<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>(KS1 skills)</td>
<td>(KS1 skills)</td>
<td>(Lower KS2 skills)</td>
<td>(Lower KS2 skills)</td>
<td>(Upper KS2 skills)</td>
<td>(Upper KS2 skills)</td>
</tr>
<tr>
<td><strong>Generic skills</strong></td>
<td><strong>Generic skills</strong></td>
<td><strong>Generic skills</strong></td>
<td><strong>Generic skills</strong></td>
<td><strong>Generic skills</strong></td>
<td><strong>Generic skills</strong></td>
</tr>
<tr>
<td>Record and explore ideas from first hand observations</td>
<td>Record and explore ideas from first hand observations</td>
<td>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</td>
<td>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</td>
<td>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</td>
<td>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</td>
</tr>
<tr>
<td>Ask and answer questions about the starting points for their work</td>
<td>Ask and answer questions about the starting points for their work</td>
<td>Question and make thoughtful observations about starting points and select ideas to use in their work</td>
<td>Question and make thoughtful observations about starting points and select ideas to use in their work</td>
<td>Question and make thoughtful observations about starting points and select ideas to use in their work</td>
<td>Question and make thoughtful observations about starting points and select ideas to use in their work</td>
</tr>
<tr>
<td>Develop their ideas - try things out, change their minds</td>
<td>Develop their ideas - try things out, change their minds</td>
<td>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</td>
<td>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</td>
<td>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</td>
<td>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</td>
</tr>
<tr>
<td>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</td>
<td>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</td>
<td>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them</td>
<td>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them</td>
<td>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them</td>
<td>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them</td>
</tr>
<tr>
<td>Review what they and others have done and say what they think and feel about it</td>
<td>Review what they and others have done and say what they think and feel about it</td>
<td>Adapt their work according to their views and describe how they might develop it further</td>
<td>Adapt their work according to their views and describe how they might develop it further</td>
<td>Adapt their work according to their views and describe how they might develop it further</td>
<td>Adapt their work according to their views and describe how they might develop it further</td>
</tr>
<tr>
<td>Identify what they might change in their current work or develop in future work</td>
<td>Identify what they might change in their current work or develop in future work</td>
<td>Annotate work in sketchbook</td>
<td>Annotate work in sketchbook</td>
<td>Annotate work in sketchbook</td>
<td>Annotate work in sketchbook</td>
</tr>
</tbody>
</table>
Drawing

Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media.

**Lines and marks**
- Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.
- **Shape**
  - Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.
- **Tone**
  - Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.
- **Texture**
  - Investigate textures by describing, naming, rubbing, copying.

Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.

**Lines and Marks**
- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks.

**Form and Shape**
- Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.

**Tone**
- Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.

**Texture**
- Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.

Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media.

**Lines and marks**
- Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.

**Shape**
- Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.

**Tone**
- Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.

**Texture**
- Investigate textures by describing, naming, rubbing, copying.

Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.

**Lines, Marks, Tone, Form & Texture**
- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Experiment with wet media to make different marks, lines, patterns, textures and shapes.
- Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.

**Perspective and Composition**
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
- Show an awareness of how paintings are created i.e. composition.

**Perspective and Composition**
- Begin to develop a simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
- Show an awareness of how paintings are created i.e. composition.
### Painting

- Use a variety of tools and techniques including different brush sizes and types.
- Mix and match colours to artefacts and objects.
- Work on different scales.
- Experiment with tools and techniques e.g. layering, mixing media, scrapping through.
- Name different types of paint and their properties.
- Colour: Identify primary colours by name.
- Texture: Create textured paint by adding sand, plaster.
- Mix primary shades and tones.
- Create prints with three overlays using a relief or impressed method.
- Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.
- Colour: Mix and match complementary and contrasting colours.
- Create imaginative work from a variety of sources e.g. observational drawing, textures, mixing appropriate colours.
- Develop imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.
- Use relief or impressed method.
- Create prints with three overlays.
- Work into prints with a range of media e.g. pens, colour pens and paints.

### Printing

- Print with a range of hard and soft materials e.g. pens, paint palette. Use relief or impressed method.
- Work into prints with a range of media e.g. pens, colour pens and paints.
- Create printing blocks by simplifying an initial sketch book idea. Work into prints with a range of media e.g. pens, colour pens and paints.
- Mixed match colours to create atmosphere and light effects.
- Be able to identify primary secondary, complementary and contrasting colours.
- Work with complementary colours.
- Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
### Textiles

- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting, carrier bags on a bike wheel.
- Cut and shape fabric using scissors/snips, carrier bags on a bike wheel.
- Apply shapes with glue or by stitching.
- Apply decoration using beads, buttons, feathers etc.
- Create cords and plaits for decoration.
- Colour: Apply colour with printing, dipping, fabric crayons, carrier bags on a bike wheel.
- Create and use dyes i.e. onion skins, tea, coffee.
- Texture: Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.
- Create fabrics by weaving materials, e.g. grass through twigs, carrier bags on a bike wheel.
- Change and modify textures in a malleable material, e.g. pot, tile.
- Develop skills in stitching, cutting and joining.
- Develop skills in using clay inc. slabs, coils, slips, etc.
- Match the tool to the material.
- Develop skills in stitching, cutting and joining.
- Experiment with paste resist.

### 3-D and sculpture

- Manipulate malleable materials in a variety of ways including rolling and kneading.
- Explore sculpture with a range of malleable media.
- Manipulate malleable materials for a purpose, e.g. pot, tile.
- Understand the safety and basic care of materials and tools.
- Experiment with constructing and joining recycled, natural and manmade materials.
- Use simple 2-D shapes to create a 3-D form.
- Texture: Change the surface of a malleable material e.g. build a textured tile.
- Plan, design and make models from observation or imagination.
- Join clay adequately and construct a simple base for extending and modelling other shapes.
- Create surface patterns and textures in a malleable material.
- Use papier mache to create a simple 3D object.
<table>
<thead>
<tr>
<th>Collage</th>
<th>Digital media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.</td>
<td>Explore ideas using digital sources i.e. internet, CD-ROMs</td>
</tr>
<tr>
<td>Arrange and glue materials to different backgrounds</td>
<td>Record visual information using digital cameras and video recorders</td>
</tr>
<tr>
<td>Sort and group materials for different purposes e.g. colour texture</td>
<td>Present recorded visual images using software e.g. Photostory, PowerPoint</td>
</tr>
<tr>
<td>Fold, crumple, tear and overlap papers</td>
<td>Use a graphics package to create and manipulate new images</td>
</tr>
<tr>
<td>Use collage as a means of collecting ideas and information and building a visual vocabulary</td>
<td>Be able to Import an image (scanned, retrieved, taken) into a graphics package</td>
</tr>
<tr>
<td>Use basic selection and cropping tools</td>
<td>Understand that a digital image is created by layering</td>
</tr>
<tr>
<td>Use basic selection and images to manipulate and create images</td>
<td>Create layered images from original ideas (sketch books etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Digital media</th>
<th>Collage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore ideas using digital sources i.e. internet, CD-ROMs</td>
<td>Create layered images from original ideas (sketch books etc.)</td>
</tr>
<tr>
<td>Record visual information using digital cameras and video recorders</td>
<td>Be able to Import an image (scanned, retrieved, taken) into a graphics package</td>
</tr>
<tr>
<td>Present recorded visual images using software e.g. Photostory, PowerPoint</td>
<td>Understand that a digital image is created by layering</td>
</tr>
<tr>
<td>Use a graphics package to create and manipulate new images</td>
<td>Create layered images from original ideas (sketch books etc.)</td>
</tr>
<tr>
<td>Be able to Import an image (scanned, retrieved, taken) into a graphics package</td>
<td>Create layered images from original ideas (sketch books etc.)</td>
</tr>
<tr>
<td>Use a graphics package to create and manipulate new images</td>
<td>Be able to Import an image (scanned, retrieved, taken) into a graphics package</td>
</tr>
<tr>
<td>Understand that a digital image is created by layering</td>
<td>Create layered images from original ideas (sketch books etc.)</td>
</tr>
<tr>
<td>Create layered images from original ideas (sketch books etc.)</td>
<td>Be able to Import an image (scanned, retrieved, taken) into a graphics package</td>
</tr>
</tbody>
</table>