Art and Design Progression Document

National Curriculum Expectations

Purpose Of Study: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims:The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment Targets: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1: Pupils should be taught to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experience and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.

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. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.

Progression of Knowledge - Art and Design

	E)	/FS	Key S	tage 1	Lower Ke				
	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn 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.		To create sketch books to record their observations and use them to review and revisit ideas. 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]. To learn about great artists, architects and designers in history.				
	FS 1	F5 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
				Generati	ng Ideas				
Substantive Knowledge	What a pencil or paintbrush is	Art can be creating a drawing or painting	An artist creates art.	An artist is famous for their artwork. Sketch books can be used to create ideas.	Facts about an artist. Sketchbooks can be used continuously to record ideas.	Specific facts about an artist that relates to artwork. Sketchbooks can be used continuously to record ideas.	Specific facts about more than one artist that relates to artwork. Can reflect on an artists' work.	Can compare specific facts about more than one artist that relates to artwork. Can compare between artists and reflect on their work.	
Disciplinary Knowledge	Show an enjoyment of art through provision. Experiment with different materials.	Show an enjoyment of art through provision. Safely explore a variety of materials, tools and techniques.	Introduce a sketch book. Enjoy the work of different artists and designers. Experiment with different materials with purpose.	Develop a sketchbook habit as a place to record ideas. List what they enjoy about artwork made by artists and designers.	Continue to develop a sketchbook habit. Enjoy looking at artwork made by artists, architects and designers reasoning why they enjoy it.	Continue to develop a sketchbook habit to record individual responses to their learning. Enjoy looking at artwork made by artists, architects and designers	Continue to develop a sketchbook habit to record and reflect on their learning. Enjoy looking at artwork made by artists, architects and designers. Also	Continue to develop a sketchbook habit to record and reflect on their learning showing clear improvements through planning. Enjoy looking at artwork made by	

	Work on pieces of paper which are recorded.	Work purposefully on pieces of paper which are recorded.	Name some different tools and techniques.	Look at and explore different source materials. Generate ideas through exploration of materials. Name some different tools and techniques that they have used.	Explore how ideas develop through different medias. Generate ideas through research of an artist. Name more techniques and tools that they have used.	reasoning why they enjoy it and give alternative opinions. Explore how ideas develop through different medias and give an opinion. Generate ideas through research of an artist independently. Name more techniques and tools that they have used and express a preference.	giving reasons why they enjoy it and give alternative opinions, looking at how they can inspire making. Explore how ideas develop through different medias, giving an opinion and preference. Develop ideas through experimentation and questioning about artwork. Generate ideas through research of an artist independently, using IT, with a purpose.	artists, architects and designers. Also giving reasons why they enjoy it and give alternative opinions, suggest improvements, looking at how they can inspire making. Explore how ideas develop through different medias, giving an opinion and preference, and discussing the artist's intention. Develop ideas through experimentation and questioning about artwork. Generate ideas through research of an artist independently, using IT, with a purpose.	
Vocabulary	draw, paint, picture, painting, play	draw, paint, picture, painting, play, make, collage	draw, paint, picture, painting, play, make, collage, art, artist, sketchbook	draw, paint, picture, painting, play, make, collage, art, artist, artwork, sketchbook	draw, paint, picture, painting, play, make, collage, art, artist, artwork, sketchbook, fact	draw, paint, picture, painting, play, make, collage, art, artist, artwork, sketchbook, fact	draw, paint, picture, painting, play, make, collage, art, artist, artwork, sketchbook, fact, links	draw, paint, picture, painting, play, make, collage, art, artist, artwork, sketchbook, fact, links	
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Substantive Knowledge	Can grasp a pencil.	Show a preference for a dominant hand.	Know that pressing with a pencil makes the line darker. Giuseppe Accimboldo painted portraits out of food.	There are different pencil grades. Giuseppe Accimboldo painted portraits out of food.	Different grades of pencil can create different, contrasting tones (light and dark).	Different grades of pencil can create different, contrasting tones (light and dark) for a more realistic outcome.	Perspective is viewing something in different ways. Shading can add depth to drawings.	Perspective is necessary in 3D drawings . Adding shading to show shadows can add depth.	KS1 Giuseppe Arcimboldo Shin Saimdang

					Rene Mackintosh is famous for 'The Mackintosh Rose'	Rene Mackintosh is famous for 'The Mackintosh Rose'	Julian Opie uses a black outline in most of his artwork.	Julian Opie uses a black outline in most of his artwork.	Rene Mackintosh Louis Comfort Tiffany
Disciplinary Knowledge	Explore mark making. Use a variety of pencils and pens including both thick and thin. Mark making can sometimes represent meaning to the child (person, thing, feeling).	Make marks intentionally. Draw a circle to represent a face. Select a specific pencil/ pen to draw with for a purpose. Create simple representations of people and things. Work purposefully when responding to artwork.	Draw a recognisable face. Introduced to the vocabulary surrounding different grades of pencils. Draw lines of different shapes and thicknesses. Explore mark making further. Observe and draw landscapes.	Draw a recognisable face with shading. Experiment with different grades of pencils Experiment drawing with different medias. Draw in a way of recording experiences and feelings. Create texture and pattern in my drawing.	Draw a recognisable self-portrait using different grades of pencils. Use different grades of pencils on a shading ladder. Create recognisable landscape drawings. Initial sketches as a preparation for painting. Confidently draw with different medias.	Draw a recognisable self-portrait using different grades of pencils and experiment with shading. Confidently use different grades of pencils on a shading ladder. Identify and draw the effect of light. Scale and proportion Confidently drawing using multiple medias	Draw a recognisable self-portrait from a side profile, experimenting with different shading techniques. Use the knowledge of different grades of pencils to experiment with different shading techniques. Effect of light on objects and people from different direction Produce increasingly accurate drawings of people. Build on ideas through drawing.	Draw a recognisable self-portrait from a side profile and use different shading techniques. Use the knowledge of different grades of pencils to confidently use different shading techniques. Effect of light on objects and people from different directions Produce increasingly accurate drawings of people in motion. Build on ideas through drawing.	UKS2 Frida Kahlo Julian Opie
	paper, pencil, crayons, colour, marks	paper, pencil, crayons, colour, marks, mark making, formation	paper, pencil, crayons, colour, marks, mark making, darker, press	paper, pencil, crayons, colour, marks, mark making, darker, press, grades	paper, pencil, crayons, colour, marks, mark making, darker, press, grades, tones, light	paper, pencil, crayons, colour, marks, mark making, darker, press, grades, tones, light, realistic	paper, pencil, crayons, colour, marks, mark making, darker, press, grades, tones, light, realistic, perspective, shading, depth	paper, pencil, crayons, colour, marks, mark making, darker, press, grades, tones, light, realistic, perspective, shading, depth, shadow	
				Pain					
Substantive Knowledge	Can grasp a paintbrush. Can identify some colours.	Knows how to hold a paintbrush. Can recognise different colours.	Paint Brushes have dif-		There are different to ready mixed and water	ypes of paints (acrylic, rcolour).	How to create specif shades of a colour. Splatter painting is w onto the painting sur	hen paint is flung	K <u>51</u> Alma Thomas Queenie Mckenzie Mark Rothko

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materials. Glue can be used to stick things down. Disciplinary Knowledge Materials. Explore different materials Experiment with For example, making snips in paper with scissors. Can layer different materials such as paint, paper and card, effectively. LKS2 Lure Picasso was famous for cubism (using shapes in artwork). Can layer different materials such as paint, paper and card, effectively. LKS2 Lure Picasso was famous for cubism (using shapes in artwork). Can layer different materials such as paint, paper and card, effectively. LKS2 Lure Picasso was famous for cubism (using shapes in artwork). Beatriz Milhazes (a Brazilian artist) creates her art from recycled materials. UKS2 Malev Abstrr textures with recognisable features. Use natural materials to represent recognisable features of a face or scene in a piece of artwork. Explore different materials Texture is how something feels. Can layer different materials such as paint, paper and card, effectively. LKS2 Lure Vincent Van Gogh's favourite colour was yellow (he used it in his starry night). Create a simple collage, with a recognisable features. Use natural materials to represent recognisable features of a face or scene in a piece of artwork. Use natural materials to represent recognisable features of a face or scene in a piece of artwork with accuracy and reasoning.				our use scissors to cut specific shapes.	Abstract at a desir materiteamy.		Vincent Van
Glue can be used to stick things down. Glue and sellotape can be used to stick things down. Glue and sellotape can be used to bind things together. Disciplinary Knowledge Making snips in paper with scissors. Disciplinary Knowledge Making snips in paper with scissors. Disciplinary Knowledge Making snips in paper with scissors. Vincent Van Gogh's favourite colour was yellow (he used it in his starry night). Create a simple collage, with a recognisable shape, using two different medias. Malev different materials such as paint, paper and card, effectively. Beatriz Milhazes (a Brazilian artist) creates her art from recycled materials. UKS2 UKS2 UKS2 UKS2 USE natural materials to create a pattern with a clear purpose. Use natural materials to represent recognisable features of a face or scene in a piece of artwork. Explore different materials such as paint, paper and card, effectively. Laure Picass Vincent Van Gogh's favourite colour was yellow (he used it in his starry night). Create a simple collage, with a recognisable features. USE natural materials to represent recognisable features of a face or scene in a piece of artwork. Use natural materials to represent recognisable features of a face or scene in a piece of artwork. Milhazer Milhazer Vincent Van Gogh's favourite colour was yellow (he used it in his starry night). Create a simple collage, with a recognisable features. USE natural materials to represent recognisable features of a face or scene in a piece of artwork. Milhazer Vincent Van Gogh's favourite colour was yellow (he used it in his starry night). Create an abstract collage using different attentives with recognisable features. Use natural materials to represent recognisable features of a face or scene in a piece of artwork. Milhazer To late of a face or scene in a piece of artwork.	Knowledge			Layons and adding one material on tan of	Taytuna is how comothing fools	snupes.	
Glue can be used to stick things down. Glue and sellotape can be used to bind things together. Disciplinary Knowledge Handling, manipulating and enjoying using materials. Explore different materials including Experiment with Experiment value different materials of create a pattern with Experiment value in an abstract collage using differ		materials.			Texture is now something feets.	Can layer different meterials such as	Bogn
Stick things down. Glue and sellotape can be used to bind things together. Disciplinary Knowledge Handling, manipulating and enjoying using materials. Explore different materials to create artwork. Explore different materials including Experiment with Vincent Van Gogh's favourite colour was yellow (he used it in his starry night). Create a simple collage, with a recognisable shape, using two different medias. USS2 Create an abstract collage using different textures with recognisable features. Use natural materials to create a pattern with a clear purpose. Use natural materials to represent recognisable features of a face or scene in a piece of artwork. Staring Handling, with a recognisable features of a face or scene in a piece of artwork with accuracy and milhaustreads of a face or scene in a piece of artwork with accuracy and milhaustreads including reasoning.		Clue can be used to		another.	Disease was female for subject (using shapes	· ·	IVC2
Glue and sellotape can be used to bind things together. Figure 2 Picass			paper with scissors.	Vincent Van Cash's favornita salarm mas		paint, paper and card, ettectively.	LR32 Laurel Burch
can be used to bind things together. Disciplinary Knowledge Manipulating and enjoying using materials. Explore different materials including Experiment with Can be used to bind things together. Create a simple collage, with a recognisable shape, using two different medias. UKS2 Create an abstract collage using different textures with recognisable features. USe natural materials to create a pattern with a clear purpose. Create an abstract collage using different textures with recognisable features. Use natural materials to represent recognisable features of a face or scene in a piece of artwork. Experiment with Create an abstract collage using different textures with recognisable features. Use natural materials to represent recognisable features of a face or scene in a piece of artwork with accuracy and reasoning. Malev Abstract collage using different textures with recognisable features. Use natural materials to represent recognisable features of a face or scene in a piece of artwork with accuracy and reasoning.		STICK THINGS GOWN.	Character Harrier	_	in artwork).	De atuit Atiliane (a Decellian autital)	- a.a. a. a. a
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enjoying using materials. Explore different materials including and selecting different materials to create a pattern with materials including Experiment with and selecting different materials to create a pattern with a clear purpose. Use natural materials to represent recognisable features of a face or scene in a piece of artwork. Experiment with Experiment with		J.					
materials. Comparison of the particle of th	Knowledge			shape, using two different medias.	textures with recognisable features.	shapes, colour, texture and media.	Malevich -
to create artwork. Explore different materials including Experiment with to create artwork. a clear purpose. recognisable features of a face or scene in a piece of artwork. recognisable features of a face or scene in a piece of artwork with accuracy and reasoning. Beatr Milha:			,				Abstract
Explore different materials including Experiment with piece of artwork piece of artwork. piece of artwork piece of artwork with accuracy and reasoning. Milha:		materials.		•			patterns
materials including Experiment with reasoning.			to create artwork.	a clear purpose.			Beatrice
		· · · · · · · · · · · · · · · · · · ·			piece of artwork.	piece of artwork with accuracy and	Milhazes
natural materials different materials		materials including	Experiment with			reasoning.	
natural filatorials. Officion filatorials		natural materials.	different materials				

		including natural				
Vocabulary	rip, tear, glue, build, make, paper	materials. rip, tear, glue, build, make, paper, sellotape, scissors	rip, tear, glue, build, make, paper, card, sellotape, scissors, material, layers, collage, shape	rip, tear, glue, build, make, paper, card, sellotape, scissors, material, layers, collage, shape, abstract, texture, feel	rip, tear, glue, build, make, paper, sellotape, scissors, material, layers, collage, shape, abstract, texture, feel, paint, features	
			For	m		
Substantive Knowledge	Can pinch, grab and mould different materials. Develop manipulation and control.	Can mould a material with a desired outcome.	Clay can be soft and hard. Tools can be used to make patterns in clay. Andy Goldsworthy makes sculptures with natural materials.	Clay can be moulded when wet and dries quickly. Specific tools make specific patterns in clay. Joan Miro is a painter and sculptor who uses surrealism in his artwork.	Clay and Modroc can be used for different sculpting purposes. How to balance a sculpture successfully. Antony Gormley created The Angel of the North sculpture.	K51 Andy Goldsworthy Anish Kapoor Augusta Savage
Disciplinary Knowledge	Handling, feeling, enjoying and manipulating materials Constructing without a purpose. Building and destroying model (playdough, plasticine). Fine motor skills include pinching, grabbing and rolling materials.	Enjoy selecting different materials to create a 3D form. Constructing with a purpose. Make simple models to express their ideas. Fine motor skills include pinching and rolling materials.	Explore different modelling materials and recognise similarities and differences. Shape and form from direct observation decorative techniques Replicate patterns and textures in a 3-D form work and that of other sculptors	Shape, form and construct multiple models using clay techniques. Explore modelling with Modroc. Have a clear understanding of different adhesives and methods of construction. Confidently use specific tools to create different impressions in clay. Experience surface patterns / textures	Use different modelling materials to create a sculpture and explain where they would exhibit their artwork and why. Confidently use Modroc. Shape, form, model and join from observation or imagination. Explore sculpture and balance.	LKS2 Joan Miro Michelle Reader UKS2 Antony Gormley Eva Rothschild
Vocabulary	paper, build, make, glue,	paper, build, make, glue, sellotape,	clay, soft, hard, build, make, pattern, tools	clay, soft, hard, build, make, pattern, tools, mould, wet, dry	modroc, sculpting, sculpture, clay, soft, hard, build, make, pattern, tools, mould, wet. dry	
			Prin	ting		
Substantive Knowledge	Different objects can transfer paint onto paper.	Patterns and pictures can be made through printing.	Pattern is repeating shapes, colour, lines or forms. Different objects create specific prints.	Pointillism is using small dots to create an image. George Seurat invented pointillism.	Different prints can be layered to create a new image. Andy Warhol was a pop-artist who	K51 Paul Klee Emily Kame Kngwarreye
		·	Paul Klee was an abstract artist.	go g	repeated images to create a print. Stippling technique is where areas of light and shadow are created using nothing but dots.	LKS2 George Seurat

Disciplinary	Print with a variety	Print with a variety	Creating repeated patt	erns through printing.	Print using a refined p		Create a relief print	taran da antara da a	UKS2
Knowledge	of objects.	of objects to create			create a piece of artw	ork.	pattern of a recognis	sable object.	William
		something with	Create a recognisable i	mage using printing.					Morris
	Create irregular	meaning.			Using skills from other	areas to make patterns	Combining prints.		Romero Britto
	patterns in artwork.		Print with a growing ran	ge of objects.	such as line and colour.				Andy Warhol
		Create somewhat					Design prints.		
		irregular patterns in	Create natural and mann	nade patterns.	Recognise and create po	itterns in the			
		artwork.			environment.		Overprint using differ	rent colours.	
		Identify patterns.					Create their own abst	ract pattern to reflect	
							their own interests in	relation to the artist.	
Vocabulary	paint, paper,	paint, paper, shape,	paint, paper, shape, co	lour, line, form, print	paint, paper, shape, co	olour, line, form,	paint, paper, shape,	colour, line, form,	
-	shape, colour	colour, pattern,			print, pointillism		print, layers, textur	e, design	
	•	picture			, ,				
				Techn	ology				•
Substantive	A photograph is a	An iPad can be used	Cropping a picture, del	etes part of an image.	Landscape photos show	natural features of	Body language and fo	acial expression are	K51
Knowledge	picture of	to take	., .		land, sky and waters,	at a distance.	important in photogra	aphy for showing	Georgia
_	something.	photographs.	Holding the iPad in diff	ferent ways creates	,		mood.		O'Keeffe
		'	new angles.	•	Exposure is how light o	or dark a photograph			Claude Monet
	A camera takes		.		is.		Banksy is a street a	rtist.	
	photographs.		Claude Monet painted I	nis aarden					LKS2
	photographic.		Ciddo Monor pannou .	ga. a	David Hockney (a York	shire artist) painted			David
					landscapes.	J 5 a. 1.61, pa5a			Hockney
Disciplinary	Fine motor skills of	Can hold an iPad.	Take photos on an iPad	considerina particular	Take photos on an iPac	l considerina anales	Take a photo on an i	Pad to show various	, , , , , ,
Knowledge	holding and pressing	Can nois an il sa.	angles.	constanting particular	perspective and light.	. considering angles,	actions and movemen		UKS2
Knowleage	a button.	Can press a button	ungles.		perspective and light.		further works of art		Banksy
	a barron.	on the iPad to take	Crop a picture using an i	Pad	Combine my work into a	digital format by	fullifier works of all	•	Keith Haring
	Identify some	a picture with adult	or op a pierare asing an i	1 44.	creating a slideshow.	aigirai formai by	Direct a person in a pl	hotograph for a	Jean-Michel
	objects within a	assistance.	Create a picture on a co	mnutan indapandantly	crearing a sindeshow.		purpose and explain the		Basquiat
	photograph.	assistance.	create a picture on a co	mputer independently	Use IT programs to cre	ata a niaca of antwork	relation to the artist.		Dasquia
	phorograph.	Can identify and	Make simple changes to	a niatura	reflecting on their own		relation to the artist.		
		recognise colour and	Make simple changes to	a picture.	reflecting on their own	work.	Recreate a final piece	of antwork digitally	
					Tales wheeks are also and a	omlain Alaain anaakioa	explaining their inspir		
		objects in a			Take photographs and e	xpiain their creative	explaining their inspir	ation.	
		photograph.			vision.		I latin a decelorada a cada a		
							Using technology to re	esearch an artist	
							independently.		
Vocabulary	picture, photo	picture, iPad, photo	picture, photograph, iP	ad, angle, crop	picture, photograph, iP			iPad, angle, distance,	
					perspective, light, land	Iscape, portrait	perspective, light, la		
							mood, action, body l	anguage, facial	
							expression		
				Respondir				_	
Substantive	Comment what they	Comment what they	Comment what they	Comment what they	Explain with reasons	Explain with reasons	Explain with	Independently	
Knowledge	like and dislike	like and dislike	like and dislike about	like and dislike about	what they like and	what they like and	reasons they like	explain with	
	about their own	about other people's	their own artwork	their own artwork	dislike about their	dislike about their	and dislike about	reasons they like	
		artwork.			own artwork and how	own artwork and	their own artwork	and dislike about	

	artwork with		and how they would	and how they would	they would improve	how they would	and how they would	their own artwork	
	support.		improve it.	improve it.	it.	improve it.	improve it.	and how they would	
	заррогт.		improve ii.	improvo ir.	""	miprovo II.	improvo II.	improve it.	
				Relating their ideas	Relating their ideas	Relating their ideas	Comparing their		
				to what they have	to what they have	to what they have	artwork to another	Independently	
				learnt.	learnt.	learnt about a	artist's and relating	compare their	
					154	specific artist.	their ideas to what	artwork to another	
							they have learnt.	artist's and relate	
							,,	their ideas to what	
								they have learnt.	
Disciplinary	Share their	Share their	Learn about the lives	Learn about the lives	Start to research	Research the lives	Research the lives	Research the lives	
Knowledge	creations.	creations, explaining	of a range of	of a range of	the lives of	of different artists.	of different artists	of different artists	
		the processes they	artists.	artists.	different artists.		and style of art,	and style of art.	
	Give meaning to	have used.				Respond to an	independently.	independently.	
	some pieces of their		Respond to an	Respond to an	Respond to an	artist's work with	' '	' '	
	own artwork,	Give meaning to	artist's work with	artist's work with	artist's work with	my own final piece	Start to compare	Compare artists'	
		pieces of their own	my own final piece.	my own final piece	my own final piece	and identify clear	artists' work	work independently,	
		artwork.	· ·	and link to the	and identify clear	links to the artist.	independently.	reflecting on	
			Evaluate my work	artist.	links to the artist.			previous knowledge.	
		Recognise features	with what I like			Evaluate my work,	Respond to an		
		of others' artwork.	about my work and	Evaluate my work	Evaluate my work,	explaining what I	artist's work with	Respond to an	
			what I would	with what I like,	explaining what I	like and why, what I	my own final piece	artist's work with	
		Give an opinion on a	change.	dislike and what I	like and why, what I	would change about	and identify clear	my own final piece	
		piece of artwork.		would change about	would change about	my work and why,	links to the artist.	and identify clear	
			Describing the	my work.	my work and why,	and what I have		links to the artist.	
			differences and		and what I have	learnt in relation to	Evaluate my work,		
			similarities between	Describing the	learnt.	the artist.	explaining what I	Evaluate my work,	
			different techniques.	differences and			have learnt, what I	in detail,	
				similarities between	Enjoy discussing my	Discuss and review	like and why, what	independently.	
			Give an opinion on a	different practices	own and others' work,	my own and others'	I would change	Explaining the	
			piece of artwork.	and techniques.	expressing thoughts	work, expressing	about my work and	processes of work,	
					and feelings, and	thoughts and	why, and compare	what I have learnt,	
			Understand that art	Give an opinion on a	using knowledge and	feelings, and identify	my own work to the	what I like and	
			is subjective.	piece of artwork.	understanding of	modifications/	artist's work.	why, what I would	
					artists and	changes and see how		change about my	
			Work and discuss in	Understand that art	techniques.	they can be	Recognise the art of	work and why, and	
			groups.	is subjective.		developed further.	key artists and begin	compare my own	
				M. 1 . 1 . 1 . 1	Describing the	S 21	to place them in key	work to the artist's	
				Work independently	differences and	Describing the	movements or	work.	
				and in groups.	similarities between	differences and	historical events.		
				C	different practices	similarities between	Niamaa mal musi	Recognise the art of	
				Express preference.	and techniques.	different practices	Discuss and review	key artists and	
					Mante index and and	and techniques.	own and others work,	begin to place them	
					Work independently	Want independently	expressing thoughts	in key movements or	
					and in groups.	Work independently	and feelings, and	historical events.	
						and in groups.	identify		

					Express preference in style of artwork.	Express preference in style of artwork and artists.	modifications/ changes and see how they can be developed further Explore a range of great artists, architects and designers in history Compare the style of different styles and approaches. Discuss why artwork was created	Discuss and review my own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Explore a range of great artists, architects and designers in history Ask questions about technique, idea and outcome.	
Vocabulary	like, don't like	like, don't like, they	like, dislike, improve	like, dislike, improve, learnt	like, dislike, improve, learnt, because	like, dislike, improve, learnt, because, artist	like, dislike, improve, learnt, because, artist, similar, different	like, dislike, improve, learnt, because, artist, similar, different, influenced	