



**Christ Church CE Primary School – Art Skills Progression Chart**  
*Achieving excellence, opening minds, inspiring dreams, creating futures*

Progression of Skills (EYFS – Year 6)

Year Group	Autumn 1	Spring 1	Summer 1	Summer 2 (Art Weeks)
<b>EYFS Vocabulary</b>	<b>Artist, Line, Observational drawing, Observe, Oil pastel, Paint, Pattern, Rubbing, Self-portrait, Wax crayons.</b>	<b>Collage, Create, Dab, Design, Landscape, Permanent, Splatter, Tear, Temporary, Transient art.</b>	<b>Dot, Flick, Glide, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter.</b>	<b>3D art, Clay, Evaluate, Flatten, Join, Pinch, Reflect, Sculpture, Squash, Twist.</b>
<b>Generating Ideas</b>	<i>Talk about their ideas and explore different ways to record them using a range of media.</i>	<i>Talk about their ideas and explore different ways to record them using a range of media.</i>	<i>Talk about their ideas and explore different ways to record them using a range of media.</i>	<i>Talk about their ideas and explore different ways to record them using a range of media.</i>
<b>Sketchbook</b>	<i>Experiment in an exploratory way.</i>	<i>Experiment in an exploratory way.</i>	<i>Experiment in an exploratory way.</i>	<i>Experiment in an exploratory way.</i>
<b>Making</b>	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 (for example, by using mirrors to include the main features of faces)	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 (for example, by using mirrors to include the main features of faces)	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 (for example, by using mirrors to include the main features of faces)	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 (for example, by using mirrors to include the main features of faces)
<b>Knowledge of artists</b>	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.
<b>Evaluating / analysing</b>	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.



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1 Vocabulary	<u>Make your Mark</u>  <u>Drawing</u>  Cross-hatch, Abstract, Printing, Form, Continuous, Lightly, Firmly, Texture, Charcoal, Pastel.	<u>Colour Splash!</u>  <u>Painting and Mixed Media</u>  Hue, Shade, Primary colour, Secondary colour, Mix, Blend, Print, Kaleidoscope, Texture, Space.	<u>Paper Play</u>  <u>Sculpture and 3D</u>  Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Carving, Mosaic.	<u>Embellishments</u>  <u>Craft and Design</u>  Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom, Tie.
Generating Ideas	<i>Explore their own ideas using a range of media.</i>	<i>Explore their own ideas using a range of media.</i>	<i>Explore their own ideas using a range of media.</i>	<i>Explore their own ideas using a range of media.</i>
Sketchbook	<i>Use sketchbooks to explore ideas in an open-ended way.</i>	<i>Use sketchbooks to explore ideas in an open-ended way.</i>	<i>Use sketchbooks to explore ideas in an open-ended way.</i>	<i>Use sketchbooks to explore ideas in an open-ended way.</i>
Making	<p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark making.</p> <p>To explore mark making using a range of tools: being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p>	<p>Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint. Investigate colour mixing.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, e.g., shiny, soft.</p>	<p>Use their hands to manipulate a range of modelling materials.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p>	<p>Able to select colours, shapes and materials to suit ideas and purposes.</p> <p>Design and make something that is imagined or invented.</p> <p>Begin to develop skills such as measuring materials, cutting and adding decoration.</p>
Knowledge of artists	<i>Describe similarities and differences between practices in art and design, e.g. between painting and sculpture, and link these to their own work.</i>	<i>Describe similarities and differences between practices in art and design, e.g. between painting and sculpture, and link these to their own work.</i>	<i>Describe similarities and differences between practices in art and design, e.g. between painting and sculpture, and link these to their own work.</i>	<i>Describe similarities and differences between practices in art and design, e.g. between painting and sculpture, and link these to their own work.</i>
Evaluating / analysing	<i>Describe and compare features of their own and other's artwork.</i>	<i>Describe and compare features of their own and other's artwork.</i>	<i>Describe and compare features of their own and other's artwork.</i>	<i>Describe and compare features of their own and other's artwork.</i>



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2 Vocabulary	<u>Tell a Story</u>  <u>Drawing</u>  <b>Stippling, Hatching, Cross hatching, Blending, Sketch, Illustrator, Illustrations, Expression, Storyboard, Frame.</b>	<u>Beside the Seaside</u>  <u>Painting and Mixed Media</u>  <b>Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface, Hue, Shade.</b>	<u>Clay Houses</u>  <u>Sculpture and 3D</u>  <b>Ceramic, Glaze, Score, Slip, Sculpture, Sculptor, Casting, Negative space, In relief, Impressing.</b>	<u>Map it Out</u>  <u>Craft and Design</u>  <b>Inspired, Landmarks, Felt, Fibre, Viewfinder, Abstract, Composition, Gallery, Curator, Design brief.</b>
Generating Ideas	<i>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</i>	<i>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</i>	<i>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</i>	<i>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</i>
Sketchbook	<i>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</i>	<i>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</i>	<i>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</i>	<i>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</i>
Making	<p><i>Further, develop mark -making within a greater range of media, demonstrating increased control.</i></p> <p><i>Develop observational skills to look closely and reflect surface texture through mark making.</i></p> <p><i>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/ dark lines, patterns and shapes.</i></p>	<p><i>Begin to develop some control when painting applying knowledge of colour and how different media behave e.g. adding water to thin paint.</i></p> <p><i>Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</i></p> <p><i>Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and over laying materials to create interesting effects.</i></p>	<p><i>Develop understanding of 3D forms to construct and model simple forms using a range of materials.</i></p> <p><i>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</i></p> <p><i>Develop basic skills for shaping and joining clay, including exploring surface texture.</i></p>	<p><i>Respond to a simple design brief with a range of ideas.</i></p> <p><i>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</i></p> <p><i>Experiments with techniques when trying out design ideas.</i></p> <p><i>Follow a plan got a making process, modifying and correcting things and knowing when to seek advice.</i></p>
Knowledge of artists	<i>Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</i>	<i>Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</i>	<i>Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</i>	<i>Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</i>



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Evaluating / analysing	Explain their ideas, opinions about their own, and other's artwork, giving reasons. Begin to talk about how they could improve their own work.	Explain their ideas, opinions about their own, and other's artwork, giving reasons. Begin to talk about how they could improve their own work.	Explain their ideas, opinions about their own, and other's artwork, giving reasons. Begin to talk about how they could improve their own work.	Explain their ideas, opinions about their own, and other's artwork, giving reasons. Begin to talk about how they could improve their own work.
3 Vocabulary	<b><u>Growing Artists</u></b>  <b><u>Drawing</u></b>  Geometric, Organic, Arrangement, Tone, Rubbing, Pressure, Magnified, Scale, Composition, Expressive,	<b><u>Where it All Began</u></b>  <b><u>Painting and Mixed Media</u></b>  Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Tone, Charcoal.	<b><u>Abstract Shape and Space</u></b>  <b><u>Sculpture and 3D</u></b>  Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space, Overlap, Detail.	<b><u>Ancient Egyptian Scrolls</u></b>  <b><u>Craft and Design</u></b>  Egyptian, Ancient, Civilisation, Papyrus, Scroll, Convey, Process, , Layout, Audience, Inform.
Generating Ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketchbook	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making	Confidently use a range of materials, selecting and using these appropriately with more independence.  Draw with expression and begin to experiment with gestural and quick sketching.  Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks.  Mix colours with greater accuracy and begin to consider how colour can be used expressively. Explore contrasting and compliment colours.  Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping.	Able to plan and think through the making process to create 3D forms using a range of materials.  Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, and fold).  Experiment with combining found objects and recyclable material to create sculpture.	Learn a new making techniques (paper making) and apply it as part of their own project.  Investigate the history of a craft technique and share that knowledge in a personal way.  Design and make creative work for different purposes, evaluating the success of the techniques used.



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		In sketchbooks, use collage as a means of collecting ideas.		
Knowledge of artists	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
Evaluating / analysing	Confidently explain their ideas and opinions about their work and other's artwork, giving reasons. Use sketchbooks as part of the problems-solving process and make changes to improve their work.	Confidently explain their ideas and opinions about their work and other's artwork, giving reasons. Use sketchbooks as part of the problems-solving process and make changes to improve their work.	Confidently explain their ideas and opinions about their work and other's artwork, giving reasons. Use sketchbooks as part of the problems-solving process and make changes to improve their work.	Confidently explain their ideas and opinions about their work and other's artwork, giving reasons. Use sketchbooks as part of the problems-solving process and make changes to improve their work.
4 Vocabulary	<u><b>Power Prints</b></u>  <u><b>Drawing</b></u>  <b>Contrast, Gradient, Mixed media, Wax-resist, Combine, Collaborate, Printmaking, Figurative, Monoprint, Block print.</b>	<u><b>Light and Dark</b></u>  <u><b>Painting and Mixed Media</b></u>  <b>Portrait, Landscape, Vivid, Muted, Formal, Figurative, Dabbing paint, Stippling paint, Paint wash, Pointillism.</b>	<u><b>Mega Materials</b></u>  <u><b>Sculpture and 3D</b></u>  <b>Visualisation, Model, Hollow, Figurative, Quarry, Template, Secure, Mesh, Typography, Welding.</b>	<u><b>Fabric of Nature</b></u>  <u><b>Craft and Design</b></u>  <b>Inspiration, Colour palette, Mood board, Theme, Designer, Batik, Repeat, Organic, Craftsperson, Industry.</b>
Generating Ideas	Generate ideas from a range of stimuli using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
Sketchbook	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
Making	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.  Use growing knowledge of different drawing materials, combining media for effect.  Demonstrate greater control over drawing tools to show awareness of	Explore the way paint can be used in different ways to create a variety of effect, e.g. creating a range of marks and textures in paint.  Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone to create 3D effects.	Use more complex techniques to mould and form malleable materials: such as the coil, pot technique in clay and adding detailed surface decoration.  Show an understanding of appropriate finish and present work to a good standard.	Learn new making techniques, comparing these and making decision about which method to use to achieve a particular outcome.  Design and make art for different purposes and begin to consider how this works in creative industries.



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	<i>proportion and perspective, continuing to develop use of tone and more intricate mark making.</i>	<i>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</i>	<i>Respond to a stimulus and begin to make choices about materials used to work in 3D.</i>	
<b>Knowledge of artists</b>	<i>Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made.</i>	<i>Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made.</i>	<i>Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made.</i>	<i>Use subject vocabulary confidently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made.</i>
<b>Evaluating / analysing</b>	<i>Build a more complex vocabulary when discussing their own and other's art.  Evaluate their work more regularly and independently during the planning and making process.</i>	<i>Build a more complex vocabulary when discussing their own and other's art.  Evaluate their work more regularly and independently during the planning and making process.</i>	<i>Build a more complex vocabulary when discussing their own and other's art.  Evaluate their work more regularly and independently during the planning and making process.</i>	<i>Build a more complex vocabulary when discussing their own and other's art.  Evaluate their work more regularly and independently during the planning and making process.</i>
<b>5 Vocabulary</b>	<u><b>Portraits</b></u>  <u><b>Painting and Mixed Media</b></u>  <b>Continuous line drawing, Paint wash, Carbon paper, Transfer, Monoprint, Mixed media, Multimedia, Justify, Atmosphere, Art medium.</b>	<u><b>I Need Space</b></u>  <u><b>Drawing</b></u>  <b>Retro-futurism, Futuristic, Culture, Propaganda, Purpose Stimulus, Collagraphy, Collagraph, Printing plate, Revisit.</b>	<u><b>Interactive Installation</b></u>  <u><b>Sculpture and 3D</b></u>  <b>Installation art, Stencil, Features, Analyse, Performance art, Influence, Concept, Elements, Interact, Interactive.</b>	<u><b>Architecture</b></u>  <u><b>Craft and Design</b></u>  <b>Architecture, Perspective, Architect, Legacy, Interpret, External, Style, Design intention, Symbolism, Literal.</b>
<b>Generating Ideas</b>	<i>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</i>	<i>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</i>	<i>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</i>	<i>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</i>
<b>Sketchbook</b>	<i>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</i>	<i>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</i>	<i>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</i>	<i>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</i>



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			<i>towards an outcome more independently.</i>	<i>towards an outcome more independently.</i>
<b>Making</b>	<p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaced of mixing paint with other materials.</p> <p>Develop a painting from a drawing of other initial stimulus.</p> <p>Add collage to a painted, printed or drawn background for effect.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine digital effects with other media.</p>	<p>Use a broader range of stimulus to draw from such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Investigate scale when creating forms in three dimensions.</p> <p>Explore a greater range of materials to create 3D forms e.g. wire and found materials.</p> <p>Plan a sculpture, developing an idea in 2D into a three - dimensional piece.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p>	<p>Design and make art for different purposes and begin to consider how this works in creative industries e.g in architecture, magazines, logos, digital media and interior design.</p> <p>Extend ideas for designs through sketchbooks use and research, justifying choices made during the design process.</p>
<b>Knowledge of artists</b>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
<b>Evaluating / analysing</b>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
<b>6 Vocabulary</b>	<p align="center"><b><u>Artist Study</u></b></p> <p align="center"><b><u>Painting and Mixed Media</u></b></p> <p align="center">Translate, Meaning, Narrative, Interpret, Inference, Respond, Tableau, Convey, Compose, Thought-provoking.</p>	<p align="center"><b><u>Make my Voice Heard</u></b></p> <p align="center"><b><u>Drawing</u></b></p> <p align="center">Mayan, Symbol, Symbolic, Aesthetic, Representative, Chiaroscuro, Graffiti, Mural, Street art, Commissioned.</p>	<p align="center"><b><u>Making Memories</u></b></p> <p align="center"><b><u>Sculpture and 3D</u></b></p> <p align="center">Attribute, Symbolic, Literal, Assemblage, Manipulate, Juxtaposition, Embedded, Pitfall, Representation, Originality.</p>	<p align="center"><b><u>Photo Opportunity</u></b></p> <p align="center"><b><u>Craft and Design</u></b></p> <p align="center">Photomontage, Dada, Cityscape, Macro, Monochrome, Monochromatic, Saturation, Emulate, Photorealism, Photorealistic.</p>



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<b>Generating Ideas</b>	<i>Draw upon their experiences of creative work and their research to develop their own starting points for creative outcomes.</i>	<i>Draw upon their experiences of creative work and their research to develop their own starting points for creative outcomes.</i>	<i>Draw upon their experiences of creative work and their research to develop their own starting points for creative outcomes.</i>	<i>Draw upon their experiences of creative work and their research to develop their own starting points for creative outcomes.</i>
<b>Sketchbook</b>	<i>Using a systematic and independent approach, research test and develop ideas and plans using sketchbooks.</i>	<i>Using a systematic and independent approach, research test and develop ideas and plans using sketchbooks.</i>	<i>Using a systematic and independent approach, research test and develop ideas and plans using sketchbooks.</i>	<i>Using a systematic and independent approach, research test and develop ideas and plans using sketchbooks.</i>
<b>Making</b>	<p><i>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</i></p> <p><i>Work in a sustained way over several sessions to complete a piece.</i></p> <p><i>Analyse and describe how colour is used in other artist's work.</i></p> <p><i>Consider material, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.</i></p>	<p><i>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</i></p> <p><i>Apply new drawing techniques to improve their mastery of materials and techniques.</i></p> <p><i>Push the boundaries of mark making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</i></p>	<p><i>Use personal plans and ideas to design and construct more complex sculptures and 3D forms.</i></p> <p><i>Combine materials and techniques appropriately to fit with ideas.</i></p> <p><i>Confidently problem solve, edit and refine to create desired effects and end results.</i></p>	<p><i>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</i></p> <p><i>Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.</i></p>
<b>Knowledge of artists</b>	<i>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</i>	<i>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</i>	<i>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</i>	<i>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</i>
<b>Evaluating / analysing</b>	<p><i>Give reasoned evaluations of their own and others work which takes account of context and intention.</i></p> <p><i>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</i></p>	<p><i>Give reasoned evaluations of their own and others work which takes account of context and intention.</i></p> <p><i>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</i></p>	<p><i>Give reasoned evaluations of their own and others work which takes account of context and intention.</i></p> <p><i>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</i></p>	<p><i>Give reasoned evaluations of their own and others work which takes account of context and intention.</i></p> <p><i>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</i></p>