



Art and Design Progression of Skills: Great Witchingham Primary Academy



Rolling Plan A 2026/2027

Art Unit	Reception	Year 1	Year 2
Marvellous marks Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces. Content: • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Combine materials when drawing.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
Creation station: sculpture and 3D Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors. Content: • Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.



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explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. Artist focus: Beth Cavener or Julie Wilson			
Let's get crafty Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden Content: • Explore differences when cutting a variety of materials. • Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. • Follow lines when cutting. • Experiment with threading objects, holding equipment steady to do so. • Explore techniques for joining paper and card eg stick, clip, tie, tape. • Apply craft skills eg. cutting, threading, folding to make their own artworks. • Design something on paper ready to make in three dimensions. Artistry focus: Origami	Use a range of paint, drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place. Make choices about which materials to use to create an effect.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.



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Rolling Plan B 2024/2025

Art Unit	Reception	Year 1	Year 2
Woven Wonders Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks. Content: • What materials can be cut, knotted, threaded or plaited. • Wrap objects/shapes with wool. • Measure a length. • Tie a knot, thread and plait. • Make a box loom. • Join using knots. • Weave with paper on a paper loom. • Weave using a combination of materials. Artist focus: Cecilia Vicuña	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials
Make your mark Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus. Content: • Knowledge that a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.



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smudge, which ones can be erased, which ones blend. • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing. Artist focus: Bridget Riley, Zaria Forman			
Colour Splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns. Content: • Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. Artist focus: Clarice Cliff, Jasper Johns	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when using paint. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.



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Rolling Plan C 2025/2026

Art Unit	Reception	Year 1	Year 2
Life in colour Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper and use it in a collage, linked to a theme suited to their topic or classwork. Content: • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance it. Artist focus: Romare Bearden	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
Clay houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay. Content:	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.



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• Smooth and flatten clay. • Roll clay into a cylinder or ball. • Make different surface marks in clay. • Make a clay pinch pot. • Mix clay slip using clay and water. • Join two clay pieces using slip. • Make a relief clay sculpture. • Use hands in different ways as a tool to manipulate clay. • Use clay tools to score clay. Artist focus: Rachel Whiteread	Begin to develop observational skills.		Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
Map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief. Content: • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks. Artist focus: Susan Stockwell	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Introduce geometry and mathematical proportion.



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Art Unit	Year 3	Year 4
Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures. Content: • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card eg. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture. Artist focus: Anthony Caro, Ruth Asawa	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
Growing artists Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form. Content: • Use shapes identified within objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater



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• Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively. Artist focus: Georgia O'Keefe and Maud Purdy		awareness of composition and demonstrating the beginnings of an individual style.
Prehistoric painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art. Content • Use simple shapes to scale up a drawing to make it bigger. • Make a cave wall surface. • Paint on a rough surface. • Make a negative and positive image. • Create a textured background using charcoal and chalk. • Use natural objects to make tools to paint with. • Make natural paints using natural materials. • Create different textures using different parts of a brush. • Use colour mixing to make natural colours.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.



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Art Unit	Year 3	Year 4
Power prints Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print. Content: • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. • Create a monoprint. Artist focus: Henri Matisse, Henry Moore	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
Light and dark Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques. Content: • Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.



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• Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. Artist focus: Paul Cezanne, Clara Peeters		
Fabric of nature Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric. Content: • Know that a mood board is a visual collection which aims to convey a general feeling or idea. • Know that batik is a traditional fabric decoration technique that uses hot wax. • Select imagery and use as inspiration for a design project. • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Draw small sections of one image to focus on colours and texture. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece. Artist focus: William Morris	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.



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Art Unit	Year 5	Year 6
Pop up art (links with D&T) Using ideas such as perspective, children create pop up art to depict a 3D image, considering shading, tone and light and dark. They fully consider presentation at every part of the design process. Content: • Learning that different types of drawings are used in design to explain ideas • Storyboarding of ideas. • Generating ideas using thumbnail sketches and exploded diagrams. • Use of sketching and colour to depict shape, tone and texture • Choose suitable art resources. • Consider the mechanics behind an art installation	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece.
Portraits Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. Content: • Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea/ atmosphere. • Develop a final composition from sketchbook ideas. Artist focus: Chila Kumari Singh Burman, Vincent Van Gogh	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.



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Architecture

Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.

Content:

- Know the steps to make a monoprint.
- Know when a roller is sufficiently inked.
- Make an observational drawing of a house.
- Use shapes and measuring as methods to draw accurate proportions.
- Select a small section of a drawing to use as a print design.
- Develop drawings further to use as a design for print.
- Design a building that fits a specific brief.
- Draw an idea in the style of an architect that is annotated to explain key features.
- Draw from different views, such as a front or side elevation.
- Use sketchbooks to research and present information about an artist.
- Interpret an idea in into a design for a structure.

Artist focus: Zaha Hadid, Friedensreich Hundertwasser

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
Combine materials and techniques appropriately to fit with ideas.



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Art Unit	Year 5	Year 6
Make my voice heard On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'. Content: • Know gestural and expressive ways to make marks. • Know effects different materials make. • Know the effects created when drawing into different surfaces • Use symbolism as a way to create imagery. • Combine imagery into unique compositions. • Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects. Artist focus: Dan Fenelon, Diego Rivera	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece.
Artist study Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist. Content: • Use sketchbooks to research and present information. • Develop ideas into a plan for a final piece. • Make a personal response to the artwork of another artist. • Use different methods to analyse artwork such as drama, discussion and questioning.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.



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Artist focus: David Hockney, Paula Rego, John Singer Sargent, Fiona Rae, Lubaina Himid		
Making Memories Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning. Content: • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms. Artist focus: Louise Nevelson, Yinka Shinobare, Judith Scott and Nicola Anthony	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.



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Art skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketchbooks	Use sketchbooks to explore mark making with different materials.	Use sketchbooks though teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	Use sketchbooks to generate ideas and record thoughts and observations. Make records of visuals experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.
Creating original artwork	Talk about their ideas and explore different ways to record them.	Explore and create ideas for purposes and intentions. Use artist sources to develop their own original artwork.	Gaining inspiration for artwork from the world they live in. Use creative genres to develop their own original artwork.	Gaining inspiration for artwork from the natural world. Create personal artwork using the artwork of others to stimulate them.	Express thoughts and feelings through tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects and show thoughts and feelings through pattern. Express ideas about art through images, text and objects.
Identify similarities and differences to others' work	Describe key features of their own work.	Recognise and describe key features of their own and other's work.	Compare other's work, identifying similarities and differences.	Discuss own and other's work using an increasingly sophisticated use of art language.	Build a more complex vocabulary when discussing your own and others' art.	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing own and others' art.
Reflecting	Talk about their artwork, stating what they feel they did well.	Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art.	Reflecting on their own work in order to make improvements.	Reflecting on their own work in order to make improvements.	Regularly analysing and reflecting on their intentions and choices.	Give reasoned evaluation of their own and others work which takes account of context and intention.



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Colour	Use the correct names for a wide range of colours and can mix them together to create new colours.	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colours such as tints and shades for different purposes.	Analyse and describe colour and painting techniques in artists' work. Manipulate colour for print.	Select and mix complex colours to depict thoughts and feelings.	Mix and apply colours to represent objects from observation. Express feeling and emotions through colour.
Form	Shape modelling materials using hands or tools.	Learn about form and space through making sculptures and developing language.	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing.	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form.
Line	Draw lines that can be curved or straight and use simple terms like 'wiggly', 'straight' or 'round' to describe them.	Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Draw lines with increased skill and confidence. Use line for expression when drawing portraits.	Express and describe organic and geometric forms through different types of line.	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line.	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
Pattern	Make a pattern with objects/colours/drawn	Understand patterns in nature, design and make	Learn a range of techniques to make repeating and nonrepeating	Construct a variety of patterns through craft methods.	Create original designs for patterns using geometric	Construct patterns through various methods	Represent feelings and emotions through patterns. Create sophisticated artwork



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	marks and be able to describe it.	patterns in a range of materials.	patterns. Identify natural and man-made patterns. Create patterns of their own.	Further develop knowledge and understanding of pattern.	repeating shapes. Analyse and describe how other artists use pattern.	to develop their understanding.	using their knowledge of pattern.
Shape	Use the correct names for simple shapes in art and use these.	Identify, describe and use shape for purpose.	Compose geometric designs by using the work of other artists as inspiration.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artists' work.	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.
Texture	Use simple terms to describe what something feels like (e.g. bumpy).	Use materials to create textures.	Identify and describe different textures. Select and use appropriate materials to create textures.	Identify and describe different textures. Select, use and make appropriate materials to create textures.	Analyse and describe texture within artists' work. Use textiles to create tactile texture and make use of artistic judgement with them.	Using texture within drawings to show careful observation and understanding of illustrating different surfaces.	Explore art through a range of different textural media.
Tone	Know there are different shades of the same colour and identify colours as 'light' or 'dark'.	Understand what tone is and how to apply this to their own work.	Experiment with pencils to create tone. Use tone to create form when drawing.	Develop skill and control when using tone. Learn and use simple shading rules.	Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.



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- * Creating skills
- * Generating ideas
- * Knowledge of artists
- * Evaluating
- * Formal elements