Three Areas of Disciplinary and Substantive Knowledge which Underpin the Sutton Park Primary Art Curriculum

The assessment framework is structured to set out progression in these three elements of the art curriculum.
This framework is designed to inform how we plan for children to improve year by year and assess how well they are improving.
This should be used alongside the co-design documentation, in particular the examples of artists which show different ideas for projects for each year group based on this approach.

	Generating and exploring ideas from sources, including the work of artists and designers

Art projects often begin by selecting and using sources for observation, inspiration and generating discussion and thought. This is often the initial point of a process and is then revisited within projects as children explore multiple starting points, discuss and explain their own and other artists' choices and make choices as to how they might experiment with media and techniques to reflect their thinking. They explore a range of possibilities and learn that unexpected developments have value as well as careful attention to what was initially planned. The use of sketchbooks is vital to how children learn to organise their thinking and record ideas, gather source material for future use, plan and scope their work and experiment with techniques. The child's sketchbook builds over time as a unique record of how they externalise their provisional ideas, practice and explore variation.
Progression in the development of generating ideas form sources is cumulative and is achieved as much in the application to different contexts as in an incremental pathway.

	Developing techniques

The central procedural and disciplinary knowledge which children develop in the primary years comes from a focus on practising and mastering specific techniques. The development of these techniques comes about through a mix of instruction and exploration. The techniques are mapped out to show progression using the headings which most commonly reflect the artistic activity which the children think of themselves as undertaking: drawing, painting, printing, collage, modelling and sculpture, and using digital media. While these may be thought of as discrete strands, it is important that children make connections between them, by exploring opportunities to combine these within larger scale projects, and by being introduced to a conceptual framework which enables them to build their knowledge of how thinking about art and their own art and design work can be organised.
Children in the primary years are therefore introduced to eight key substantive concepts, which are often considered to be the 'big ideas' in art: line, tone, colour, pattern, texture, form, shape and space. They build a knowledge of what these terms represent as they accumulate concrete experiences of creating and encountering artworks. As they develop their technical proficiency and explore and experiment with different media, they begin to learn how these concepts recur across the range of their work. Work may overlap with project work in computing and design technology.
Progression in the development of techniques in some strands is described over two years to reflect how children may revisit and improve their techniques over two years, either through one extended unit of work, or by repeated opportunities spread over two years.

	Evaluating work, including the work of artists and designers

In talking about and reviewing their own work and the work of a diverse range of artists and designers, children begin to explore how they and artists apply their disciplinary and substantive knowledge across a range of media. They begin to learn to make connections and understand influences and movements in the history of art. It is vital that they develop an appreciation of the value of revising, adapting and refining their work, focusing on the process as well as the product. Developing children's capacity and vocabulary to talk about their work and the work of artists is a key element of this.
Progression in the development of evaluation and the study of the work of artists and designers is cumulative and is achieved as much in the application to different contexts as in an incremental pathway.

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		Generating ideas from sources, including the work of artists and designers				
	Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Explore starting points	Explore and record their own ideas in response to first-hand observations, e.g., natural objects, pictures, works and designs by artists, artefacts, and experiences.	Choose their own starting point from a range of ideas e.g., study of natural objects, pictures, works and designs by artists, artefacts, and experiences, including a visit to an art gallery.	Choose different starting points from a range of ideas e.g., study of natural objects, pictures, works and designs by artists, artefacts, and experiences, including a visit to an art gallery.	Investigate a range of possible starting points for their work, including artworks by artists and designers and choose ideas to develop further, giving reasons for their choices.	Determine a preferred starting point for their work, including the influence of work by artists and designers, giving reasons for their choices.	Determine a preferred starting point for their work, planning how their work might develop and which techniques they will use.
Develop use of a sketchbook	Record simple media explorations in a sketch book.	Use a sketch book to record explorations in media and to plan and develop simple ideas, annotating by labelling.	Use a sketch book to record explorations in media and to plan and develop simple ideas, adding simple annotations to show what they have done.	Use a sketchbook to collect a range of explorations, adding annotations which reflect on techniques and how ideas could be developed.	Use a sketchbook independently to collect a range of explorations, adding annotations using specific artistic vocabulary.	Use a sketchbook independently to organise their explorations, annotating how different examples connect and how they could be applied using specific artistic vocabulary.
Discuss and explain choices	Talk about their ideas and the choices they have made, including chosen tools, media and materials.	Ask and answer questions about choices they have made, including chosen tools, media, materials and purpose.	Ask and answer questions about starting points, and choices they have made, including chosen tools, media and materials and purpose.	Describe how they are developing their ideas as they work, using artistic language.	Explain how they are developing their ideas as they work, using artistic language.	Explain with reasoning how they are developing their ideas as they work, using artistic language.
Experiment	Experiment with chosen materials and ideas.	Adapt ideas through experimentation.	Adapt ideas through deliberate experimentation.	Speculate and decide what experimentation might be interesting to pursue.	Explain their thinking behind the experimentation they have chosen to pursue.	Speculate and decide what experimentation across different media might be interesting to pursue.

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		Developing drawing techniques			
Y1	Y2	Y3	Y4	Y5	Y6
Experiment and create different effects with pencils, chalks, pastels and charcoal.	Experiment and create different effects with pencils, chalks, pastels and charcoal.	Experiment and create different effects with pencils, chalks, pastels, charcoal and inks.	Experiment and create different effects with pencils, chalks, pastels, charcoal and inks.	Experiment and create different effects with pencils, chalks, pastels, charcoal and inks.	Experiment and create different effects with pencils, chalks, pastels, charcoal and inks.
Experiment with different pressure and grip to draw different types of lines –thick, thin, broken, zig zag, curved, random	Select different drawing tools to create different types of line within the same piece of work.	Use different pressures to create hard and soft lines	Use hard and soft lines to highlight fine detail	Use hard and soft lines to reflect attention to background and foreground	Use hard and soft lines to reflect attention to background and foreground
Experiment with smudging and blending to create different effects, patterns and textures.	Investigate tone and texture by drawing light/dark lines, light/dark patterns	Use different grades of pencil to shade and create tone and texture	Use shading, hatching and crosshatching to create tone and texture through different light and shadow effects	Experiment with a variety of shading and tonal techniques to create atmosphere	Select from a variety of shading and tonal techniques to show mood and atmosphere
		Begin to show an awareness of composition, scale and proportion in their drawings.	Show that they are focusing on balancing composition, scale and proportion in their drawings.	Develop simple perspective in using a single focal point and horizon.	Develop composition by using techniques to show foreground, middle ground and background.

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Developing painting techniques					
Y1	Y2	Y3	Y4	Y5	Y6
Experiment and create different effects with paint using a range of brushes and tools, beginning to show control over effects.	Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture.	Use a range of brushes and tools to demonstrate increasing control of the types of marks made.	Use a range of brushes and tools to demonstrate conscious control of the types of marks made.	Use a range of brushes and tools to demonstrate conscious control of the types of marks made matching technique to desired purpose.	Use a range of brushes and tools to demonstrate conscious control of the types of marks made matching technique to desired purpose.
Experiment with different thicknesses of paint on different surfaces.	Choose different thicknesses of paint to create effects on different surfaces.	Experiment with different effects and textures including blocking in colour, thickening paint to create textural effects.	Experiment with different effects and textures including making a wash.	Build different paints in layers to create different effects and textures.	Start to develop their own style using different effects and textures.
Name the primary colours and start to mix a range of secondary colours, predicting resulting colours.	Understand the colour wheel and colour spectrums. Mix all the secondary colours using primary colours.	Mix colour, shades and tones to match desired outcome.	Mix colour, shades and tones with increasing accuracy to match desired outcome.	Mix and match colours to create tonal effects.	Plan how to mix and match colours to create atmosphere and tonal effects.
Make chosen colours lighter or darker by adding white and black.	Make a range of lighter and darker tones by adding white and black.	Use lighter and darker tones within painting.	Use lighter and darker tones within painting and begin to explore complimentary colours.		

Developing printing techniques					
Y1	Y2	Y3	Y4	Y5	Y6
Experiment and create different print effects and patterns with found materials, fruit and vegetables.	Experiment and create different print effects and patterns.	Experiment and create different print effects and patterns with a range of materials onto a range of surfaces.	Experiment and create different print effects and patterns with a range of materials onto a range of surfaces.	Select from the range of printing techniques they know to experiment with different effects.	Select from the range of printing techniques they know to experiment with different effects.
Make rubbings to collect textures and patterns.	Make rubbings to collect textures and patterns.	Create prints from printing blocks. Print with two colour overlays.	Create prints from printing blocks. Print with two colour overlays.	Create a print. Build up layers and colours/textures. Choose inks and overlay colours	Create a print. Build up layers and colours/textures. Choose inks and overlay colours
Create a simple monoprint by inking over materials and taking a print. Create simple printing blocks and make a press print.	Create simple printing blocks and make a press print. Improve the accuracy of work to create a 'cleaner' print.	Design patterns to reflect themes, ideas and styles. Improve the accuracy of work to create a 'cleaner' print.	Design patterns to reflect themes, ideas and styles. Improve the accuracy of work to create a 'cleaner' print.	Overwork prints with a range of media e.g., pens, colour pens and paints Design thematic and stylistic patterns of increasing complexity and repetition. Improve the accuracy of work to create a 'cleaner' print.	Overwork prints with a range of media e.g., pens, colour pens and paints

Developing collage techniques					
Y1	Y2	Y3	Y4	Y5	Y6
Fold, tear, cut and crumple paper to create different shapes and effects.	Fold, tear, cut, crumple and overlap paper to create different shapes and effects.	Shape paper and other materials to achieve desired effects.	Shape paper and other materials accurately to achieve desired effects.	Shape paper and other materials accurately to achieve desired effects.	Shape paper and other materials accurately to achieve desired effects.
Glue materials to a background to create desired shapes, patterns and effects.	Glue materials to different backgrounds to create desired shapes, patterns and effects.	Overlap paper and other materials to create texture.	Overlap and overlayer paper and other materials to create texture.	Experiment with adding collage to a painted or drawn background.	Integrate collage with other techniques to create visual and textural effects.
Explore colour effects by selecting from a variety of materials in a collage.	Explore texture and colour effects by selecting from a variety of materials in a collage.	Create a collage to show a variety of textures and colours or both.	Design and make a collage to show a variety of textures and colours or both.	Select from a range of materials and refine techniques to create a collage which explores a theme.	Select from a range of materials and refine techniques to create a collage which explores a theme, idea or style.

		Developing modelling and sculpture techniques			
Y1	Y2	Y3	Y4	Y5	Y6
Experiment and create different forms with clay, dough, natural materials, boxes and paper. Shape and model materials for a purpose from observation and imagination using a variety of tools. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting and carving.	Experiment and create different forms with clay, dough, natural materials, boxes and paper. Shape and model materials for a purpose from observation and imagination using a variety of tools. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting and carving.	Experiment and create different forms with clay, natural materials, paper, wire and Modroc. Produce larger ware using pinch/ slab/ coil techniques. Construct a simple base for extending and modelling other shapes. Model over a simple frame. Join two parts successfully. Secure work to continue at a later date. Produce more intricate surface patterns/textures and use them when appropriate.	Experiment and create different forms with clay, natural materials, paper, wire and Modroc. Produce larger ware using pinch/ slab/ coil techniques. Construct a simple base for extending and modelling other shapes. Join two parts successfully. Secure work to continue at a later date. Produce more intricate surface patterns/textures and use them when appropriate.	Experiment and create different forms with clay, natural materials, paper, wire and Modroc. Combine pinch, slabbing and coiling to produce end pieces. Work around armatures or over constructed foundations. Join all parts successfully. Secure work to continue at a later date. Experiment with different ways of finishing work: glaze, paint, polish.	Experiment and create different forms with clay, natural materials, paper, wire and Modroc. Combine pinch, slabbing and coiling to produce end pieces. Join all parts successfully. Secure work to continue at a later date.

		Developing digital media techniques			
Y1	Y2	Y3	Y4	Y5	Y6
Use a simple computer paint program to create a picture.	Use a simple computer paint program to create a range of pictures.	Use IT programs to create a piece of work that includes their own work and that of others.	Use IT programs to create a piece of work that includes their own work and that of others.	Upload images and take digital photographs and use software to alter and adapt them to achieve a desired effect.	Upload images and take digital photographs and use software to alter and adapt them to achieve a planned effect.
Take a photograph of an object or scene which interest them.	Take a self-portrait from more than one angle.	Take a photograph from an unusual or thought-provoking viewpoint.		Combine digital images in a montage, including original photographs to illustrate a theme.	
Take a self-portrait.		Take a self-portrait to show an emotion.		Experiment with presentation of self-portraits to create a gallery.	

	Evaluating work, including the work of artists and designers					
	Y1	Y2	Y3	Y4	Y5	Y6
Reflecting on own work	Look and talk about what they are doing, describing simple techniques and media used, expressing their likes and dislikes.	As they work, describe and explain the successes and challenges of what they are doing, identifying what they are pleased with and what could be adapted.	As they work, describe and explain the successes and challenges of what they are doing, identifying how they solved any problems they encountered and suggesting changes they might make.	Discuss and review their work, both in progress and when completed, expressing their thoughts and feelings, identifying modifications and aspects which could be developed further.	Discuss and review their work, both in progress and when completed, responding to feedback from others.	Discuss and critically review their work, both in progress and when completed, identifying where feedback would be helpful to them to develop further.
Responding to the works of artists and designers	Describe an artwork, saying what they notice about it.

Make simple comparisons between different works of art, describing what they notice. | Describe an artwork, saying what they find interesting about the work, and how the artist has developed ideas and techniques. | Describe different works by the same artist, saying what they find interesting about the works, and how the artist has developed ideas and techniques. | Compare different styles and approaches by artists, noticing similarities and differences in terms of media, ideas and techniques.

Describe, using artistic language, how their own work has similarities to that of artists they have studied. | Compare different styles and approaches by artists, and how artists have developed ideas and themes within their work, and how artistic movements can be described.

Describe, using artistic language, how their own work has similarities to that of artists they have studied, and how they have tried to show this in their work. | Compare different styles and approaches by artists and how artists and artistic movements have influenced one another.

Describe, using artistic language, how and why they have used the work of artists and designers to influence their own work. |

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework rather than the subject disciplines of the National Curriculum. This planning is supported by the use of the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in Art may in Early Years draw upon all the areas of learning – Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. There will be a strong connection between what children achieve in what is called Expressive Arts and Design and what they will develop in KS1 in Art, but developmental learning for children in EYFS is not linear, it proceeds in a web of multiple strands. For example, the development of fine motor skills in the context of handling materials such as paper, card, dough and clay and using pencils, brushes and crayons, do not feature in the end of EYFS assessment statements for Expressive Arts and Design, but reflect aspects of Physical Development.

In our schools, the experiences children gain across the EYFS curriculum are rich in opportunities to solve real problems, to make choices to support their ideas and to articulate their thinking within their play and within structured activities. The way in which the curriculum is designed and experienced by the children supports the development of the characteristics of effective learning in EYFS: playing and exploring, active learning and creating and thinking critically. These are foundational to what lies at the centre of the subject discipline of Art: observation of the natural world, looking at images and artworks, generating and experimenting with ideas, techniques and materials, practising techniques with a range of materials, and evaluating work as it develops and when a piece of work is complete.

Examples of a range of activities, planned with reference to Development Matters, enable children typically, across a range of contexts,

- To explore, use and refine a variety of artistic effects to express their ideas and feelings;
- To explore different materials freely, in order to develop their ideas about how to use them;
- To develop their own ideas and then decide which materials to use to express them;
- To draw with increasing complexity and detail;
- To explore colour and colour mixing;
- To return to and build on their previous learning, refining ideas and developing their ability to represent them;
- To create collaboratively, sharing ideas, resources and skills.

All of these experiences and knowledge gained provide a secure foundation for what they will encounter in Art in KS1 and beyond.

By the end of Y1							
Generating ideas	Drawing	Painting	Printing	Collage	Modelling and sculpture	Digital media	Evaluating
Explore and record their own ideas in response to first hand observations, e.g., natural objects, pictures, works and designs by artists, artefacts, and experiences. Record simple media explorations in a sketch book. Talk about their ideas and the choices they have made, including chosen tools, media and materials. Experiment with ideas.	Experiment and create different effects with pencils, chalks, pastels and charcoal. Experiment with different pressure and grip to draw different types of lines – thick, thin, broken, zig zag, curved, random Experiment with smudging and blending to create different effects, patterns and textures.	Experiment and begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture. Choose different thicknesses of paint to create effects on different surfaces. Understand the colour wheel and colour spectrums. Mix all the secondary colours using primary colours. Make a range of lighter and darker tones by adding white and black.	Experiment and create different print effects and patterns with found materials, fruit and vegetables. Make rubbings to collect textures and patterns. Create a simple monoprint by inking over materials and taking a print. Create simple printing blocks and make a press print.	Fold, tear, cut and crumple paper to create different shapes and effects. Glue materials to a background to create desired shapes, patterns and effects. Explore colour effects by selecting from a variety of materials in a collage.	Experiment and create different forms with clay, dough, natural materials, boxes and paper. Shape and model materials for a purpose from observation and imagination using a variety of tools. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting and carving.	Use a simple computer paint program to create a picture. Take a photograph of an object or scene which interest them. Take a self-portrait.	Look and talk about what they are doing, describing simple techniques and media used, expressing their likes and dislikes. Describe an artwork, saying what they notice about it. Make simple comparisons between different works of art, describing what they notice.

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By the end of Y2							
Generating ideas	Drawing	Painting	Printing	Collage	Modelling and sculpture	Digital media	Evaluating
Choose their own starting point from a range of ideas e.g., study of natural objects, pictures, works and designs by artists, artefacts, and experiences, including a visit to an art gallery. Use a sketch book to record explorations in media and to plan and develop simple ideas, annotating by labelling. Ask and answer questions about choices they have made, including chosen tools, media, materials and purpose. Adapt ideas through experimentation.	Experiment and create different effects with pencils, chalks, pastels and charcoal. Select different drawing tools to create different types of line within the same piece of work. Investigate tone and texture by drawing light/dark lines, light/dark patterns	Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture. Choose different thicknesses of paint to create effects on different surfaces. Understand the colour wheel and colour spectrums. Mix all the secondary colours using primary colours. Make a range of lighter and darker tones by adding white and black.	Experiment and create different print effects. Make rubbings to collect textures and patterns. Create simple printing blocks and make a press print.	Fold, tear, cut, crumple and overlap paper to create different shapes and effects. Glue materials to different backgrounds to create desired shapes, patterns and effects. Explore texture and colour effects by selecting from a variety of materials in a collage.	Experiment and create different forms with clay, dough, natural materials, boxes and paper. Shape and model materials for a purpose from observation and imagination using a variety of tools. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting and carving.	Use a simple computer paint program to create a range of pictures.	As they work, describe and explain the successes and challenges of what they are doing, identifying what they are pleased with and what could be adapted. Describe an artwork, saying what they find interesting about the work, and how the artist has developed ideas and techniques.

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By the end of Y3							
Generating ideas	Drawing	Painting	Printing	Collage	Modelling and sculpture	Digital media	Evaluating
Choose different starting points from a range of ideas e.g., study of natural objects, pictures, works and designs by artists, artefacts, and experiences, including a visit to an art gallery. Use a sketch book to record explorations in media, to plan and develop simple ideas, adding simple annotations to show what they have done. Ask and answer questions about starting points, and choices they have made, including chosen tools, media and purpose. Adapt ideas through deliberate experimentation.	Experiment and create different effects with pencils, chalks, pastels, charcoal and inks. Use different pressures to create hard and soft lines Use different grades of pencil to shade and create tone and texture Begin to show an awareness of composition, scale and proportion in their drawings.	Use a range of brushes and tools to demonstrate increasing control of the types of marks made. Experiment with different effects and textures including blocking in colour, thickening paint to create textural effects. Mix colour, shades and tones to match desired outcome. Use lighter and darker tones within painting.	Experiment and create different print effects and patterns with a range of materials onto a range of surfaces. Create prints from printing blocks using both relief and impressed methods. Print with two colour overlays. Design patterns to reflect themes, ideas and styles. Improve the accuracy of work to create a 'cleaner' print.	Shape paper and other materials to achieve desired effects. Overlap paper and other materials to create texture. Create a collage to show a variety of textures and colours or both.	Experiment and create different forms with clay, natural materials, paper, wire and Modroc. Produce larger ware using pinch/ slab/ coil techniques. Construct a simple base for extending and modelling other shapes. Model over a simple frame. Join two parts successfully. Secure work to continue at a later date. Produce more intricate surface patterns/textures and use them when appropriate.	Use IT programs to create a piece of work that includes their own work and that of others. Take a photograph from an unusual or thought-provoking viewpoint. Take a self-portrait to show an emotion.	As they work, describe and explain the successes and challenges of what they are doing, identifying how they solved any problems they encountered and suggesting changes they might make. Describe different works by the same artist, saying what they find interesting about the works, and how the artist has developed ideas and techniques. Compare works on similar themes by different artists, using artistic language to describe similarities and differences in what they observe.

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By the end of Y4							
Generating ideas	Drawing	Painting	Printing	Collage	Modelling and sculpture	Digital media	Evaluating
Investigate a range of possible starting points for their work, including artworks by artists and designers and choose ideas to develop further, giving reasons for their choices. Use a sketchbook to collect a range of explorations, adding annotations which reflect on techniques and how ideas could be developed. Describe how they are developing their ideas as they work, using artistic language. Speculate and decide what experimentation might be interesting to pursue.	Experiment and create different effects with pencils, chalks, pastels, charcoal and inks. Use hard and soft lines to highlight fine detail Use shading, hatching and crosshatching to create tone and texture through different light and shadow effects Show that they are focusing on balancing composition, scale and proportion in their drawings.	Use a range of brushes and tools to demonstrate conscious control of the types of marks made. Experiment with different effects and textures including making a wash. Mix colour, shades and tones with increasing accuracy to match desired outcome. Use lighter and darker tones within painting and begin to explore complimentary colours.	Experiment and create different print effects and patterns with a range of materials onto a range of surfaces. Create prints from printing blocks using both relief and impressed methods. Print with two colour overlays. Design patterns to reflect themes, ideas and styles. Improve the accuracy of work to create a 'cleaner' print.	Shape paper and other materials accurately to achieve desired effects. Overlap and overlayer paper and other materials to create texture. Design and make a collage to show a variety of textures and colours or both.	Experiment and create different forms with clay, natural materials, paper, wire and Modroc. Produce larger ware using pinch/ slab/ coil techniques. Construct a simple base for extending and modelling other shapes. Model over a simple frame. Join two parts successfully. Secure work to continue at a later date. Produce more intricate surface patterns/textures and use them when appropriate.	Use IT programs to create a piece of work that includes their own work and that of others. Take a series of photographs from an unusual or thought-provoking viewpoint. Take a series of self-portraits to show a range of emotions.	Discuss and review their work, both in progress and when completed, expressing their thoughts and feelings, identifying modifications and aspects which could be developed further. Compare different styles and approaches by artists, noticing similarities and differences in terms of media, ideas and techniques. Describe, using artistic language, how their own work has similarities to that of artists they have studied.

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By the end of Y5							
Generating ideas	Drawing	Painting	Printing	Collage	Modelling and sculpture	Digital media	Evaluating
Determine a preferred starting point for their work, including the influence of work by artists and designers, giving reasons for their choices. Use a sketchbook independently to collect a range of explorations, adding annotations using specific artistic vocabulary. Explain how they are developing their ideas as they work, using artistic language. Explain their thinking behind the experimentation they have chosen to pursue.	Experiment and create different effects with pencils, chalks, pastels, charcoal and inks. Use hard and soft lines to reflect attention to background and foreground. Experiment with a variety of shading and tonal techniques to create atmosphere Develop simple perspective in using a single focal point and horizon.	Use a range of brushes and tools to demonstrate conscious control of the types of marks made matching technique to desired purpose. Build different paints in layers to create different effects and textures. Mix and match colours to create tonal effects.	Select from the range of printing techniques they know to experiment with different effects. Create a wax resist print. Build up layers and colours/textures. Choose inks and overlay colours Overwork prints with a range of media e.g., pens, colour pens and paints Design thematic and stylistic patterns of increasing complexity and repetition. Improve the accuracy of work to create a 'cleaner' print.	Shape paper and other materials accurately to achieve desired effects. Experiment with adding collage to a painted or drawn background. Select from a range of materials and refine techniques to create a collage which explores a theme. (Costal erosion)	Experiment and create different forms with clay, natural materials, paper, wire and Modroc. Combine pinch, slabbing and coiling to produce end pieces. Work around armatures or over constructed foundations. Join all parts successfully. Secure work to continue at a later date. Experiment with different ways of finishing work: glaze, paint, polish.	Upload images and take digital photographs and use software to alter and adapt them to achieve a desired effect. Combine digital images in a montage, including original photographs to illustrate a theme. Experiment with presentation of self-portraits to create a gallery.	Discuss and review their work, both in progress and when completed, responding to feedback from others. Compare different styles and approaches by artists, and how artists have developed ideas and themes within their work, and how artistic movements can be described. Describe, using artistic language, how their own work has similarities to that of artists they have studied, and how they have tried to show this in their work. (Linked to oracy)

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By the end of Y6							
Generating ideas	Drawing	Painting	Printing	Collage	Modelling and sculpture	Digital media	Evaluating
Determine a preferred starting point for their work, planning how their work might develop and which techniques they will use. Use a sketchbook independently to organise their explorations, annotating how different examples connect and how they could be applied using specific artistic vocabulary. Explain with reasoning how they are developing their ideas as they work, using artistic language. Speculate and decide what experimentation across different media might be interesting to pursue.	Experiment and create different effects with pencils, chalks, pastels, charcoal and inks. Use hard and soft lines to reflect attention to background and foreground Select from a variety of shading and tonal techniques to show mood and atmosphere Develop composition by using techniques to show foreground, middle ground and background.	Use a range of brushes and tools to demonstrate conscious control of the types of marks made matching technique to desired purpose. Start to develop their own style using different effects and textures. Plan how to mix and match colours to create atmosphere and tonal effects.	Select from the range of printing techniques they know to experiment with different effects. Create a wax resist print. Build up layers and colours/textures. Choose inks and overlay colours Overwork prints with a range of media e.g., pens, colour pens and paints Design thematic and stylistic patterns of increasing complexity and repetition. Improve the accuracy of work to create a 'cleaner' print.	Shape paper and other materials accurately to achieve desired effects. Integrate collage with other techniques to create visual and textural effects. Select from a range of materials and refine techniques to create a collage which explores a theme, idea or style.	Experiment and create different forms with clay, natural materials, paper, wire and Modroc. Combine pinch, slabbing and coiling to produce end pieces. Work around armatures or over constructed foundations. Join all parts successfully. Secure work to continue at a later date. Experiment with different ways of finishing work: glaze, paint, polish.	Upload images and take digital photographs and use software to alter and adapt them to achieve a planned effect. Select from a selection of digital images in a montage, including original photographs to illustrate a theme. Experiment with presentation of self-portraits to create a thematic gallery.	Discuss and critically review their work, both in progress and when completed, identifying where feedback would be helpful to them to develop further. Compare different styles and approaches by artists and how artists and artistic movements have influenced one another. Describe, using artistic language, how and why they have used the work of artists and designers to influence their own work.

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