

Art and Design

In 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, experiences 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.

In 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.
- 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.

	Year 1	Year 2
Topic	Into the Woods	We Need a Hero!
Final Outcome	Leaf Man using Autumnal objects	Drawing and painting own superheroes
Artist Link	English Text Link – Lois Ehlert	Roy Lichtenstein – Whaam!
Progression in Knowledge and Skills	Describe what they can see and like in the work or another artist/craft maker or designer Can ask sensible questions about a piece of art	Say how other artist/ craft maker/ designer have used colour, pattern and shape
Drawing, Painting, Sculpture	Draw using pencil and crayons Draw lines of different shapes and thickness, using 2 different grades of pencil Choose to use thick and thin brushes as appropriate Paint a picture of something they can see Name the primary and secondary colours	Use three different grades of pencil in their drawing Make tints by adding white Create all the secondary colours Gather and sort the materials they will need
Collage/Printing	Gather and sort the materials they need	Use different kinds of materials and explain why they have chosen them
Sketchbooks	Describe what they can see and like in the work or another artist/craft maker or designer Ask sensible questions about a piece of art	Demonstrate their ideas in their sketchbook demonstrate their ideas in their sketchbooks Keep notes in their sketchbooks as to how they have changed their work Set out their ideas, using “annotation” in their sketch book

Topic	Floppy's Toy Box	Bright Lights, Big City
Final Outcome	Paddington Bear	Creating 3D Houses for Pudding Lane - Aspire Abstract Art Painting
Artist Link	English Text Link - Peggy Fortnum	Painting abstract fire artwork – Colour Mixing
Progression in Knowledge and Skills	Describe what they can see and like in the work or another artist/craft maker or designer Ask sensible questions about a piece of art?	Say how other artist/ craft maker/ designer have used colour, pattern and shape Create a piece of work in response to another artist's work
Drawing, Painting, Sculpture	Draw lines of different shapes and thickness, using 2 different grades of pencil Choose to use thick and thin brushes as appropriate Name the primary and secondary colours	Create different tones using light and dark Use three different grades of pencil in their drawing Make tints by adding white Create all the secondary colours Mix and match colours, predict outcomes
Collage/Printing		
Sketchbooks	Ask sensible questions about a piece of art	Demonstrate their ideas in their sketchbook demonstrate their ideas in their sketchbooks Keep notes in their sketchbooks as to how they have changed their work Set out their ideas, using "annotation" in their sketch book
Topic	Exploring China	Art Attack
Final Outcome	Blossom trees Pattern Art Chinese Opera masks - Aspire	Clay Modelling Sculptures – Hepworth Gallery Creating paper sculptures - Aspire Starry Night Painting
Artist Link	Joanna Troughton Chinese Culture	Barbara Hepworth – Sculpture (Local artist – history) Vincent Van Gogh
Progression in Knowledge and Skills	Describe what they can see and like in the work or another artist/craft maker or designer Ask sensible questions about a piece of art?	Say how other artist/ craft maker/ designer have used colour, pattern and shape Create a piece of work in response to another artist's work
Drawing, Painting, Sculpture	Draw lines of different shapes and thickness, using 2 different grades of pencil Choose to use thick and thin brushes as appropriate Name the primary and secondary colours	Show patterns and texture in their drawing Create different tones using light and dark Use charcoal, pencil and pastels Use three different grades of pencil in their drawing Make tints by adding white Create all the secondary colours Create art work using clay Add line and shape to their work
Collage/Printing		Use different kinds of materials and explain why they have chosen them
Sketchbooks	Describe what they can see and like in the work or another artist/craft maker or designer Ask sensible questions about a piece of art	Demonstrate their ideas in their sketchbook demonstrate their ideas in their sketchbooks Keep notes in their sketchbooks as to how they have changed their work Set out their ideas, using "annotation" in their sketch book

Topic	Old McDonald's Farm	We're going on Safari
Final Outcome	Watercolour Painting	Drawings and paintings inspired by African culture
Artist Link	Beatrix Potter	Martin Bulinya
Progression in Knowledge and Skills	Describe what they can see and like in the work or another artist/craft maker or designer Ask sensible questions about a piece of art	Say how other artist/ craft maker/ designer have used colour, pattern and shape Create a piece of work in response to another artist's work
Drawing, Painting, Sculpture	Draw lines of different shapes and thickness, using 2 different grades of pencil Use thick and thin brushes as appropriate Name the primary and secondary colours	Show patterns and texture in their drawing Use three different grades of pencil in their drawing Make tints by adding white Create all the secondary colours Make tones by adding black
Collage/Printing		
Sketchbooks	Describe what they can see and like in the work or another artist/craft maker or designer Ask sensible questions about a piece of art	Demonstrate their ideas in their sketchbook demonstrate their ideas in their sketchbooks Keep notes in their sketchbooks as to how they have changed their work Set out their ideas, using "annotation" in their sketch book
Topic	The Animals that came to Tea	Green Planet
Final Outcome	Printing – Animal prints and shapes (circles)	Creating recycling artwork and sculptures from saved materials
Artist Link	Kandinsky	Michelle Reader - sculptor
Progression in Knowledge and Skills	Describe what they can see and like in the work or another artist/craft maker or designer Ask sensible questions about a piece of art	Link colours to natural and man-made objects Say how other artist/ craft maker/ designer have used colour, pattern and shape Create a piece of work in response to another artist's work
Drawing, Painting, Sculpture	Draw lines of different shapes and thickness, using 2 different grades of pencil Choose to use thick and thin brushes as appropriate	Use three different grades of pencil in their drawing
Collage/Printing	Print onto paper Print with sponges, vegetables and fruits Create a repeating pattern	Work with life-size materials Experiment with, construct and join recycled, natural and man-made materials
Sketchbooks	Describe what they can see and like in the work or another artist/craft maker or designer Ask sensible questions about a piece of art	Demonstrate their ideas in their sketchbook demonstrate their ideas in their sketchbooks Keep notes in their sketchbooks as to how they have changed their work Set out their ideas, using "annotation" in their sketch book

Topic	Seaside Adventures	How Does your Garden Grow?
Final Outcome	Designing and painting pirate underpants based on the story book 'Pirates Love Underpants'. Pirate Crafts – Treasure Chests - Aspire Sketching and 3D sculpture of seaside artefacts	Drawing and painting waterlilies
Artist Link	English Text Link	Claude Monet
Progression in Knowledge and Skills	Describe what they can see and like in the work or another artist/craft maker or designer Ask sensible questions about a piece of art	Link colours to natural and man-made objects Say how other artist/ craft maker/ designer have used colour, pattern and shape Create a piece of work in response to another artist's work
Drawing, Painting, Sculpture	Can communicate something about themselves in drawing (Self-portrait) Draw lines of different shapes and thickness, using 2 different grades of pencil Choose to use thick and thin brushes as appropriate Paint a picture of something they can see Name the primary and secondary colours Add texture by using tools Make different kinds of shapes Cut, roll and coil materials such as clay, dough or plasticine	Use three different grades of pencil in their drawing Make tints by adding white Make tones by adding black Create all the secondary colours Use a viewfinder to focus on a specific part of an artefact before drawing it
Collage/Printing		
Sketchbooks	Describe what they can see and like in the work or another artist/craft maker or designer Ask sensible questions about a piece of art	Demonstrate their ideas in their sketchbook demonstrate their ideas in their sketchbooks Keep notes in their sketchbooks as to how they have changed their work Set out their ideas, using "annotation" in their sketch book

	Year 3	Year 4
Topic	Savage Stone Age	Groovy Greeks!
Final Outcome	Stonehenge Silhouettes Stone age Jewellery - Aspire	Self-portraits Greek Clay pots - Aspire
Artist Link	Historical Art	Pablo Picasso Art from Greek History
Progression in Knowledge Skills	Explore work from other periods of time	Experiment with different styles which artists have used
Drawing, Painting, Sculpture	Use sketches to produce a final piece of work Write an explanation of their sketch in notes Use different grades of pencil shade, to show different tones and texture Predict with accuracy the colours that they mix Know where each of the primary and secondary colours sits on the colour wheel	Explain why they have chosen specific materials to draw with Show facial expressions and body language in their sketches Identify and draw simple objects, and use marks and lines to produce texture Organise line, tone, shape and colour to represent figures and forms in movement Experiment with and combine materials and processes to design and make 3D form Sculpt clay and other mouldable materials Refine and alter ideas and explain choices using an art vocabulary. Show an understanding of shape, space and form
Collage/Printing		
Sketchbooks	Use their sketchbooks to express feelings about a subject and to describe likes and dislikes Make notes in their sketchbooks about techniques used by artists Suggest improvements to their work by keeping notes in their sketchbooks	Use sketchbook to express their feelings about various subjects and outline likes and dislikes Use their sketchbooks to adapt and improve their original ideas Keep notes about the purpose of their work in their sketchbook
Topic	The Wonderful World of Roald Dahl	Natural Disasters
Final Outcome	Roald Dahl Character Portraits	Volcanoes
Artist Link	Quentin Blake	Andy Warhol
Progression in Knowledge and Skills	Beginning to understand the viewpoints of others by looking at images of people and understanding how they are feeling and what the artist is trying to express in their work	Experiment with different styles which artists have used
Drawing, Painting, Sculpture	Show facial expressions in their drawings Use sketches to produce a final piece of work Write an explanation of their sketch in notes	Explain why they have chosen specific materials to draw with Identify and draw simple objects, and use marks and lines to produce texture

	<p>Predict with accuracy the colours that they mix</p> <p>Use a range of brushes to create different effects</p> <p>Experiment with different effects and textures. E.g. blocking in colour, thickened pain.</p> <p>Work confidently on a range of scales. E.g. thin brush on small picture</p> <p>Alter and refine drawings/initial sketches and describe changes using art vocabulary.</p>	<p>Plan and create different effects and textures with paint according to what they need for the task</p> <p>Show increasing independence and creativity with the painting process</p> <p>Develop painting skills in a specific artistic style with increasing independence</p> <p>Identify and draw simple objects, and use marks and lines to produce texture</p> <p>Create mood in their painting</p> <p>Combine visual and tactile qualities</p> <p>Make and match colours with increasing accuracy</p> <p>Choose paints and implements appropriately</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Show an understanding of shape, space and form</p>
Collage/Printing		Combine visual and tactile qualities
Sketchbooks	<p>Begin to select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Use their sketchbooks to express feelings about a subject and to describe likes and dislikes</p> <p>Make notes in their sketchbooks about techniques used by artists</p> <p>Suggest improvements to their work by keeping notes in their sketchbooks</p>	<p>Use sketchbook to express their feelings about various subjects and outline likes and dislikes</p> <p>Use their sketchbooks to adapt and improve their original idea</p> <p>Keep notes about the purpose of their work in their sketchbook</p>
Topic	Revolting Romans	Vicious Vikings
Final Outcome	Roman Shields Mosaics - Aspire	Dragon's Eyes
Artist Link	Historical Art	Linked to English Text
Progression in Knowledge and Skills	<p>Explore work from other periods of time</p> <p>Use sketches to produce a final piece of work</p>	<p>Experiment with different styles which artists have used</p> <p>Explain art from other periods of history</p>
Drawing, Painting, Sculpture	<p>Write an explanation of their sketch in notes</p> <p>Make a clay pot</p> <p>Use a range of brushes to create different effects</p> <p>Predict with accuracy the colours that they mix</p> <p>Experiment with different effects and textures inc. blocking in colour, thickened paint etc.</p>	<p>Explain why they have chosen specific materials to draw with</p> <p>Identify and draw simple objects, and use marks and lines to produce texture</p> <p>Match the tool to the material required.</p> <p>Refine and alter ideas and explain choices using an art vocabulary</p> <p>Show an understanding of shape, space and form</p>
Collage/Printing	Create Mosaics	

Sketchbooks	Use their sketchbooks to express feelings about a subject and to describe likes and dislikes Make notes in their sketchbooks about techniques used by artists Suggest improvements to their work by keeping notes in their sketchbooks Collect images and information independently in a sketchbook.	Use sketchbook to express their feelings about various subjects and outline likes and dislikes Use their sketchbooks to adapt and improve their original idea Keep notes about the purpose of their work in their sketchbook
Topic	Passport to Italy	Vicious Vikings
Final Outcome	Self-Portraits in style of Acrimboldo	Viking boat collage
Artist Link	Giuseppe Acrimboldo Leonardo Da Vinci	Historical Link
Progression in Knowledge and Skills	Compare the work of different artist Explore work from other periods of time	Experiment with different styles which artists have used Explain art from other periods of history
Drawing, Painting, Sculpture	Use sketches to produce a final piece of work Write an explanation of their sketch in notes Create a background using a wash Use a range of brushes to create different effects Predict with accuracy the colours that they mix	Explain why they have chosen specific materials to draw with Identify and draw simple objects, and use marks and lines to produce texture Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Develop skills in cutting and joining.
Collage/Printing		
Sketchbooks	Use their sketchbooks to express feelings about a subject and to describe likes and dislikes Make notes in their sketchbooks about techniques used by artists Suggest improvements to their work by keeping notes in their sketchbooks Collect images and information independently in a sketchbook.	Use sketchbook to express their feelings about various subjects and outline likes and dislikes Use their sketchbooks to adapt and improve their original idea Keep notes about the purpose of their work in their sketchbook
Topic	Smashing Saxons	Scarborough
Final Outcome	Saxon Brooches	Seaside Art
Artist Link	Historical Link	Geographical Link – Residential
Progression in Knowledge and Skills	Explore work from other periods of time	Experiment with different styles which artists have used

Drawing, Painting, Sculpture	Use sketches to produce a final piece of work Write an explanation of their sketch in notes Use a range of brushes to create different effects	Explain why they have chosen specific materials to draw with Identify and draw simple objects, and use marks and lines to produce texture Refine and alter ideas and explain choices using an art vocabulary.
Collage/Printing		Combine visual and tactile qualities
Sketchbooks	Collect images and information independently in a sketchbook.	Use sketchbook to express their feelings about various subjects and outline likes and dislikes Use their sketchbooks to adapt and improve their original idea Keep notes about the purpose of their work in their sketchbook
Topic	Caribbean Carnival	Incredible India
Final Outcome	Caribbean Prints	Peacock artwork linked to the History of India.
Artist Link	Cultural Art	Taj Mahal Designers
Progression in Knowledge and Skills	Explore work from another culture	Experiment with different styles which artists have used
Drawing, Painting, Sculpture	Use sketches to produce a final piece of work Write an explanation of their sketch in notes Use a range of brushes to create different effects	Explain why they have chosen specific materials to draw with Identify and draw simple objects, and use marks and lines to produce texture Plan and create different effects and textures with paint according to what they need for the task Show increasing independence and creativity with the painting process. Develop painting skills in a specific artistic style with increasing independence.
Collage/Printing	Make a printing block Make a 2 colour print Talk about the processes used to produce a simple print To explore pattern and shape, creating designs for printing	
Sketchbooks	Begin to select and record from first hand observation, experience and imagination, and explore ideas for different purposes Use their sketchbooks to express feelings about a subject and to describe likes and dislikes Make notes in their sketchbooks about techniques used by artists Suggest improvements to their work by keeping notes in their sketchbooks	Use their sketchbooks to express their feelings about various subjects and outline likes and dislikes Use their sketchbooks to adapt and improve their original ideas Keep notes about the purpose of their work in their sketchbooks Research the style and form of a historical artist and produce independent work.

	Year 5	Year 6
Topic	Space	World War 2
Final Outcome	Space art	Blitz silhouettes
Artist Link	Peter Thorpe	Henry Moore
Progression in Knowledge and Skills	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Create imaginative work from a variety of sources but based on a given artistic style. experiment with different styles which artists have used	Record about the styles and qualities in their work Say what their work is influenced by Investigate art, craft and design in the locality and in a variety of genres, styles and traditions To be expressive and analytical to adapt, extend and justify their work. Revisit and embed the roles and purposes of artists working in different times and cultures Be confident in replicating artwork in a given style
Drawing, Painting, Sculpture	Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Sketches communicate emotions and a self of accuracy and imagination
Collage/Printing		
Sketchbooks	Record in their sketchbooks as to how they might develop their work further Use their sketchbook to compare and discuss ideas with others Use a sketchbook to develop ideas with confidence and precision	Sketchbooks contain detailed notes, explaining about items Compare their methods to those of others and keep notes in their sketchbooks Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks
Topic	The Terrible Tudors	World War 2
Final Outcome	Large Tudor portraits – Temple Newsam	Blitz silhouettes
Artist Link	Hans Holbein	Historical Art
Progression in Knowledge and Skills	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Create imaginative work from a variety of sources but based on a given artistic style.	Record about the styles and qualities in their work Say what their work is influenced by Investigate art, craft and design in the locality and in a variety of genres, styles and traditions To be expressive and analytical to adapt, extend and justify their work. Revisit and embed the roles and purposes of artists working in different times and cultures

	Investigate art, craft and design in a variety of genres, styles and traditions experiment with different styles which artists have used Learn about the work of others by looking at their work in books, the internet and other sources of information	Be confident in replicating artwork in a given style
Drawing, Painting, Sculpture	Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. organise line, tone, shape and colour to represent figures and forms	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Sketches communicate emotions and a self of accuracy and imagination
Collage/Printing		
Sketchbooks	Record in their sketchbooks as to how they might develop their work further Use their sketchbook to compare and discuss ideas with others Use a sketchbook to develop ideas with confidence and precision	Sketchbooks contain detailed notes, explaining about items Compare their methods to those of others and keep notes in their sketchbooks Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks
Topic	The Vile Victorians	Extreme Earth
Final Outcome	Victorian houses	Northern Lights
Artist Link	Historical Link	Geography Link
Progression in Knowledge and Skills	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Investigate art, craft and design in a variety of genres, styles and traditions Experiment with different styles which artists have used Learn about the work of others by looking at their work in books, the internet and other sources of information	Record about the styles and qualities in their work Say what their work is influenced by Investigate art, craft and design in the locality and in a variety of genres, styles and traditions To be expressive and analytical to adapt, extend and justify their work. Revisit and embed the roles and purposes of artists working in different times and cultures Be confident in replicating artwork in a given style
Drawing, Painting, Sculpture	Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Investigate art, craft and design in a variety of traditions Describe the different qualities involved in modelling, sculpture and construction.	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Sketches communicate emotions and a self of accuracy and imagination

Collage/Printing		
Sketchbooks	Record in their sketchbooks as to how they might develop their work further Use their sketchbook to compare and discuss ideas with others Use a sketchbook to develop ideas with confidence and precision	Sketchbooks contain detailed notes, explaining about items Compare their methods to those of others and keep notes in their sketchbooks Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks
Topic	The Vile Victorians	Extreme Earth
Final Outcome	Shadow portraits using clay	Northern Lights Clay Animals - Aspire
Artist Link	Augustia Edouart	Geography Link
Progression in Knowledge and Skills	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Investigate art, craft and design in a variety of genres, styles and traditions Experiment with different styles which artists have used Learn about the work of others by looking at their work in books, the internet and other sources of information	Record about the styles and qualities in their work Say what their work is influenced by To be expressive and analytical to adapt, extend and justify their work. Revisit and embed the roles and purposes of artists working in different times and cultures Be confident in creating artwork in a given style
Drawing, Painting, Sculpture	Investigate art, craft and design in a variety of traditions Sculpt clay and other mouldable materials Experiment with processes to design and make a 3D form	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Sketches communicate emotions and a self of accuracy and imagination
Collage/Printing	Print using a number of colour (Hepworth Gallery initiative) Create an accurate print design that meets given criteria Print onto different materials	
Sketchbooks	Record in their sketchbooks as to how they might develop their work further Use their sketchbook to compare and discuss ideas with others Use a sketchbook to develop ideas with confidence and precision	Sketchbooks contain detailed notes, explaining about items Compare their methods to those of others and keep notes in their sketchbooks Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks
Topic	Wild West	Egyptians
Final Outcome	Creating tribal inspired dream catchers	Sarcophagus sculptures
Artist Link	Cultural Art	Historical Art

Progression in Knowledge and Skills	Create imaginative work from a variety of sources but based on a given artistic style. experiment with different styles which artists have used Learn about the work of others by looking at their work in books, the internet and other sources of information	Record about the styles and qualities in their work Say what their work is influenced by Investigate art, craft and design in the locality and in a variety of genres, styles and traditions To be expressive and analytical to adapt, extend and justify their work. Revisit and embed the roles and purposes of artists working in different times and cultures Be confident in replicating artwork in a given style
Drawing, Painting, Sculpture	Investigate art, craft and design in a variety of traditions	Experiment with and combine materials and processes to design and make 3D form Begin to sculpt clay and other mouldable materials
Collage/Printing		
Sketchbooks	Record in their sketchbooks as to how they might develop their work further Use their sketchbook to compare and discuss ideas with others Use a sketchbook to develop ideas with confidence and precision	Sketchbooks contain detailed notes, explaining about items Compare their methods to those of others and keep notes in their sketchbooks Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks
Topic	The Rainforest	Egyptians
Final Outcome	Flower paintings	Self portraits
Artist Link	Georgia O'Keefe	Historical Link Picasso – Self Portraits
Progression in Knowledge and Skills	Create imaginative work from a variety of sources but based on a given artistic style Experiment with different styles which artists have used Learn about the work of others by looking at their work in books, the internet and other sources of information	Record about the styles and qualities in their work Say what their work is influenced by Investigate art, craft and design in the locality and in a variety of genres, styles and traditions To be expressive and analytical to adapt, extend and justify their work Revisit and embed the roles and purposes of artists working in different times and cultures Be confident in replicating artwork in a given style
Drawing, Painting, Sculpture	Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.	Sketches communicate emotions and a self of accuracy and imagination Explain why they have combined different tools to create their drawing Explain why they have chosen specific drawing techniques
Collage/Printing		Justify the materials they have chosen Combine pattern, tone and shape
Sketchbooks	Record in their sketchbooks as to how they might develop their work further Use their sketchbook to compare and discuss ideas with others Use a sketchbook to develop ideas with confidence and precision	Sketchbooks contain detailed notes, explaining about items Compare their methods to those of others and keep notes in their sketchbooks Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks