


## Roehampton Church Schools Progression of skills in Art and Design

	EYFS	Year 1	Year 2	End of Key Stage Expectations	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
		Self & Family portraits, weaving, fabric painting (William Morris) Close observational drawings of flowers: oil pastels (Georgia O'Keeffe) Collage of hot air balloons, 3D superhero: Paper Mache, wax & colour wash.	Animal Collage, Designing aliens: water colour, African Printing: creating block prints printing repeated pattern, Andy Goldsworthy: natural art, beach art, watercolour paintings,		Line drawings of local area buildings: line techniques, Cave paintings: tea staining, chalking, Study of artists who have worked with light e.g. Tiffany lamps & Chihuly. Understanding practices & techniques used by Chihuly. Create & paint a stained glass hanging decoration, picture or glass night light holder: glass painting.	Create mosaics based on Roman designs using glass tiles, Mixed media winter pictures, Look at the work of Matisse particularly The cut outs create own cut out design: cutting skills, Make a scene from Charlotte's Web: clay modelling, Building a 3D scene	Sketch Anglo-Saxon/Viking artefacts using different grade pencils to create effects. Charcoal & chalk drawings to draw atmospheric settings based on Macbeth: charcoal and chalk, The surrealist movement: Salvador Dali: painting, Reproduce work in same style & create own work in same style. Study of French Impressionist Artists: Claude Monet. Understand practices & techniques: reproduce them in replicas & own work based on style. Claude Monet: watercolour painting & pastels.	Wartime propaganda: posters, painting with acrylic paint. Identify features of Pre-Raphaelite paintings & draw in the style of a Pre-Raphaelite artist. Explore the artwork of Sir John Everett Millais, understand the historical & cultural development of his art. Use charcoal to recreate images from The Highwayman Use charcoal to create illustrations for The Highwayman. Evaluate own art Clay modelling e.g. different pot making techniques & tools for decoration; design and make a tile.	
Exploring and developing ideas (Ongoing)	<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them &amp; what to make.</li> <li>Develop their own ideas &amp; then decide which materials to use to express them.</li> <li>Join different materials &amp; explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>Record &amp; explore ideas from first hand observation, experience &amp; imagination.</li> <li>Ask &amp; answer questions about the starting points for their work, and develop their ideas.</li> <li>Explore the differences &amp; similarities within the work of artists, craftspeople &amp; designers in different times &amp; cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Record &amp; explore ideas from first hand observation, experience &amp; imagination.</li> <li>Ask &amp; answer questions about the starting points for their work &amp; the processes they have used. Develop their ideas.</li> <li>Explore the differences &amp; similarities within the work of artists, craftspeople &amp; designers in different times &amp; cultures.</li> </ul>	<p>Children will have learned about the work of a range of artists, craft makers and designers. They will have looked at, discussed &amp; reproduced artwork or created their own artworks based on the designs &amp; artworks of Georgia O'Keefe (flowers), William Morris (printing) &amp; Andy Goldsworthy (colour and pattern using beach artefacts). Be able to describe the differences and similarities between different practices &amp; disciplines &amp; make links to their own work.</p>	<ul style="list-style-type: none"> <li>Select &amp; record from first hand observation, experience &amp; imagination, &amp; explore ideas for different purposes.</li> <li>Question &amp; make thoughtful observations about starting points &amp; select ideas to use in their work.</li> <li>Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select &amp; record from first hand observation, experience &amp; imagination, &amp; explore ideas for different purposes.</li> <li>Question &amp; make thoughtful observations about starting points &amp; select ideas to use in their work.</li> <li>Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience &amp; imagination, &amp; explore ideas for different purposes.</li> <li>Question &amp; make thoughtful observations about starting points &amp; select ideas &amp; processes to use in their work.</li> <li>Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select &amp; record from first hand observation, experience &amp; imagination, &amp; explore ideas for different purposes.</li> <li>Question &amp; make thoughtful observations about starting points &amp; select ideas &amp; processes to use in their work.</li> <li>Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures.</li> </ul>	<p>Children will have developed their techniques, including their control &amp; their use of materials, with creativity, experimentation &amp; an increasing awareness of different kinds of art, craft &amp; design. They will have created sketchbooks to record their observations &amp; use them to review &amp; revisit ideas. They will improve their mastery of art &amp; design techniques, including drawing, painting &amp; sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. They will have studied great artists, architects &amp; designers in history. They will have studied the artworks/ designs of Tiffany &amp; Chihuly (coloured glass), Matisse (The snail and the Cutouts), Monet (French Impressionism), Pre-Raphaelite paintings (The Lady of Shalott).</p>

<p><b>Evaluating and developing work (Ongoing )</b></p>	<ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p>*Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>*Identify what they might change in their current work or develop in their future work.</p>	<p>*Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>*Identify what they might change in their current work or develop in their future work.</p> <p>*Annotate work in sketchbook.</p>	<p>Children will be able to describe the differences and similarities between different practices and disciplines, and make links to their own work. The children will have studied, discussed and evaluated the work of artworks of Georgia O’Keefe (flowers), William Morris (printing) and Andy Goldsworthy (colour and pattern using beach artefacts) and their own artwork.</p>	<p>*Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>*Adapt their work according to their views and describe how they might develop it further.</p> <p>*Annotate work in sketchbook.</p>	<p>*Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>*Adapt their work according to their views and describe how they might develop it further.</p> <p>*Annotate work in sketchbook.</p>	<p>*Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>•Adapt their work according to their views and describe how they might develop it further.</p> <p>*Annotate work in sketchbook.</p>	<p>*Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>*Adapt their work according to their views and describe how they might develop it further.</p> <p>*Annotate work in sketchbook.</p>	<p>Children will have developed their techniques, including their control and their use of materials, with creativity, experimentation &amp; an increasing awareness of different kinds of art, craft &amp; design. They will have created sketchbooks to record their observations and use them to review &amp; revisit ideas. They will improve their mastery of art &amp; design techniques. They will have studied, discussed &amp; evaluated the work of great artists, architects &amp; designers in history. They will have studied, discussed &amp; evaluated the artworks &amp; designs of Tiffany and Chihuly (coloured glass), Matisse (The Snail &amp; the Cutouts), Monet (French impressionism), Pre-Raphaelite paintings (The Lady of Shalott). The children will have discussed &amp; evaluated their own artwork.</p>
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Drawing	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•observational drawing skills using mirrors.</li> <li>•pencil drawing</li> <li>•portraits size and proportion.</li> <li>•Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>•Use a sketchbook to gather and collect artwork.</li> <li>•Begin to explore the use of line, shape and colour.</li> <li>•Close observational drawings of flowers – oil pastels.</li> <li>•Using oil pastels begin to practise different ways of blending colours.</li> <li>•Use a sketchbook to gather and collect examples of blending techniques.</li> <li>•Begin to explore the use of line, shape and colour.</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>•Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>•Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>•Experiment with the visual elements; line, shape, pattern and colour.</li> <li>*Use a sketchbook to collect examples and ideas.</li> </ul>	<p>Children will have used drawing to develop and share their ideas, experiences and imagination. They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will have learned about the work of a range of artists, craft makers and designers. They will have looked at, discussed and reproduced artwork or created their own artworks based on the designs and artworks of Georgia O'Keefe (flowers), William Morris (printing). Be able to describe the differences and similarities between different practices and disciplines, and make links to their own work</p>	<ul style="list-style-type: none"> <li>•Experiment with different grades of pencil and other implements.</li> <li>•Plan, refine and alter their drawings as necessary.</li> <li>•Use their sketchbook to collect and record visual information from different sources.</li> <li>•Draw for a sustained period of time at their own level.</li> <li>•Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>•Make informed choices in drawing inc. paper and media.</li> <li>•Alter and refine drawings and describe changes using art vocabulary.</li> <li>•Collect images and information independently in a sketchbook.</li> <li>•Use research to inspire drawings from memory and imagination.</li> <li>•Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<ul style="list-style-type: none"> <li>•Use a variety of source material for their work.</li> <li>•Work in a sustained and independent way from observation, experience and imagination.</li> <li>•Use a sketchbook to develop ideas.</li> <li>•Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>•Identify artists who have worked in a similar way to their own work.</li> <li>•Develop ideas using different or mixed media, using a sketchbook.</li> <li>•Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</li> </ul>	<p>Children will have developed 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. They will have created sketchbooks to record their observations and use them to review and revisit ideas. They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. They will have studied great artists, architects and designers in history. They will have studied the artworks and designs of Tiffany and Chihuly (coloured glass), Matisse (The snail and the Cutouts), Monet (French impressionism), Pre-Raphaelite paintings (The Lady of Shalott).</p>
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Painting	<ul style="list-style-type: none"> <li>• Explore colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• wax and colour wash (wax resistance painting).</li> <li>• Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Mix secondary colours and shades using different types of paint.</li> <li>• Create different textures</li> <li>• e.g. use of glitter.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a range of secondary colours, shades and tones.</li> <li>• Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• Name different types of paint and their properties.</li> <li>• Work on a range of scales e.g. large brush on large paper etc.</li> <li>• Mix and match colours using artefacts and objects.</li> </ul>	<p>Children will have used painting to develop and share their ideas, experiences and imagination. They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will have learned about the work of a range of artists.</p>	<ul style="list-style-type: none"> <li>• Mix a variety of colours and know which primary colours make secondary colours.</li> <li>• Use a developed colour vocabulary.</li> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>• Work confidently on a range of scales e.g. thin brush on small picture etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Make and match colours with increasing accuracy.</li> <li>• Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• Choose paints and implements appropriately.</li> <li>• Plan and create different effects and textures with paint according to what they need for the task.</li> <li>• Show increasing independence and creativity with the painting process.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>• Work on preliminary studies to test media and materials.</li> <li>• Create imaginative work from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>* Wartime propaganda painting techniques using acrylic paint – line, colour, shape and form.</li> <li>* Identify features of Pre-Raphaelite paintings and draw in the style of a Pre-Raphaelite artist.</li> <li>* Explore the artwork of Sir John Everett Millais and understand the historical and cultural development of his art.</li> <li>• Create shades and tints using black and white.</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>• Work from a variety of sources, inc. those researched independently.</li> <li>• Show an awareness of how paintings are created (composition).</li> </ul>	<p>Children will have developed 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. They will have created sketchbooks to record their observations and use them to review and revisit ideas. They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. They will have studied great artists, architects and designers in history. They will have studied the artworks and designs of Tiffany and Chihuly (coloured glass), Matisse (The snail and the Cutouts), Monet (French impressionism), Pre-Raphaelite paintings (The Lady of Shalott).</p>
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<div> <div></div> <div>Printing</div> </div>		<ul style="list-style-type: none"> <li>•Fabric Painting – Printing with vegetables.</li> <li>•Collages from different materials.</li> <li>•Look at work of William Morris and understanding practices and techniques he uses.</li> <li>•Make marks in print with a variety of objects, including natural and made objects.</li> <li>•Carry out different printng techniques e.g. monoprint, block, relief and resist printing.</li> <li>•Make rubbings.</li> <li>•Build a repeating pattern and recognise pattern in the environment.</li> </ul>	<p>African Printing - creating block prints printing repeated pattern</p> <ul style="list-style-type: none"> <li>•Use a variety of techniques, inc.printing, relief, press and fabric printing and rubbings.</li> <li>•Design patterns of increasing complexity and repetition.</li> <li>•Print using a variety of materials, objects and techniques.</li> <li>•Design and create own print stamp using card and string.</li> </ul>	<p>Children will have used a range of materials creatively to design and make artworks. They will have used printing in large and small scales based on the art works of William Morris and African print designs. They will be able to describe the differences and similarities between different practices and disciplines, and make links to their own work</p>				<ul style="list-style-type: none"> <li>•Describe varied techniques.</li> <li>•Be familiar with layering prints.</li> <li>•Be confident with printing on paper and fabric.</li> <li>•Alter and modify work.</li> <li>•Work relatively independently.</li> </ul>	<p>Children will have developed their techniques, including their control &amp; their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft &amp; design. They will have created sketchbooks to record their observations and use them to review and revisit ideas. They will improve their mastery of art &amp; design techniques, including drawing, painting &amp; sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. They will have studied great artists, architects &amp; designers in history. They will have studied the artworks / designs of Tiffany &amp; Chihuly (coloured glass), Matisse (The snail and the Cutouts), Monet (French impressionism), Pre-Raphaelite paintings (The Lady of Shalott).</p>
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Textiles/collage		<p><b>Autumn 2</b> Topic: Clothes</p> <ul style="list-style-type: none"> <li>•Weaving to create one piece of fabric.</li> </ul> <p>•Explore and look for examples of weaving in clothing.</p> <p>•Collect examples for scrapbook.</p> <p>•Use a variety of materials to explore and practise the skill of weaving.</p> <p>Summer 1 Topic: Exploration Collage hot air balloons</p> <p>•How to thread a needle, cut, glue and trim material.</p> <p>•Create images from imagination, experience or observation.</p> <p>*Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc</p>	<p><b>Autumn 1</b> Animal Collage - tearing skills</p> <ul style="list-style-type: none"> <li>•Use the skill of tearing shapes from a variety of paper and card.</li> </ul> <p>•Create textured collages from a variety of media.</p> <p>•Make a simple mosaic.</p>	Children will have used a range of materials with textiles to creatively design and make collage artworks of different scales.	<p><b>Summer 1</b> Topic: Let there be light!</p> <p>Create and paint a stained glass hanging decoration, picture or glass night light holder – glass painting.</p> <ul style="list-style-type: none"> <li>•Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> </ul> <p>•Name the tools and materials they have used.</p> <p>•Develop skills in stitching. Cutting and joining.</p> <p>•Experiment with a range of media e.g. overlapping, layering etc.</p>	<p><b>Autumn 1</b> Topic: Romans Create mosaics based on Roman designs using glass tiles Autumn 2 Topic: Journeys Mixed media winter pictures – effective use of materials to create effect (pastels, paint, chalk) Summer 1 Topic: Insects and mini beasts Look at the work of Matisse particularly The Cutouts work and understand the practices and techniques he uses.</p> <p>Matisse The Cutouts – create own cutout design – cutting skills</p> <ul style="list-style-type: none"> <li>•Match the tool to the material.</li> <li>•Combine skills more readily.</li> <li>•Choose collage or textiles as a means of extending work already achieved.</li> <li>•Refine and alter ideas and explain choices using an art vocabulary.</li> <li>•Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>•Experiments with paste resist.</li> </ul>	<p><b>This crosses over into DT- Anglo Saxon purse.</b></p> <ul style="list-style-type: none"> <li>•Join fabrics in different ways, including stitching.</li> <li>•Use different grades and uses of threads and needles.</li> <li>•Extend their work within a specified technique.</li> <li>•Use a range of media to create collage.</li> <li>•Experiment with using batik safely.</li> </ul>	<ul style="list-style-type: none"> <li>•Awareness of the potential of the uses of material.</li> <li>•Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>•To be expressive and analytical to adapt, extend and justify their work.</li> </ul>	Children will have developed 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. They will have created sketchbooks to record their observations and use them to review and revisit ideas. They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. They will have studied great artists, architects and designers in history. They will have studied the artworks and designs of Tiffany and Chihuly (coloured glass), Matisse (The snail and the Cutouts), Monet (French impressionism), Pre-Raphaelite paintings (The Lady of Shalott).
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3D Form	<ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> </ul>	<p><b>Summer 2</b> Topic: Fantasy worlds 3D superhero toy papier Mache</p> <p>Spring 2 Topic: Growing - Clay pots for plants.</p> <ul style="list-style-type: none"> <li>• Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>• Explore sculpture with a range of malleable media, especially clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Build a string stamp.</li> <li>• Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul> <p>Summer 1 TOPIC: The common and healthy living Looking at Andy Goldsworthy art and understanding practices and techniques he uses.</p> <p>*Beach art using natural materials found in Brighton – arranging, using pattern and texture artistically</p> <ul style="list-style-type: none"> <li>• Reproducing work like Andy Goldsworthy art using natural materials found in nature – arranging, using pattern and texture artistically</li> </ul>	<p>Children will have used a range of materials creatively to design and make artworks. They will have used drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will have learned about the work of a range of artists, craft makers and designers. They will have looked at, discussed and reproduced artwork or created their own artworks based on the designs and artworks of Georgia O’Keefe (flowers), William Morris (printing) and Andy Goldsworthy (colour and pattern using beach artefacts). Be able to describe the differences and similarities between different practices and disciplines, and make links to their own work</p>	<p><b>This crosses over into DT- Iron man structure.</b></p> <p>Make informed choices about the 3D technique chosen.</p> <ul style="list-style-type: none"> <li>• Show an understanding of shape, space and form.</li> <li>• Plan, design, make and adapt models.</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>• Use a variety of materials.</li> </ul>	<p><b>Autumn 1</b> Topic: Romans Create mosaics based on Roman designs using glass tiles</p> <p>Summer 2 Topic: Down on the farm.</p> <ul style="list-style-type: none"> <li>• Make informed choices about the 3D technique chosen.</li> <li>• Show an understanding of shape, space and form.</li> <li>• Plan, design, make and adapt models.</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>• Use a variety of materials.</li> </ul>	<p><b>This crosses over into DT- Eiffel Tower structure.</b></p> <ul style="list-style-type: none"> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Use recycled, natural and manmade materials to create sculpture.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> </ul>	<p><b>Summer 2</b> Changes Clay modelling e.g. different pot making techniques and tools for decoration; design and make a tile</p> <ul style="list-style-type: none"> <li>• Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>• Create sculpture and constructions with increasing independence.</li> </ul>	<p>Children will have developed 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. They will have created sketchbooks to record their observations and use them to review and revisit ideas. They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. They will have studied great artists, architects and designers in history. They will have studied the artworks / designs of Tiffany &amp; Chihuly (coloured glass), Matisse (The snail and the Cutouts), Monet (French impressionism), Pre-Raphaelite paintings (The Lady of Shalott).</p>
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Breadth of Study	By the end of Foundation Stage, the children will have had the opportunity to represent their own ideas, thoughts and feelings safely using a variety of materials, tools and techniques through experimentation with colour, design, texture form and function.	<ul style="list-style-type: none"> <li>•Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>•Use ICT</li> <li>•Investigate different kinds of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>•Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>•Use ICT.</li> <li>•Investigate different kinds of art, craft and design.</li> </ul>	Children will have used a range of materials creatively to design and make artworks. They will have used drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will have learned about the work of a range of artists, craft makers and designers. They will have looked at, discussed and reproduced artwork or created their own artworks based on the designs and artworks of Georgia O'Keefe (flowers), William Morris (printing) and Andy Goldsworthy (colour and pattern using beach artefacts). Be able to describe the differences and similarities between different practices and disciplines, and make links to their own work.	<ul style="list-style-type: none"> <li>•Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>•Use ICT.</li> <li>•Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>•Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>•Use ICT.</li> <li>•Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>•Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>•Use ICT.</li> <li>•Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>•Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>•Use ICT.</li> <li>•Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	Children will have developed 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. They will have created sketchbooks to record their observations and use them to review and revisit ideas. They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. They will have studied great artists, architects and designers in history. They will have studied the artworks / designs of Tiffany & Chihuly (coloured glass), Matisse (The snail and the Cutouts), Monet (French impressionism), Pre-Raphaelite paintings (The Lady of Shalott).
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Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.