, develop and revisit ideas and techniques.</p>	<p>I can draw from imagination and memory to begin to design and illustrate.</p> <p>I can begin to develop accuracy and expression in their drawings including the human figure.</p>	<p>dark, shadows and well-lit areas</p> <p>I am learning to make a distinction between a working sketch and a drawing.</p> <p>I can draw from imagination and memory to design and illustrate.</p> <p>I can use accuracy and expression in my drawings including the human figure.</p>
	<p>Painting:</p> <p>I can identify colours needed in my artwork and effectively mix different tones of secondary colours for a purpose.</p> <p>I can experiment different ways to apply paint to a surface e.g. splashing, scratching, dotting, blowing, layering etc.</p> <p>I can use different types of brushes for specific purposes</p> <p>I can make comparison between different types of paint (thin/thick) and their properties through exploration in my sketchbook.</p>	<p>Painting:</p> <p>I can select which type paint to use, justifying my choices.</p> <p>I can match and mix primary and secondary colours to make tertiary colours effectively.</p> <p>I can experiment with effects and textures that I can create using paint and use these with intent in my work.</p> <p>I can understand how artists use warm and cool colour to express a mood in their work</p> <p>I am beginning to understand that a colour wheel can be used to find complimentary, harmonious, contrasting and monochromatic colour combinations.</p>	<p>Painting:</p> <p>I can paint using different scales. E.g. selecting thinner brushes when working on a smaller picture.</p> <p>I can read and use a colour wheel when creating artwork to identify and select colours for effect.</p> <p>I can show the effect of light and shadow, texture and tone on natural and manmade objects</p> <p>I can use colour to express mood and feelings within my work.</p> <p>I can confidently use a variety of paints, surfaces and painting tools.</p>	<p>Painting:</p> <p>I can select and use appropriate materials and media for a purpose/effect.</p> <p>I can use acrylic paints and apply paint to board or canvas using palette knives, pieces of card, sponges and rags.</p> <p>I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <p>I can create large and small- scale work showing controlled techniques and the influences of different artists.</p> <p>I can select and work skilfully with a limited palette, making informed</p>



				choices about the colours I use.
	<p><u>Sculpture:</u></p> <p>I can plan, design, shape and form models from observation or imagination</p> <p>I can model over an armature such as rolled/scrunched newspaper paper, masking tape/parcel tape, with Papier Mache/Mod Roc to create a simple 3D object.</p> <p>I can identify changes I might make or how my work could be developed further.</p> <p>I know the difference between malleable and rigid materials.</p> <p>I can discuss my own work and work of other sculptors including a range of great artists, architects and designers in history.</p>	<p><u>Sculpture:</u></p> <p>I can plan a sculpture through drawing and other preparatory work such as investigating different joins. (score and slip, smoothing coils) and exploring the creation of texture/pattern/carving.</p> <p>I can produce clay ware using either a pinch/slab or coil technique.</p> <p>I can join clay using a slip.</p> <p>Create surface patterns and textures in a malleable material.</p> <p>Adapt work as and when necessary.</p> <p>I can discuss my own work and work of other sculptors including great artists, architects and designers in history, to identify modifications and opportunities for further development.</p>	<p><u>Sculpture:</u></p> <p>I can shape, form, model and construct from observation and imagination. Adapting work where necessary and being able to explain why.</p> <p>I can experience combining pinch, slabbing and coiling to produce end pieces.</p> <p>I can create my own wire armature to build a sculpture upon.</p> <p>I can develop understanding of different ways of finishing work: glaze, paint, polish, collage</p> <p>I can use sketchbooks to plan a sculpture through drawing and use the sketch book to plan how to join parts of the sculpture</p> <p>I can explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them.</p> <p>I can use language appropriate to skill and technique.</p>	<p><u>Sculpture:</u></p> <p>I can make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas and feelings</p> <p>I can demonstrate experience in relief and freestanding work using a range of media.</p> <p>I can work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>I can solve problems as they occur.</p> <p>I continue to confidently use sketchbooks to collect and record visual information from different sources and I can annotate work in sketchbook.</p> <p>I can use language appropriate to skill and technique.</p>
	<p><u>Printing:</u></p> <p>I can refine my mono-printing</p>	<p><u>Printing:</u></p> <p>I can use a drawing/sketch to inspire my</p>	<p><u>Printing:</u></p> <p>I can confidently create both</p>	<p><u>Printing:</u></p> <p>I can demonstrate experience in a</p>

	<p>techniques by making controlled marks/patterns/motifs directly onto an ink block to remove ink, before placing paper on top to transfer the ink.</p> <p>I can press/roll a range of materials to create textures/negative space on an ink block before placing paper on top to transfer the ink.</p> <p>I am beginning to widen my monoprinting skills by using an inked block and drawing onto the back of paper controlling line and tone using tools or pressure.</p>	<p>print.</p> <p>I can develop my polystyrene block printing technique by applying printing ink to the printing plate.</p> <p>I can print using two colour overlays.</p> <p>I can cut away parts of the printing plate to emphasise certain features and create visual effects.</p> <p>I can demonstrate experiences of printing onto fabric.</p>	<p>impressed/engraved prints and relief prints e.g. using card, string, wool</p> <p>I can recognise what skills/techniques make an effective print.</p> <p>I can create prints with three coloured overlays.</p> <p>I can describe techniques and processes</p> <p>I can make informed choices about the colours, space, lines and textures in my print.</p>	<p>range of printmaking techniques.</p> <p>I can master my preferred printing technique(s) to create striking visual effect.</p> <p>I can work into prints with a range of media. E.g. pens, pencils, paints and embellishments.</p> <p>I can explore new techniques such as lino printing and screen printing.</p>
	<p><u>Textiles:</u></p> <p>I begin to colour fabric using natural dyes, onion skins, tea, coffee etc.</p> <p>I can experiment with resist pastes (flour and water) when dyeing fabric.</p> <p>I can refine my running stitch when decorating textiles by joining pieces of fabric together. (Smaller eyed needles)</p> <p>I can secure a stitch when I am finished to prevent it from coming undone.</p>	<p><u>Textiles:</u></p> <p>I can use fabric dyes to colour fabric which I will use within creative pieces.</p> <p>I can print onto fabric using mono-printing/block printing.</p> <p>I can embellish my fabric using sewing skills to attach beads, buttons etc.</p> <p>I am beginning to experiment using a basic cross-stitch/back stitch.</p> <p>I can use appliqué techniques to attach</p>	<p><u>Textiles:</u></p> <p>I can explore other ways of colouring fabric such as tie dye or dip dye.</p> <p>I can explore fastenings and recreate some within my own work. e.g. sew on buttons and make loops</p> <p>I can embellish using more advanced stitching and appliqué techniques</p> <p>I can refine weaving techniques to create a closely knit/tight weave in order to</p>	<p><u>Textiles:</u></p> <p>I can skilfully design shapes, tie-dyes, batiks and prints for a specific outcome.</p> <p>I can explore specialised techniques such as batik and felt making.</p> <p>I can combine previously learned techniques to create unique pieces.</p> <p>I can use different grades of thread and needles.</p>



		smaller pieces of fabric, ribbon, textiles for decorative effects.	create my own textile.	I can experiment with a range of media to overlap and layer in order to create textures, effects and colours.
--	--	--	------------------------	---

	Year 3	Year 4	Year 5	Year 6
Learn about and take inspiration from notable artist/architects/ designers in history.	I can look at and talk about a larger range of artist's work and can study a piece to make comments on the techniques used.	I can look at and talk about the work of artists who use different mediums and identify what techniques may have been used.	I can look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.	I can show the work of those studied was influential in both society and to other artists.
	I can replicate some of the techniques used by notable artists, artisans and designers.	I can create original pieces that are influenced by the studies of notable artists, artisans and designers.	I can show and explain the influence of notable artists, artisans and designers within my own work.	I can create original pieces that show a range of influences and styles from notable artists, artisans and designers.



	<p>I am beginning to recognise aspects of key artistic terms/vocabulary (harmony, contrast, abstract etc.) when studying an artist's work.</p>	<p>I can recognise artistic techniques and use a wider range of artistic terminology to describe an artist's work.</p>	<p>I can make links between the techniques/styles/skills/mediums between an artist's work and my own.</p>	<p>I can confidently use a wide range of artistic vocabulary to describe my original pieces of art work.</p>
--	--	--	---	--