

Todwick Progression of Skills and knowledge Document



ART							
Subject Concept	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop ideas	<p>Explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>To have an understanding of how artists have used music for inspiration</p>	<p>-Record and explore ideas from first hand observation, experience and imagination.</p> <p>- Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>- Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures and making links to their own work.</p>	<p>-Record and explore ideas from first hand observation, experience and imagination.</p> <p>- Ask and answer questions about the starting points for their work and the processes they have used</p> <p>- Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures and making links to their own work.</p> <p>-Develop own ideas</p>	<p>-Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>- Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. Make art for expression, imagination, and pleasure. Work from memory or</p>	<p>- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>- Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. so their sketchbook becomes a very personal space.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>- Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses. Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>- Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques.</p>

				imagination to reimagine what they know.		experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space.	Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space. Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.
Master techniques By evaluating and developing ideas	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Annotate sketchbook using language of art, craft and design Have opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts,	Annotate sketchbook using language of art, craft and design - Identify what they might change in their current work or develop in their future work. Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how	- Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions. Compare ideas, methods and	- Orally describe their work and the work of others, describing the formal elements of colour, line, Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel	- Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Compare ideas, methods and approaches in their	- Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to

		ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it. Compare their art to appropriate works of art recognising what is the same and what is different.	they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise. Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.	approaches in their own and others' work and say what they think and feel about them using language of art, craft and design. - Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.	anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.- Annotate work in sketchbook.	own and others' work and say what they think and feel about them using language of art, craft and design. -Adapt their work according to their views and describe how they might develop it further. -Annotate work in sketchbook.	improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process. They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.
Drawing Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Develop control and confidence when drawing using a range of materials. Draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. Learn to tonally shade	Develop ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. Explore the concept of light & dark, learning how to create both	Greater skill & control is evident when using the formal elements to draw, e.g. using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or	Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few	Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale and order. Make progress in controlling line &	Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes and forms neatly and evenly with more confidence, blending tones	Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully

	<p>areas and shapes as neatly and carefully as they can. Learn to draw in different ways to create different effects.</p>	<p>values and controlling them to make tones. They practice shading tones neatly & accurately. Learn how to control the pressure of their drawing materials.</p> <ul style="list-style-type: none"> - Observe and draw landscapes -Observe patterns - observe anatomy (faces, limbs) <p>Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between. Pupils try out new ways of making lines/marks to describe a range of surfaces, textures and forms.</p>	<p>darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern.- experiment with tools and surfaces</p> <p>Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.- draw a way of recording experiences and feelings</p> <ul style="list-style-type: none"> -discuss use of shadows, use of light and dark -Sketch to make quick records 	<p>gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms-Experiment with the potential of various pencils</p> <p>Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task</p> <ul style="list-style-type: none"> -close observation - Draw both the positive and negative shapes -initial sketches as a preparation for painting 	<p>shading with graphite, chalks and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions). Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.</p> <ul style="list-style-type: none"> -Identify and draw the effect of light -accurate drawings 	<p>from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control; such as pieces of card, straws, sticks, and perishable items to create more expression with drawing-effect of light on objects and people from different directions</p> <ul style="list-style-type: none"> - interpret the texture of a surface -produce increasingly accurate drawings of people - concept of perspective 	<p>control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective. Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes.- effect of light on objects and people from different directions</p> <ul style="list-style-type: none"> - produce increasingly accurate drawings of people -to produce close observational
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				- accurate drawings of people – particularly faces	of whole people including proportion and placement		drawing.
Painting/Colour and Mixed Media	<p>Learn how to hold and control a paintbrush. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment. Explore how we mix colours and create different shades by adding white and black. Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. Colour: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc.</p>	<p>They know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish. -They find collections of colour. They know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces and say which is</p>	<p>- Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control. Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces. Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively. Colour: Develop</p>	<p>Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work. Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as dotting, scratching, splashing, rags,</p>	<p>Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour or acrylic for example. Know when to use these paints & name some of their properties. Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting. Colour: Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those</p>	<p>- Pupil's know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details. They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.</p>	<p>Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them. Paints from observation, describing different surfaces and textures forms using tone, line, texture and colour to express mood and feeling. Pupils should be</p>

	<p>Tone/Form: Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment.</p> <p>Line/Shape: They concentrate hard to paint shapes, lines and edges neatly.</p> <p>-Begin to express their feelings of a piece of music through shape and colour.</p> <p>Re-visit and refine colour mixing when using colours a purpose</p> <p>-watercolours</p>	<p>suitable for a give task.</p> <p>Colour: Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings.</p> <p>Tone/Form: Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form.</p> <p>Shape/Line: They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.</p>	<p>colour mixing to make finer variations in secondary colours.</p> <p>- Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black</p> <p>Tone/Form: Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art.</p> <p>Shape/Line: Understand the importance of outlines & paint more sophisticated shapes.</p>	<p>sticks, fabrics, sponges etc.)</p> <p>Colour: Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.</p> <p>Tone/Form: Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting.</p> <p>Line/Shape: Painting with line for expression and to define detail.</p>	<p>produced by the Impressionists.</p> <p>Tone/Form: Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p>Line/Shape: Use line with greater confidence to highlight form and shape</p>	<p>Colour: Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.</p> <p>Tone/Form: Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.</p> <p>Line/Shape: Uses line or shape to create original compositions.</p>	<p>introduced to a range of different artists' work and painting styles.</p> <p>They are more confident at articulating which styles they prefer and why they like them.</p> <p>Colour: Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose.</p> <p>Understand colour relationships such as complimentary & harmonious colours.</p> <p>Tone/Form: They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of</p>
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							<p>the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail.</p> <p>Line/Shape: Uses line with confidence to represent own ideas and compositions.</p>
<p>Texture (textiles, clay, sand, plaster, stone, collage)</p>	<p>-Explore collage and 3D shapes to create a piece of art e.g. paper mache bird box.</p> <p>-Investigate materials that could be used to create a Water lily inspired piece of art.</p> <p>-Use recyclable materials to create artwork.</p> <p>-Use clay tools to add detail</p> <p>They paint patterns & add things to paint to make textures such as sand, grit, salt.</p>	<p>They paint patterns & add things to paint to make textures such as sand, grit, salt. weaving</p> <p>-Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.</p> <p>- Sort according to specific qualities</p>	<p>Create original patterns & make textures.</p> <p>-overlapping and overlaying to create effects</p> <p>-Use large eyed needles – running stitches</p> <p>-Simple appliqué work</p> <p>Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used.</p>	<p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p> <p>-Use smaller eyed needles and finer threads</p> <p>-weaving</p> <p>–Tie dying, batik</p>	<p>-Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, modelling etc.</p> <p>observation and design of textural art</p> <p>-experimenting with creating mood, feeling, movement-</p> <p>-compare different fabrics</p>	<p>- use stories, music, poems as stimuli</p> <p>- embellish work</p> <p>-fabric making</p> <p>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, pattern, modelling etc.</p> <p>- Develops experience in embellishing</p> <p>-Applies knowledge of different techniques to express feelings</p> <p>-Work collaboratively on a larger scale</p>	

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Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Explore manipulating clay and effects of tools on clay by creating a Diva lamp. Develop claywork skills by rolling and shaping clay to make a snail.	<ul style="list-style-type: none"> - Construct -Use materials to make known objects for a purpose -Carve and build textured tile - Pinch and roll coils and slabs using a modelling media. -Make simple joins <p>Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented or seen. Design and make art for different purposes such as fashion/clothing.</p>	<ul style="list-style-type: none"> - Awareness of natural and man-made forms -Expression of personal experiences and ideas -To shape and form from direct observation (malleable and rigid materials) <p>3D sculpture Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know</p>	<ul style="list-style-type: none"> -Shape, form, model and construct (malleable and rigid materials) -Plan and develop - understanding of different adhesives and methods of construction - aesthetics 	<ul style="list-style-type: none"> - Experience surface patterns / textures - Discuss own work and work of other sculptors - analyse and interpret natural and manmade forms of construction <p>Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging.</p>	Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.	Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.

			when to get advice.				
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Explore print using household objects and vegetables .g. bubble wrap to create new effects - Return to and build on their previous learning of print,	- Pupils learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials, card, string, foam, textured materials and paper, clay, polyprinting etc.	Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.	-relief and impressed printing -monoprinting -colour mixing through overlapping colour prints Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.	- modify and adapt print Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.	Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision.	- Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. -Screen printing - Explore printing techniques used by various artists
Pattern (paint, pencil, textiles, clay, printing)		- They paint patterns & add things to paint to make textures such as sand, grit, salt. -weaving -Awareness and discussion of patterns -repeating patterns - symmetry	- Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning -natural and manmade patterns -Discuss regular and irregular	- pattern in the environment -design using ICT -make patterns on a range of surfaces -symmetry Create more complex patterns and textures.	- Explore environmental and manmade patterns -tessellation Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.	- Create own abstract pattern to reflect personal experiences and expression Uses pattern & texture for purposeful effect.	- Create own abstract pattern to reflect personal experiences and expression -create pattern for purposes Understands how to apply pattern and texture with confidence to decorate or embellish

							paintings.
<p>Take inspiration from the greats</p>	<p>-Explore the work of famous artists, to include; Van Gogh, Kandinsky, - Matisse and Monet.</p>	<p>- Study famous works of Norman Foster, Shelia Hicks & _____ (including local textiles artist Gemma Nemer), learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work. Compare their art to appropriate works of art recognising what is the same and what is different.</p>	<p>- Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level; to include The Willow Pattern and Andy Goldsworthy.</p>	<p>Study significant works of art, craft, design or architecture and give personal oral opinions about it to include; Lowrie, Edward Tinga Tinga and Egyptian art. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art.</p>	<p>Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it to include; Banksy & Andy Warhol. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art.</p>	<p>Study significant works of art using the following method: Content – Describe the art. Social, historical factors affect the work. Process – When & how made? What materials & techniques are used? Formal elements – line, tone, colour, shape, form, comp, pattern, texture. Mood – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. Katsushika Hokusai, Kadir Nelson, Alma W. Thomas & Jarmund Vigsnaes</p>	<p>Study significant works of art using the following method: Content – Describe the art. What social, historical factors affect the work? Process – When & how was the work made? What materials & techniques are used? Formal elements – line, tone, colour, shape, form, composition, pattern, texture. Mood – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work. Work to include; The Vikings- tapestry & Henri Rousseau</p>

Breadth of study

Pupils should make something they have imagined or invented, such as a toy or a creature. This might be drawn initially then modelled in plasticine for example.

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Pupils should design & make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions.
- Use ICT - Investigate different kinds of art, craft and design

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
-Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds. Digital: Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images.

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
-Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

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- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. Produce digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
-Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. Produce more complex digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.