

Art Skills Progression – KS1 and KS2	
Checked by School Leader/Key Stage Leader	<i>Name/ Signature/ Date:</i>
Checked by School Curriculum Leader	<i>Name/ Signature/ Date:</i>
Monitoring	<p>Each individual school is responsible for ensuring the delivery of the National Curriculum 14 intentions within the school. The school is required to regularly monitor the delivery of this Vertical Skills Progression Map. The school must complete an annual review of its School Vertical Progression Map to check the implementation of curriculum skills.</p> <p>Ongoing monitoring of planning, learning evidence and pupil knowledge will take place as part of good practice by subject and school leaders. Information from monitoring will be used to inform in school/ MAT CPD subject training.</p>
Curriculum Statement National Curriculum 2014	<p>Purpose of Study Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Assessment By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study</p>

Key Stage 1				
National Curriculum 2014 Key Stage 1				
Learning Intentions Pupils should be taught about:			Non-Statutory	
<ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 				
Learning Progression Key Stage 1				
	Progression Statement	Working Towards	Working At	Working Beyond
	<i>Exploring and Developing Ideas</i>	<p>I can record and explore ideas from first-hand observation.</p> <p>I can ask and answer questions about the starting points for my outcomes.</p> <p>I can explore the similarities within the work of artists, craftspeople and designers.</p>	<p>I can record and explore ideas from first-hand observation and experience.</p> <p>I can ask and answer questions about the starting points for my outcomes and develop my ideas.</p> <p>I can explore the differences and similarities within the work of artists, craftspeople and designers.</p>	<p>I can record and explore ideas from first-hand observation, experience and imagination.</p> <p>I can ask and answer questions about the starting points for my outcomes and the processes that I have used.</p> <p>I can develop my ideas.</p> <p>I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>

	<i>Evaluating and Developing Outcomes</i>	<p>I can review what I and others have done and say what I think about it.</p> <p>I can identify what I might change in my current learning.</p>	<p>I can review what I and others have done and say what I think and feel about it e.g. annotate sketchbooks.</p> <p>I can identify what I might change in my current learning or develop in the future.</p>	<p>I can review what I and others have done and say what I think and feel about it e.g. annotate sketchbooks.</p> <p>I can identify what I might change in my current learning or develop in the future.</p> <p>I can annotate my learning in my sketchbook.</p>
	Progression Statement	Working Towards	Working At	Working Beyond
	<i>Drawing Techniques</i>	<p>I can use a variety of tools including pencils, crayons, pastels, charcoal, chalk and other dry media.</p> <p>I can use a sketchbook to gather and collect artwork.</p> <p>I can begin to explore the use of line, shape and colour.</p>	<p>I can layer different media e.g. crayons/ pastels</p> <p>I can understand the basis for the use of a sketchbooks and work out ideas for drawings</p> <p>I can draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>I can experiment with the visual elements, line, shape, pattern and colour.</p>	<p>I can work spontaneously and expressively using marks, lines and curves.</p> <p>I can explore tone using different grades of pencil, pastel and chalk.</p> <p>I can experiment and investigate.</p> <p>I can use line and tone to represent things seen, remembered or observed.</p>
	Drawing Skills	<p>I can hold and use drawing tools such as pencils and crayons to investigate marks and represent my observation, memories and ideas.</p> <p>I am beginning to use a view finder to select a view and record what is selected within</p>	<p>I can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent my observation, memories and ideas with purpose/ intention.</p>	<p>I can make quick line and shape drawings from observation adding light/ dark tone, colour and features.</p> <p>I can draw carefully in line from observation, recording shapes and positioning all marks/ features with some care.</p>

		the frame.	I can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame. I can draw carefully in line from observation, recording shapes.	
	Painting	I can use a variety of tools and techniques including the use of different brush sizes and types. I can mix and match colours to objects. I can work on different scales. I can mix secondary colours and shades using different types of paint. I can create different textures. I can investigate mark-making using thick brushes or sponge brushes for particular effects.	I can experiment with tools and techniques, including layering and/or mixed media. I can mix and match colours including artefacts and objects. I can work on a range of scales e.g. Suggest large brushes for large paper. I can mix a range of secondary colours, shades and tones. I can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context	I can begin to name different types of paint and their properties. I can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques. I can use colour and painting skills and apply surface techniques to create or suggest a place, time or season. I can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood.
	Progression Statement	Working Towards	Working At	Working Beyond
	Printing	I can make marks in print with a variety of objects, including natural and made objects. I can begin to carry out different printing techniques e.g. monoprint, block relief.	I can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. I can use hands, feet, shapes, objects and found materials to	I can design patterns of increasing complexity and repetition. I can use a variety of techniques for printing. I can explore and create patterns

		<p>I can make rubbings.</p> <p>I can build a repeating pattern and recognise pattern in the environment.</p>	<p>make prints.</p> <p>I can Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure.</p> <p>I can take rubbings from texture to understand and inform my own texture prints.</p> <p>I can repeat a pattern, randomly placed or tiled in a grid with a range of blocks.</p>	<p>and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads.</p> <p>I can print using a variety of materials, objects and techniques.</p>
	Progression Statement	Working Towards	Working At	Working Beyond
	Collage	<p>I can create an image from imagination, experience and observations.</p> <p>I can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth.</p> <p>I can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea.</p>	<p>I can use a wide variety of materials including fabric, plastic, tissue, crepe paper etc.</p> <p>I can select with thought, different materials from the teacher's resources, considering content, shape, surface and texture.</p> <p>I can select, sort and modify by cutting or tearing with care before adding other marks and colour to represent an idea.</p>	<p>I can create textured collages from a variety of media.</p> <p>I can engage in more complex activities, e.g. control surface decoration of materials with clear intentions.</p>
	3D Form	<p>I can manipulate clay in a variety of ways. e.g. rolling, kneading and shaping.</p> <p>I can explore sculpture with a range of malleable media,</p>	<p>I can manipulate clay for different purposes including thumb pots, coil pots and models.</p> <p>I can understand the safety and</p>	<p>I can manipulate clay for different purposes including thumb pots, coil pots and models, smoothing and joining clay with care.</p>

		<p>especially clay.</p> <p>I can experiment with, construct and join recycled, natural and man-made materials, giving reasons for decisions.</p>	<p>basic care of materials and tools.</p> <p>I can experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>I can explore shape and form.</p> <p>I can handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things.</p> <p>I can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features.</p>	<p>I can explore and discuss shape and form.</p> <p>I can respond to sculptures and craft artists to help me adapt and make my own work.</p> <p>I can feel, recognise and control surface experimenting with basic tools on rigid / pliable materials.</p>
	Photography Skills	<p>I can identify photography as a visual tool and art form.</p> <p>I can select photographs for a theme or as ideas for my own work.</p>	<p>I can identify and recognise examples of photography as a visual tool and an art form.</p> <p>I can suggest how the photographer organised the elements or recording of the image.</p> <p>I can select photographs for a theme, creative purpose or to provide ideas for my own work (content, colour or composition).</p>	<p>I can control focus, or zoom settings or move closer composing my photograph.</p> <p>I can hold and use an iPad/ camera to select and capture with clear intention.</p>

	Digital Skills- Computing Link	I can use an art program and some of the simple tools to draw images.	I can open and use an art program, selecting simple tools to make lines, shapes and pour colours. I can control the size of mark and select colours, and use predefined shapes, motifs and stamps. I can copy and paste areas of the image, save and print the image.	I can use an iPad to select, capture, save and print. I can open and play time-based media program files.
Key Stage 2				
National Curriculum 2014 Key Stage 2				
Learning Intentions Pupils should be taught about		Non-Statutory		
<ul style="list-style-type: none"> ▪ Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials ▪ about great artists, architects and designers in history 		<ul style="list-style-type: none"> ▪ [for example, pencil, charcoal, paint, clay] 		
Learning Progression Lower Key Stage 2				
	Progression Statement	Working Towards	Working At	Working Beyond
	Exploring and Developing Ideas	I can select and record from first-hand observation. I can question starting points	I can select and record from first-hand observation, experience and imagination.	I can select and record from first-hand observation, experience imagination, and explore ideas for different purposes.

		<p>and select ideas to use in my outcomes.</p> <p>I can explore the roles of purposes of artists, craftspeople and designers.</p>	<p>I can question about starting points and select ideas to use in my outcomes.</p> <p>I can explore the roles and purposes of artists, craftspeople and designers working in different times.</p>	<p>I can question and make thoughtful observations about starting points and select ideas to use in my outcomes.</p> <p>I can explore the roles and purposes of artists, craftspeople and designers working in different times.</p>
	<i>Evaluating and Developing Outcomes</i>	<p>I can compare ideas, methods and approaches in my own outcomes.</p> <p>I can adapt my outcomes according to my views.</p> <p>I can annotate my outcomes in my sketchbook.</p>	<p>I can compare ideas, methods and approaches in my own and other's outcomes.</p> <p>I can adapt my outcomes according to my views and describe how I might develop them further.</p>	<p>I can compare ideas, methods and approaches in my own and other's outcomes, and say what I think and feel about them.</p> <p>I can adapt my outcomes according to my views and the views of others, and describe how I might develop them further.</p>
	Progression Statement	Working Towards	Working At	Working Beyond
	<i>Drawing Techniques</i>	<p>I can experiment with different grades of pencil and other implements.</p> <p>I can use my sketchbook to collect and record visual information from different sources.</p> <p>I can draw for a sustained period of time.</p> <p>I can use line, tone, shape and mark-making with care to represent things seen,</p>	<p>I can make informed choices in drawing including paper and media.</p> <p>I can use a journal/ sketchbook to plan and develop ideas, gather evidence and investigate testing media.</p> <p>I can plan, refine and alter my drawings.</p> <p>I can explore shading, using different media to achieve a range of light and dark tones,</p>	<p>I can alter and refine drawings and describe changes using art vocabulary.</p> <p>I can collect images and information independently in a sketchbook.</p> <p>I can use research to inspire drawings from memory and imagination.</p> <p>I can investigate and experiment with formal elements to make drawings that convey meaning.</p>

		imagined or remembered.	black to white. I can draw familiar things from different viewpoints and combine images to make new images.	I can use drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or prints.
	Drawing Skills	<p>I can use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>I can use drawing tools with control.</p> <p>I can use a viewfinder to select a view and record what is in the frame.</p> <p>I can draw with care when taking a line for a walk.</p>	<p>I can begin to explore relationships between line and tone, pattern and shape, line and texture.</p> <p>I can use and manipulate a range of drawing tools with control.</p> <p>I can use a viewfinder to select a view and visual clues in an image, then record what is in the frame.</p> <p>I can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective.</p> <p>I can use a visual journal/ sketchbook to support the development of a design over several stages.</p>	<p>I can explore relationships between line and tone, pattern and shape, line and texture.</p> <p>I can use and manipulate a range of drawing tools with control and dexterity.</p> <p>I can make quick studies from observation to record action or movement with some fluency.</p> <p>I can draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency.</p>
	Painting	<p>I can mix a variety of colours and know which primary colours make secondary colours.</p> <p>I can use a developed colour</p>	<p>I can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work.</p> <p>I can make and match colours</p>	<p>I can plan and create different effects and textures with paint according to what I need for the task.</p> <p>I can show increasing</p>

		<p>vocabulary.</p> <p>I can experiment with different effects and textures including blocking in colour, washes and thickened paint.</p> <p>I can work confidently on a range of scales e.g. thin brush on small pictures.</p>	<p>with increasing accuracy.</p> <p>I can use more specific colour language e.g. tinge, tone, shade and hue.</p> <p>I can choose paint and implements appropriately.</p> <p>I can represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes.</p> <p>I can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting.</p>	<p>independence and creativity with the painting process.</p> <p>I can select different types of brushes for specific purposes explaining my choices.</p> <p>I can create a painting from designs and research to communicate an idea or emotion.</p>
	Progression Statement	Working Towards	Working At	Working Beyond
	Printing	<p>I can print using a variety of materials, objects and techniques including layering.</p> <p>I can talk about processes used to produce a simple print.</p> <p>I can explore pattern and shapes, creating designs for printing.</p> <p>I can cut a simple stencil and use this for making printed shapes.</p>	<p>I can make prints using marbling, silkscreen or coldwater paste.</p> <p>I can explore lines, marks and tones through monoprinting on a variety of papers to create an image.</p> <p>I can explore images and recreate texture in a Collagraph print using e.g. corrugated card, string, press print.</p> <p>I can explore colour mixing through printing, using two</p>	<p>I can research, create and refine a print using a variety of techniques.</p> <p>I can compare own design and pattern making with that of well-known designers or familiar patterns.</p> <p>I can select the kinds of materials to print with in order to create the desired effect.</p> <p>I can design a complex pattern made up from two or more motifs and print a tiled version.</p>

			coloured inks a roller and stencil or press print.	
	Textiles	<p>I can weave paper and found materials to represent an image e.g. landscape, pattern or texture.</p> <p>I can name the tools and materials I have used.</p> <p>I can develop skills in stitching, cutting and joining.</p>	<p>I can use a variety of techniques such as printing, dying, quilting, weaving, embroidery, paper and plastic trappings and applique.</p> <p>I can choose textiles as a means of extending my outcomes already achieved.</p> <p>I can discriminate between fabric materials to select and assemble a constructed form.</p> <p>I can print on fabric using a monoprint block or tile, or as part of a group using a simple stencil.</p> <p>I can attach different elements using stitching, using straight stitch, running or cross-stitch.</p>	<p>I can match the tools to the material.</p> <p>I can combine skills more readily.</p> <p>I can refine and alter ideas and explain my choices using art vocabulary.</p>
	Collage	<p>I can experiment with a range of media e.g. overlapping, layering.</p> <p>I can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose.</p>	<p>I can collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>I can experiment with creating mood, feeling, movement and areas of interest using different media.</p> <p>I can use the natural/ town</p>	<p>I can Interpret stories, music, poems and other stimuli and represent these using mixed media elements.</p> <p>I can make a representational textured image from found textures that have been selected.</p>

			environment as a stimulus for a mixed media work to convey meaning.	
	3D Form	<p>I can join clay independently.</p> <p>I can construct a simple clay base for extending and modelling other shapes.</p> <p>I can cut and join wood safety and effectively.</p> <p>I can make a simple papier mache object.</p> <p>I can plan, design and make models.</p>	<p>I can show an understanding of shape, space and form.</p> <p>I can create textured surfaces using rigid and plastic materials and a variety of tools.</p> <p>I can construct a structure in linear or soft media before then covering the surface to make a form.</p> <p>I can design and make a 3D form as a maquette for a larger imagined piece and consider form / function.</p> <p>I can identify and assemble found materials to make a new form, carefully covering with ModRoc or papier maché.</p> <p>I can build a functional form in clay using two/ three building techniques and some surface decoration.</p>	<p>I can make informed choices about the 3D techniques chosen.</p> <p>I can talk about my learning showing an understanding that it has been sculpted, modelled or constructed.</p> <p>I can plan, design make and adapt models.</p> <p>I can scale a design up to a larger scale and work as part of a group to create a human scale structure or form.</p>
	Photography Skills	<p>I can plan the use of a camera/ iPad to take a specific photo or set of photos.</p>	<p>I can modify an image on a computer to achieve the best quality print.</p> <p>I can change the camera settings such as flash, to best capture an image in low light</p>	<p>I can select and record images to be used in researching other artworks.</p> <p>I can show an awareness of mood, emotions and feelings when evaluating the</p>

			conditions. I can use zoom to best frame an image and photograph from dynamic viewpoints.	photography of others.
	Digital Skills- Computing Link	I can use a painting program to make an image corresponding to my work in other art media.	I can create a motif in lines and shapes, copy and paste to create a simple repeating pattern. I can use an iPad and combine a photo with drawing in a paint program. I can animate a simple sequence of marks over several frames to make a time-based presentation/ animation.	I can use an iPad to capture and make a simple film recording to tell a story or sequence events.
Learning Progression Upper Key Stage 2				
	Progression Statement	Working Towards	Working At	Working Beyond
	Exploring and Developing Ideas <i>(As Lower Key Stage 2 but in relation to different contexts and wider knowledge of artists, craftspeople and designers).</i>	I can select and record from first-hand observation. I can question starting points and select ideas to use in my outcomes. I can explore the roles of purposes of artists, craftspeople and designers.	I can select and record from first-hand observation, experience and imagination. I can question about starting points and select ideas to use in my outcomes. I can explore the roles and purposes of artists, craftspeople and designers working in different times.	I can select and record from first-hand observation, experience imagination, and explore ideas for different purposes. I can question and make thoughtful observations about starting points and select ideas to use in my outcomes. I can explore the roles and purposes of artists, craftspeople and designers working in different times.
	Evaluating and Developing	I can compare ideas, methods	I can compare ideas, methods	Compare ideas, methods and

	<p>Outcomes</p> <p><i>(As Lower Key Stage 2 but in relation to different contexts)</i></p>	<p>and approaches in my own outcomes.</p> <p>I can adapt my outcomes according to my views.</p> <p>I can annotate my outcomes in my sketchbook.</p>	<p>and approaches in my own and other's outcomes.</p> <p>I can adapt my outcomes according to my views and describe how I might develop them further.</p>	<p>approaches in their own and others outcomes, and say what they think and feel about them.</p> <p>I can adapt my outcomes according to my views and the views of others, and describe how I might develop them further.</p>
	<p>Progression Statement</p> <p>Drawing Techniques</p>	<p>Working Towards</p> <p>I can use a variety of source materials for my outcomes.</p> <p>I can work in a sustained and independent way from observation, experience and imagination.</p> <p>I can use a sketchbook to develop ideas.</p> <p>I can select appropriate media and techniques to achieve a specific outcome.</p>	<p>Working At</p> <p>I can explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>I can develop ideas using different or mixed media, using a sketchbook.</p> <p>I can plan and complete extended sets of drawings in a sketchbook/ journal to plan a painting, print or 3D piece</p> <p>I can build up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials.</p> <p>I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>	<p>Working Beyond</p> <p>I can demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>I can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs.</p> <p>I can identify artists who have worked in similar way to my own outcomes.</p>

			I can use charcoal/pastels confidently and strongly in response to light and dark, shadows and well-lit areas	
	Drawing Skills	<p>I can select and use a range of drawing tools, beginning to use them with more control.</p> <p>I can select a view and use a viewfinder to record what is in the frame.</p>	<p>I can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.</p> <p>I can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose.</p> <p>I can convey tonal qualities well, showing good understanding of the effects of light and dark on forms.</p>	<p>I can express my ideas and observations responding to advice from others to rework and improve design ideas.</p> <p>I can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail.</p>

	Painting	<p>I can demonstrate a secure knowledge about primary and secondary colours, warm and cold, complementary and contrasting colours.</p> <p>I can make studies in order to test media and materials.</p> <p>I can create imaginative outcomes from a variety of sources.</p>	<p>I can create shades and tints using black and white.</p> <p>I can choose appropriate paint, paper and implements to adapt and extend my outcomes.</p> <p>I can carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>I can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and by applying paint in layers</p> <p>I can plan/ paint symbols, forms, shapes, and composition when exploring the work of other artists/ cultures using this to inform my painting.</p>	<p>I can work with a variety of sources including those researched independently.</p> <p>I can show awareness of how paintings are created, considering composition.</p> <p>I can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.</p> <p>I can use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction.</p> <p>I can show the effect of light and colour, texture and tone on natural and man-made objects.</p>
	Progression Statement	Working Towards	Working At	Working Beyond
	Printing	<p>I can explain a few techniques including the use of poly-blocks relief, mono and resist printing.</p> <p>I can build up layers and colours/ textures.</p> <p>I can organise their outcomes in terms of pattern repetition, symmetry or random printing styles.</p>	<p>I can choose the printing method appropriate to the task.</p> <p>I can choose the inks and overlay colours and am familiar with layering prints.</p> <p>I can make connections between my own work and patterns in my local</p>	<p>I can describe varied techniques.</p> <p>I can confidently print on paper and fabric.</p> <p>I can confidently and independently alter and modify outcomes.</p>

		<p>I can choose the inks and overlay colours.</p>	<p>environment (e.g. curtains, wallpaper).</p> <p>I can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone.</p> <p>I can explore colour mixing through printing, using two coloured inks a roller and stencil or press print/ Easiprint poly –blocks.</p> <p>I can recreate a scene and detail remembered, observed or imagined, through collage relief “collagraph” printing.</p> <p>I can design prints for a purpose e.g. fabrics, book covers, wallpaper or wrapping paper.</p>	
	Textiles	<p>I can join fabrics in different ways including stitching.</p> <p>I can use different grades and sizes of threads and needles.</p> <p>I can experiment with using batik safely.</p>	<p>I am aware of the different sizes of fabrics and materials.</p> <p>I can select and use contrasting colours and textures in stitching and weaving.</p> <p>I can use specified sewing techniques for specific purposes.</p> <p>I can show an awareness of the natural environment through</p>	<p>I can use different techniques, colours and textures when designing and making my outcomes.</p> <p>I can be expressive and analytical to adapt, extend and justify my outcomes.</p> <p>I can control stitching - using various needles to produce more complex patterns with care and some accuracy.</p>

			<p>careful colour matching and understanding of seasonal colours.</p> <p>I can use plaiting, pinning, stapling, stitching and sewing techniques, with care, to decorate and make an image or artefact.</p> <p>I can dye fabrics and use tie-dye techniques to control and create a fabric image.</p>	
	Progression Statement	Working Towards	Working At	Working Beyond
	Collage	<p>I can use a range of media to create collage.</p> <p>I can select and use cutting tools and adhesives with care to achieve a specific outcome.</p>	<p>I can embellish a surface using a variety of techniques, including drawing, painting and printing.</p> <p>I can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water.</p>	<p>I can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing.</p>
	3D Form	<p>I can describe the different qualities involved in modelling, sculpture and construction.</p> <p>I can use recycled natural and man- materials to create sculpture.</p> <p>I can plan sculpture through drawing and other preparatory work.</p>	<p>I can develop skills in using clay including slabs, coils and slips.</p> <p>I can make a mould and use plaster safely.</p> <p>I can explore how a stimulus can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.</p>	<p>I can create sculpture and constructions with increasing independence.</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 apply knowledge of different techniques to</p>

			<p>I can use the study of 3D work from a variety of genres and cultures to develop my own response through models, experimentation and design stages.</p> <p>I can recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface.</p>	<p>expressive scale, weight or a concept.</p>
	Photography Skills	<p>I can plan, take and digitally process photographs for a creative purpose, working as part of a group.</p>	<p>I can plan and take photographs to provide content to be cut and pasted/ superimposed into other photographic images.</p> <p>I can create simple images on photographic paper by placing shapes and materials on paper and fixing.</p> <p>I can take and assemble a sequence of photos to make a flick book and give impressions of movement.</p>	<p>I can use an iPad demonstrating how a camera captures photographic images as a video with a time duration.</p>
	Digital Skills- Computing Link	<p>I can use an iPad to capture objects to be cut and pasted into another image to create a digital collage.</p>	<p>I can use a paint programme to develop virtual designs for a painting, print or 3D work.</p> <p>I can confidently create a virtual work of art using digital photography and an art program to insert one selected component into a photographic</p>	<p>I can collaborate and use an iPad and editing software to pre-produce, film and edit a short sequence of narrative film.</p>

			setting. I can animate a simple sequence of drawings/ photos to make a time-based presentation with sound.	
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