

## Skills Progression Overview

The different aspects of art which need to be taught throughout the school year are:

### Suggested artists

**Drawing:** pencil, wax, chalk, ink, pen, brushes (Leonardo Da Vinci, Vincent Van Gogh and Poonac)

**Colour:** pigment – paints, inks, pastels, dyes etc

Tools to apply colour- brushes, sponges, straws etc (Pollock, Monet, Chagall, Ben Moseley and Van Gogh)

**Texture:** collage, weaving, threads, fibres, fabrics, surfaces, wood, clay (Linda Calverley, Molly Williams, William Morris and Gustav Klimt)

**Form:** 3D experience, rigid and malleable materials (Henry Moore, Barbara Hepworth and Andy Goldsworthy)

**Printing:** fingers, hands, vegetables, card, wood, string, clay etc (Picasso, Dan Mather and Andy Warhol)

**Pattern:** painted, printed, dyed, rubbed, imprinted, embossed etc (Joan Miro, Bridget Riley, Escher and Paul Klee)

**Digital art:** such as graphic drawing programs and photography may be used throughout, and links can be made to computing.

The skills that need to be taught in each unit are:

Skills	
<b>Generating Ideas</b> Skills of Designing & Developing Ideas	
<b>Making</b> Skills of Making Art, Craft and Design	
<b>Evaluating</b> Skills of Judgement and Evaluation	
<b>Knowledge and understanding</b> Acquiring and applying knowledge to inform progress	

	Autumn Term		Spring Term		Summer Term	
Values for life	Justice Friendship	Thankfulness Peace	Truthfulness Compassion	Humility Forgiveness	Trust Courage	Hope Creativity
Early Years	<p><b>Expressive arts and design</b>  <i>Exploring and using media and materials:</i> children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  <i>Being imaginative:</i> children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>					
Nursery	<ul style="list-style-type: none"> <li>Experiments with blocks, colours and marks.</li> <li>Explores and experiments with a range of media through sensory exploration, and using whole body</li> </ul>		<ul style="list-style-type: none"> <li>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>Notices and is interested in the effects of making movements which leave marks.</li> </ul>		Explores colour and how colours can be changed	
Reception	<ul style="list-style-type: none"> <li>Explores what happens when they mix colours.</li> <li>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>Realises tools can be used for a purpose</li> </ul>		<ul style="list-style-type: none"> <li>Beginning to be interested in and describe the texture of things.</li> <li>Experiments to create different textures.</li> <li>Understands that different media can be combined to create new effects.</li> </ul>		<ul style="list-style-type: none"> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> </ul>	

<b>Key Stage 1</b>	<b>Key stage 1 Pupils should be taught:</b> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>		
<b>Yearly Objectives</b>			
	<b>Drawing and Colour</b>	<b>Printing and pattern</b>	<b>Texture and Form</b>
<b>Year 1</b> <i>Drawing</i> <i>Colour</i> <i>Printing</i> <i>Pattern</i> <i>Texture</i> <i>Form</i>	<b>I can draw using various tools</b> <ul style="list-style-type: none"> <li>Extend the variety of drawings tools</li> <li>applying colour with a range of tools</li> </ul> <b>I can identify patterns</b> <ul style="list-style-type: none"> <li>Observe patterns</li> </ul> <b>I can draw a face</b> <ul style="list-style-type: none"> <li>observe anatomy (faces, limbs)</li> </ul> <b>I can make an observational drawing</b> <ul style="list-style-type: none"> <li>Explore different textures Observe and draw landscapes</li> </ul> <b>I can draw a landscape</b> <ul style="list-style-type: none"> <li>Explore different textures Observe and draw landscapes</li> </ul> <b>I can explore different textures</b> <ul style="list-style-type: none"> <li>Explore different textures Observe and draw landscapes</li> </ul> <b>I can name primary and secondary colours</b> <ul style="list-style-type: none"> <li>name all the colours</li> </ul> <b>I can experiment with colours</b> <ul style="list-style-type: none"> <li>mixing of colours</li> </ul> <b>I can explore colours</b> <ul style="list-style-type: none"> <li>find collections of colour</li> </ul>	<b>I can create patterns</b> <ul style="list-style-type: none"> <li>create patterns</li> <li>repeating patterns</li> <li>symmetry</li> </ul> <b>I can explore patterns</b> <ul style="list-style-type: none"> <li>awareness and discussion of patterns</li> <li>repeating patterns</li> <li>symmetry</li> </ul> <b>I can make a repeating pattern</b> <b>I can create a simple print</b> <ul style="list-style-type: none"> <li>develop impressed images</li> <li>relief printing</li> </ul>	<b>I can create a collage picture</b> <ul style="list-style-type: none"> <li>collage</li> </ul> <b>I can weave (paper)</b> <ul style="list-style-type: none"> <li>weaving</li> </ul> <b>I can sort various materials into groups</b> <ul style="list-style-type: none"> <li>sort according to qualities</li> </ul> <b>I can explore how things are made using textiles</b> <ul style="list-style-type: none"> <li>how textiles create things</li> </ul> <b>I can construct</b> <ul style="list-style-type: none"> <li>construct</li> <li>use materials to make known objects for a purpose</li> <li>make simple joins</li> </ul> <b>I can make a carved picture (plasticine/playdough)</b> <ul style="list-style-type: none"> <li>carve</li> <li>pinch and roll coils and slabs using a modelling media</li> </ul>

<p><b>Year 2</b>  <b>Drawing</b>  <b>Colour</b>  <b>Printing</b>  <b>Pattern</b>  <b>Texture</b>  <b>Form</b></p>	<p><b>I can draw using different tools</b></p> <ul style="list-style-type: none"> <li>• experiment with tools and surfaces</li> <li>• sketch to make quick records</li> </ul> <p><b>I can draw on various surfaces</b></p> <ul style="list-style-type: none"> <li>• experiment with tools and surfaces</li> </ul> <p><b>I can explore shadows and light</b></p> <ul style="list-style-type: none"> <li>• discuss the use of shadows, use of light and dark</li> </ul> <p><b>I can experiment with drawings</b></p> <ul style="list-style-type: none"> <li>• draw a way of recording experiences and feelings</li> </ul> <p><b>I can explore tone and colours</b></p> <ul style="list-style-type: none"> <li>• begin to describe colours by objects</li> <li>• make as many tones of one colour as possible (using white)</li> <li>• darken colours without using black</li> </ul> <p><b>I can create a large picture using paint</b></p> <ul style="list-style-type: none"> <li>• using colour on a large scale</li> </ul>	<p><b>I can print using various tools</b></p> <ul style="list-style-type: none"> <li>• print with a growing range of objects</li> </ul> <p><b>I can explore printing</b></p> <ul style="list-style-type: none"> <li>• identify the different forms printing takes</li> </ul> <p><b>I can explore and create different patterns</b></p> <ul style="list-style-type: none"> <li>• experiment by arranging, folding repeating, overlapping regular and irregular patterning</li> <li>• natural and man-made patterns</li> <li>• discuss regular and irregular</li> </ul>	<p><b>I can explore simple stitches</b></p> <ul style="list-style-type: none"> <li>• Start to explore other simple stitches</li> </ul> <p><b>I can sew (broad, teacher to determine product in relation to learning outcome)</b></p> <ul style="list-style-type: none"> <li>• overlapping and overlaying to create effects</li> <li>• use large eye needles running stitches</li> <li>• Simple applique work</li> <li>• Collage</li> </ul> <p><b>I can express my thoughts and ideas</b></p> <ul style="list-style-type: none"> <li>• Expression of personal experiences and ideas</li> </ul> <p><b>I can understand how things are made</b></p> <ul style="list-style-type: none"> <li>• Awareness of natural and man-made forms</li> </ul> <p><b>I can explore sculptures</b></p> <ul style="list-style-type: none"> <li>• Decorative techniques</li> <li>• Work of other sculptors</li> </ul> <p><b>I can create a sculpture</b></p> <ul style="list-style-type: none"> <li>• To shape and form from direct observation (malleable and rigid materials)</li> <li>• Replicate patterns and textures in a 3D form</li> </ul>
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## Assessment Criteria

Early Years and Key Stage 1			
	EYFS	Yr. 1	Yr. 2
<b>Skills</b>	By the end of the EYFS pupils should be able to:	By the end of Yr. 1 pupils should be able to:	By the end of Yr. 2 pupils should be able to:
<b>Generating Ideas</b> <i>Skills of Designing &amp; Developing Ideas</i>	<ol style="list-style-type: none"> <li>work purposefully responding to colours, shapes, materials etc.</li> <li>create simple representations of people and other things</li> </ol>	<ol style="list-style-type: none"> <li>recognise that ideas can be expressed in art work</li> <li>experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them)</i></li> </ol>	<ol style="list-style-type: none"> <li>try out different activities and make sensible choices about what to do next</li> <li>use drawing to record ideas and experiences</li> </ol>
<b>Making</b> <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> <li>work spontaneously and enjoy the act of making/creating</li> <li>sustain concentration and control when experimenting with tools and materials</li> </ol>	<ol style="list-style-type: none"> <li>try out a range of materials and processes and recognise that they have different qualities</li> <li>use materials purposefully to achieve particular characteristics or qualities</li> </ol>	<ol style="list-style-type: none"> <li>deliberately choose to use particular techniques for a given purpose</li> <li>develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i></li> </ol>
<b>Evaluating</b> <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> <li>recognise and describe key features of their own and others' work</li> </ol>	<ol style="list-style-type: none"> <li>Show interest in and describe what they think about the work of others</li> </ol>	<ol style="list-style-type: none"> <li>When looking at creative work express clear preferences and give some reasons for these <i>(for instance, be able to say "I like that because...")</i></li> </ol>
	By the end of the EYFS pupils should know:	By the end of Yr. 1 pupils should know:	By the end of Yr. 2 pupils should know:
<b>Knowledge and understanding</b> <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> <li>that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</li> <li>how to explain what they are doing</li> </ol>	<ol style="list-style-type: none"> <li>how to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</li> </ol>	<ol style="list-style-type: none"> <li>that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</li> <li>and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary <i>(for instance, they know the names of the tools and colours they use)</i></li> </ol>

<b>Lower Key Stage 2</b>	<p><b>Key stage 2 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.</b></p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>		
<b>Yearly Objectives</b>			
	<b>Drawing and Colour</b>	<b>Printing and pattern</b>	<b>Texture and Form</b>
<p><b>Year 3</b></p> <p><b>Drawing</b></p> <p><b>Colour</b></p> <p><b>Printing</b></p> <p><b>Pattern</b></p> <p><b>Texture</b></p> <p><b>Form</b></p>	<p><b>I can experiment with various pencils</b></p> <ul style="list-style-type: none"> <li>experiment with the potential of various pencils</li> </ul> <p><b>I can make and observational drawing</b></p> <ul style="list-style-type: none"> <li>close observation</li> <li>draw both the positive and negative shapes</li> <li>initial sketches as a preparation for painting</li> <li>accurate drawings of people particularly a face</li> </ul> <p><b>I can make a colour wheel</b> (Aut. 2 Henri Rousseau's <i>Tiger in a Tropical Storm</i>)</p> <ul style="list-style-type: none"> <li>colour mixing</li> <li>make colour wheels</li> </ul> <p><b>I can use various types of brushes</b></p> <ul style="list-style-type: none"> <li>introduce different types of brushes</li> </ul> <p><b>I can create a picture using various techniques</b></p> <ul style="list-style-type: none"> <li>techniques – apply colour using dotting, splashing, and scratching</li> </ul>	<p><b>I can use different printing techniques</b></p> <ul style="list-style-type: none"> <li>relief and impressed printing</li> <li>recording textures/patterns</li> <li>mono- printing</li> <li>colour mixing through overlapping colour prints</li> </ul> <p><b>I can create a pattern</b></p> <ul style="list-style-type: none"> <li>design</li> <li>using ICT</li> <li>make patterns on a range of surfaces</li> <li>symmetry</li> </ul> <p><b>I can explore patterns in the environment</b> (Aut. 2 Henri Rousseau's <i>Tiger in a Tropical Storm</i>)</p> <ul style="list-style-type: none"> <li>pattern in the environment</li> </ul>	<p><b>I can sew</b></p> <ul style="list-style-type: none"> <li>use smaller eyed needles and finer threads</li> </ul> <p><b>I can weave (yarn)</b></p> <ul style="list-style-type: none"> <li>weaving</li> </ul> <p><b>I can use different techniques to design my textile</b></p> <ul style="list-style-type: none"> <li>tie dying, batik</li> </ul> <p><b>I can plan and design a sculpture</b></p> <ul style="list-style-type: none"> <li>Plan and develop</li> </ul> <p><b>I can modify my work</b></p> <ul style="list-style-type: none"> <li>Plan and develop</li> </ul> <p><b>I can create a sculpture</b></p> <ul style="list-style-type: none"> <li>shape, form, model and construct (malleable and rigid materials)</li> <li>Understanding of different adhesives and methods of construction</li> <li>Aesthetics</li> </ul>

<p><b>Year 4</b>  <b>Drawing</b>  <b>Colour</b>  <b>Printing</b>  <b>Pattern</b>  <b>Texture</b>  <b>Form</b></p>	<p><b>I can identify and draw the effect of light</b></p> <ul style="list-style-type: none"> <li>• identify and draw the effect of light</li> </ul> <p><b>I can use ICT to create a drawing</b></p> <ul style="list-style-type: none"> <li>• computer generated drawings</li> </ul> <p><b>I can draw a person</b></p> <ul style="list-style-type: none"> <li>• scale and proportion</li> <li>• accurate drawings of whole people including proportion and placement</li> <li>• observe colours</li> </ul> <p><b>I can create large drawings</b></p> <ul style="list-style-type: none"> <li>• work on a variety of scales</li> <li>• colour to reflect mood</li> <li>• colour mixing and matching colour, tint, tone and shade</li> <li>• suitable equipment for the task</li> </ul>	<p><b>I can make observational drawings of the environment</b></p> <ul style="list-style-type: none"> <li>• use sketchbook for recording textures/ patterns</li> <li>• interpret environmental and man-made patterns</li> <li>• explore environmental and man-made patterns</li> <li>• tessellation</li> </ul> <p><b>I can modify and adapt print</b></p> <ul style="list-style-type: none"> <li>• modify and adapt print</li> </ul>	<p><b>I can sew</b></p> <ul style="list-style-type: none"> <li>• use a wider variety of stitches</li> <li>• experimenting with creating mood, feeling and movement</li> </ul> <p><b>I can explore fabrics</b></p> <ul style="list-style-type: none"> <li>• observation and design of textural art</li> <li>• compare different fabrics</li> </ul> <p><b>I can plan and develop my work</b></p> <ul style="list-style-type: none"> <li>• plan and develop</li> <li>• discuss own work and work of other sculptors</li> </ul> <p><b>I can explore various constructions</b></p> <ul style="list-style-type: none"> <li>• discuss own work and work of other sculptors</li> <li>• experience surface patterns and textures</li> <li>• analyse and interpret natural and man-made forms of construction</li> </ul>
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## Assessment Criteria

Key Stage 2 Years 3 and 4		
	Yr. 3	Yr. 4
<b>Skills</b>	By the end of Yr. 3 pupils should be able to:	By the end of Yr. 4 pupils should be able to:
<b>Generating Ideas</b> <i>Skills of Designing &amp; Developing Ideas</i>	<ol style="list-style-type: none"> <li>gather and review information, references and resources related to their ideas and intentions.</li> <li>use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</li> </ol>	<ol style="list-style-type: none"> <li>select and use relevant resources and references to develop their ideas.</li> <li>use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i></li> </ol>
<b>Making</b> <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> <li>develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</li> <li>select, and use appropriately, a variety of materials and techniques in order to create their own work.</li> </ol>	<ol style="list-style-type: none"> <li>investigate the nature and qualities of different materials and processes systematically.</li> <li>apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i></li> </ol>
<b>Evaluating</b> <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> <li>take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i></li> </ol>	<ol style="list-style-type: none"> <li>regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ol>
	By the end of Yr. 3 pupils should know:	By the end of Yr. 4 pupils should know:
<b>Knowledge</b> <i>Knowledge about art processes and context</i>	<ol style="list-style-type: none"> <li>about and describe the work of some artists, craftspeople, architects and designers</li> <li>and be able to explain how to use some of the tools and techniques they have chosen to work with.</li> </ol>	<ol style="list-style-type: none"> <li>about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</li> <li>about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</li> </ol>
<i>Note: The threads in this Assessment Criteria Table are:</i>	<ol style="list-style-type: none"> <li>is about researching and developing ideas</li> <li>is the sketchbook thread, recording and experimenting</li> <li>is about exploring and developing skills and techniques</li> <li>is about applying and using technical skills and acquiring mastery</li> <li>is about making judgements</li> <li>is about the knowledge of art, cultural context etc.</li> <li>is about the knowledge of media, processes, techniques etc.</li> </ol>	



Key Stage 2	<p><b>Key stage 2 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.</b></p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>		
<b>Yearly Objectives</b>			
	<b>Drawing and Colour</b>	<b>Printing and pattern</b>	<b>Texture and Form</b>
<p><b>Year 5</b></p> <p><b>Drawing</b></p> <p><b>Colour</b></p> <p><b>Printing</b></p> <p><b>Pattern</b></p> <p><b>Texture</b></p> <p><b>Form</b></p>	<p><b>I can draw a picture with shadows</b></p> <ul style="list-style-type: none"> <li>effect of light on objects and people from different directions</li> <li>concept of perspective</li> </ul> <p><b>I can draw different textures</b></p> <ul style="list-style-type: none"> <li>interpret texture of a surface</li> </ul> <p><b>I can draw a person</b></p> <ul style="list-style-type: none"> <li>produce increasingly accurate drawings of people</li> </ul> <p><b>I can explore and experiment with colour</b></p> <ul style="list-style-type: none"> <li>hue, tint, tone shades and mood</li> <li>explore the use of texture in colour</li> <li>colour for purposes</li> </ul>	<p><b>I can plan, create and evaluate my work</b></p> <ul style="list-style-type: none"> <li>combining prints</li> <li>design prints</li> <li>make connections</li> <li>discuss and evaluate own work and that of others</li> </ul> <p><b>I can create a pattern</b></p> <ul style="list-style-type: none"> <li>create own abstract pattern to reflect personal experiences and expression</li> <li>create patterns for purposes</li> </ul>	<p><b>I can explore textiles</b></p> <ul style="list-style-type: none"> <li>artists using textiles</li> <li>use stories, music or poems as stimuli</li> </ul> <p><b>I can create a product using various techniques</b></p> <ul style="list-style-type: none"> <li>select and use materials</li> <li>embellish work</li> <li>fabric making</li> <li>plan and develop ideas</li> <li>shapes, form, model and join</li> <li>observation or imagination</li> <li>properties of media</li> <li>discuss and evaluate own work and that of other sculptors</li> </ul>

<p><b>Year 6</b>  <b>Drawing</b>  <b>Colour</b>  <b>Printing</b>  <b>Pattern</b>  <b>Texture</b>  <b>Form</b></p>	<p><b>I can draw a picture with shadows and a light source</b></p> <ul style="list-style-type: none"> <li>• effect of light on objects and people from different directions</li> <li>• concept of perspective</li> </ul> <p><b>I can draw different textures</b></p> <ul style="list-style-type: none"> <li>• interpret texture of a surface</li> </ul> <p><b>I can accurately draw a person</b></p> <ul style="list-style-type: none"> <li>• produce increasingly accurate drawings of people</li> </ul> <p><b>I can explore and experiment with colour</b></p> <ul style="list-style-type: none"> <li>• hue, tint, tone shades and mood</li> <li>• explore the use of texture in colour</li> <li>• colour for purposes</li> <li>• colour to express feelings</li> </ul>	<p><b>I can create a mood board for printing</b></p> <ul style="list-style-type: none"> <li>• builds up drawings and images of whole or parts of items using various techniques</li> <li>• screen printing</li> <li>• Create own abstract pattern to reflect personal experiences and expression</li> <li>• Create pattern for purposes</li> </ul> <p><b>I can explore printing techniques</b></p> <ul style="list-style-type: none"> <li>• explore printing techniques used by various artists</li> </ul>	<p><b>I can use embellishments in my work</b></p> <p><b>I can work in a team to make a large product</b></p> <ul style="list-style-type: none"> <li>• Develops experience in embellishing</li> <li>• Applies knowledge of different techniques to express feelings</li> <li>• Work collaboratively on a large scale</li> </ul> <p><b>I can plan, create and evaluate my work (3D sculpture)</b></p> <ul style="list-style-type: none"> <li>• Plan and develop ideas</li> <li>• Shape, form, model and join</li> <li>• Observation or imagination</li> <li>• Properties of media</li> <li>• Discuss and evaluate own work and that of other sculptors</li> </ul>
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Assessment criteria

KS2 Years 5 and 6		
	Yr. 5	Yr. 6
<b>Skills</b>	By the end of Yr. 5 pupils should be able to:	By the end of Yr. 6 pupils should be able to:
<b>Generating Ideas</b> <i>Skills of Designing &amp; Developing Ideas</i>	<ol style="list-style-type: none"> <li>engage in open ended research and exploration in the process of initiating and developing their own personal ideas</li> <li>confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</li> </ol>	<ol style="list-style-type: none"> <li>independently develop a range of ideas which show curiosity, imagination and originality</li> <li>systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i></li> </ol>
<b>Making</b> <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> <li>confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i></li> <li>use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</li> </ol>	<ol style="list-style-type: none"> <li>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</li> <li>Independently select and effectively use relevant processes in order to create successful and finished work</li> </ol>
<b>Evaluating</b> <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> <li>regularly analyse and reflect on their progress taking account of what they hoped to achieve.</li> </ol>	<ol style="list-style-type: none"> <li>provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</li> </ol>
	By the end of Yr. 5 pupils should know:	By the end of Yr. 6 pupils should know:
<b>Knowledge and understanding</b> <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> <li>research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</li> <li>how to describe the processes they are using and how they hope to achieve high quality outcomes</li> </ol>	<ol style="list-style-type: none"> <li>how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> <li>about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> </ol>