Subject Area: Art and Design

Skill	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Generic Skills	I can record and explore ideas from first hand observations I can ask and answer questions about the starting points for their work I can develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. I can review what I and others have done and say what I think and feel about it. I can identify what I might change in my current work or develop in future work	I can record and explore ideas from first hand observations I can ask and answer questions about the starting points for their work I can develop my ideas – try things out, change my mind I can explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities I can review what I and others have done and say what I think and feel about it. I can identify what I might change in my current work or develop in future work	I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. I can question and make thoughtful observations about starting points and select ideas to use in their work. I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them. I can adapt my work according to my views and describe how I might develop it further. I can annotate work in sketchbook.	I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. I can question and make thoughtful observations about starting points and select ideas to use in their work. I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them. I can adapt my work according to my views and describe how I might develop it further. I can annotate work in sketchbook.	I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. I can question and make thoughtful observations about starting points and select ideas to use in their work. I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them. I can adapt my work according to my views and describe how I might develop it further. I can annotate work in sketchbook.	I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. I can question and make thoughtful observations about starting points and select ideas to use in their work. I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them. I can adapt my work according to my views and describe how I might develop it further. I can annotate work in sketchbook.
Drawing	I can experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips,	I can experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk	I can experiment with ways in which surface detail can be added to drawings.	I can experiment with ways in which surface detail can be added to drawings. I can use sketchbooks to	I can work from a variety of sources including observation, photographs and digital images. I can work in a sustained and	I can experiment with wet media to make different marks, lines, patterns, textures and shapes. I can explore colour mixing and

charcoal, ballpoints, chalk

I can control the types of marks made with the range of media

Lines and marks
I can name, match and draw lines/marks from observations.

I can invent new lines.

I can draw on different surfaces with a range of media.

I can use differently textured and sized media.

Shape
I can observe and draw shapes from observations.

I can draw shapes in between objects.

I can invent new shapes.

Tone
I can investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.

Texture
I can investigate textures by describing, naming, rubbing, copying. | I can control the types of marks made with the range of media

Lines and marks
I can name, match and draw lines/marks from observations.

I can invent new lines.

I can draw on different surfaces with a range of media.

I can use differently textured and sized media.

Shape
I can observe and draw shapes from observations.

I can draw shapes in between objects.

I can invent new shapes.

Tone
I can investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.

Texture
I can investigate textures by describing, naming, rubbing, copying. | I can use sketchbooks to collect and record visual information from different sources.

I can draw for a sustained period of time at an appropriate level.

Lines and Marks
I can make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.

I can experiment with different grades of pencil and other implements to create lines and marks.

Form and Shape
I can experiment with different grades of pencil and other implements to draw different forms and shapes.

I can begin to show an awareness of objects having a third dimension.

Tone
I can experiment with different grades of pencil and other implements to achieve variations in tone.

I can apply tone in a drawing in a simple way.

Texture
I can create textures with a wide range of drawing implements. | collect and record visual information from different sources.

I can draw for a sustained period of time at an appropriate level.

Lines and Marks
I can make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.

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Tone
I can experiment with different grades of pencil and other implements to achieve variations in tone.

I can apply tone in a drawing in a simple way.

Texture
I can create textures with a wide range of drawing implements.

I can apply a simple use of pattern and texture in a drawing. | independent way to create a detailed drawing.

I can develop close observation skills using a variety of view finders.

I can use a sketchbook to collect and develop ideas.

I can identify artists who have worked in a similar way to their own work.

Lines, Marks, Tone, Form & Texture
I can use dry media to make different marks, lines, patterns and shapes within a drawing.

I can experiment with wet media to make different marks, lines, patterns, textures and shapes.

I can explore colour mixing and blending techniques with coloured pencils.

I can use different techniques for different purposes i.e. shading, hatching within their own work.

I can start to develop their own style using tonal contrast and mixed media.

Perspective and Composition
I can begin to use simple perspective in their work using a single focal point and horizon.

I can begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

I can show an awareness of how paintings are | blending techniques with coloured pencils.

I can use different techniques for different purposes i.e. shading, hatching within their own work.

I can start to develop their own style using tonal contrast and mixed media.

Perspective and Composition
I can begin to use simple perspective in their work using a single focal point and horizon.

I can begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

I can show an awareness of how paintings are created ie. Composition |

				I can apply a simple use of pattern and texture in a drawing.		created ie. Composition	
Painting	I can use a variety of tools and techniques including different brush sizes and types I can mix and match colours to artefacts and objects I can work on different scales I can experiment with tools and techniques e.g. layering, mixing media, scrapping through I can name different types of paint and their properties Colour I can identify primary colours by name I can mix primary shades and tones Texture I can create textured paint by adding sand, plaster	I can use a variety of tools and techniques including different brush sizes and types I can mix and match colours to artefacts and objects I can work on different scales I can experiment with tools and techniques e.g. layering, mixing media, scrapping through I can name different types of paint and their properties Colour I can identify primary colours by name I can mix primary shades and tones Texture I can create textured paint by adding sand, plaster	I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects I can work on a range of scales e.g. thin brush on small picture etc. I can create different effects and textures with paint according to what they need for the task. Colour I can mix colours and know which primary colours make secondary colours I can use more specific colour language I can mix and use tints and shades	I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects I can work on a range of scales e.g. thin brush on small picture etc. I can create different effects and textures with paint according to what they need for the task. Colour I can mix colours and know which primary colours make secondary colours I can use more specific colour language I can mix and use tints and shades	I can develop a painting from a drawing I can carry out preliminary studies, trying out different media and materials and mixing appropriate colours I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour I can mix and match colours to create atmosphere and light effects I can identify primary secondary, complementary and contrasting colours I can work with complementary colours	I can develop a painting from a drawing I can carry out preliminary studies, trying out different media and materials and mixing appropriate colours I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour I can mix and match colours to create atmosphere and light effects I can identify primary secondary, complementary and contrasting colours I can work with complementary colours
Printing	I can print with a range of hard and soft materials e.g. corks, pen barrels, sponge I can make simple marks on rollers and printing palettes I can take simple prints i.e. mono -printing I can roll printing ink over found objects to create patterns e.g. plastic mesh, stencils	I can print with a range of hard and soft materials e.g. corks, pen barrels, sponge I can make simple marks on rollers and printing palettes I can take simple prints i.e. mono -printing I can roll printing ink over found objects to create patterns e.g. plastic mesh, stencils I can build repeating	I can create printing blocks using a relief or impressed method I can create repeating patterns I can print with two colour overlays	I can create printing blocks using a relief or impressed method I can create repeating patterns I can print with two colour overlays	I can create printing blocks by simplifying an initial sketch book idea I can use relief or impressed method I can create prints with three overlays I can work into prints with a range of media e.g. pens, colour pens and paints	I can create printing blocks by simplifying an initial sketch book idea I can use relief or impressed method Create prints with three overlays I can work into prints with a range of media e.g. pens, colour pens and paints

	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
	I can build repeating patterns and recognise pattern in the environment I can create simple printing blocks with press print I can design more repetitive patterns Colour I can experiment with overprinting motifs and colour Texture I can make rubbings to collect textures and patterns	patterns and recognise pattern in the environment I can create simple printing blocks with press print I can design more repetitive patterns Colour I can experiment with overprinting motifs and colour Texture I can make rubbings to collect textures and patterns.				
Textiles	I can match and sort fabrics and threads for colour, texture, length, size and shape I can change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting I can cut and shape fabric using scissors/snips I can apply shapes with glue or by stitching I can apply decoration using beads, buttons, feathers etc I can create cords and plaits for decoration Colour I can apply colour with printing, dipping, fabric crayons I can create and use dyes i.e. onion skins, tea, coffee	I can match and sort fabrics and threads for colour, texture, length, size and shape I can change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting I can cut and shape fabric using scissors/snips I can apply shapes with glue or by stitching I can apply decoration using beads, buttons, feathers etc I can create cords and plaits for decoration Colour I can apply colour with printing, dipping, fabric crayons I can create and use dyes i.e. onion skins, tea, coffee Texture I can create fabrics by	I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects I can match the tool to the material I can develop skills in stitching, cutting and joining I can experiment with paste resist.	I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects I can match the tool to the material I can develop skills in stitching, cutting and joining I can experiment with paste resist.	I can use fabrics to create 3D structures I can use different grades of threads and needles I can experiment with batik techniques I can experiment with a range of media to overlap and layer creating interesting colours and textures and effects	I can use fabrics to create 3D structures I can use different grades of threads and needles I can experiment with batik techniques I can experiment with a range of media to overlap and layer creating interesting colours and textures and effects

	Texture I can create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	weaving materials i.e. grass through twigs, carrier bags on a bike wheel				
3D and Sculpture	I can manipulate malleable materials in a variety of ways including rolling and kneading I can explore sculpture with a range of malleable media I can manipulate malleable materials for a purpose, e.g. pot, tile I understand the safety and basic care of materials and tools Form I can experiment with constructing and joining recycled, natural and manmade materials I can use simple 2-D shapes to create a 3-D form Texture I can change the surface of a malleable material e.g. build a textured tile	I can manipulate malleable materials in a variety of ways including rolling and kneading I can explore sculpture with a range of malleable media I can manipulate malleable materials for a purpose, e.g. pot, tile I understand the safety and basic care of materials and tools Form I can experiment with constructing and joining recycled, natural and manmade materials I can use simple 2-D shapes to create a 3-D form Texture I can change the surface of a malleable material e.g. build a textured tile	I can plan, design and make models from observation or imagination I can join clay adequately and construct a simple base for extending and modelling other shapes I can create surface patterns and textures in a malleable material I can use papier mache to create a simple 3D object	I can plan, design and make models from observation or imagination I can join clay adequately and construct a simple base for extending and modelling other shapes I can create surface patterns and textures in a malleable material I can use papier mache to create a simple 3D object	I can shape, form, model and construct from observation or imagination I can use recycled, natural and man-made materials to create sculptures I can plan a sculpture through drawing and other preparatory work I can develop skills in using clay inc. slabs, coils, slips, etc I can produce intricate patterns and textures in a malleable media	I can shape, form, model and construct from observation or imagination I can use recycled, natural and man-made materials to create sculptures I can plan a sculpture through drawing and other preparatory work I can develop skills in using clay inc. slabs, coils, slips, etc I can produce intricate patterns and textures in a malleable media
Collage	I can create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc I can arrange and glue materials to different backgrounds I can sort and group materials for different purposes e.g. colour texture I can fold, crumple, tear	I can create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc I can arrange and glue materials to different backgrounds I can sort and group materials for different purposes e.g. colour texture I can fold, crumple, tear	I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures I can use collage as a means of collecting ideas and information and building a visual vocabulary	I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures I can use collage as a means of collecting ideas and information and building a visual vocabulary	I can add collage to a painted, printed or drawn background I can use a range of media to create collages I can use different techniques, colours and textures etc when designing and making pieces of work I can use collage as a means of extending work from initial ideas	I can add collage to a painted, printed or drawn background I can use a range of media to create collages I can use different techniques, colours and textures etc when designing and making pieces of work I can use collage as a means of extending work from initial ideas

	and overlap papers Work on different scales Colour I can collect, sort, name match colours appropriate for an image Shape I can create and arrange shapes appropriately Texture I can create, select and use textured paper for an image	and overlap papers I can work on different scales Colour I can collect, sort, name match colours appropriate for an image Shape I can create and arrange shapes appropriately Texture I can create, select and use textured paper for an image				
Digital Media	I can explore ideas using digital sources i.e. internet, CD-ROMs I can record visual information using digital cameras, video recorders I can use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas I can make shapes using eraser, shape and fill tools Colours and Texture: I can use simple filters to manipulate and create images I can use basic selection and cropping tools	I can explore ideas using digital sources i.e. internet, CD-ROMs I can record visual information using digital cameras, video recorders I can use a simple graphics package to create images and effects with I can change lines by changing the size of brushes in response to ideas I can shapes using eraser, shape and fill tools Colours and Texture: I can use simple filters to manipulate and create images I can use basic selection and cropping tools	I can record and collect visual information using digital cameras and video recorders I can present recorded visual images using software e.g. Photostory, PowerPoint I can use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision I can change the type of brush to an appropriate style e.g. charcoal I can create shapes by making selections to cut, duplicate and repeat I can experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose	I can record and collect visual information using digital cameras and video recorders I can present recorded visual images using software e.g. Photostory, PowerPoint I can use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal I can create shapes by making selections to cut, duplicate and repeat I can experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose	I can record, collect and store visual information using digital cameras, video recorders I can present recorded visual images using software e.g. Photostory, PowerPoint I can use a graphics package to create and manipulate new images I can import an image (scanned, retrieved, taken) into a graphics package I understand that a digital image is created by layering I can create layered images from original ideas (sketch books etc.)	I can record, collect and store visual information using digital cameras, video recorders I can present recorded visual images using software e.g. Photostory, PowerPoint I can use a graphics package to create and manipulate new images I can import an image (scanned, retrieved, taken) into a graphics package I understand that a digital image is created by layering I can create layered images from original ideas (sketch books etc.)