**Year 1 (KS1 skills)**

**Generic skills**
- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work.
- 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.
- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

**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.

**Year 2 (KS1 skills)**

**Generic skills**
- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work.
- 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.
- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

**Drawing**
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- 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.

**Year 3 (Lower KS2 skills)**

**Generic skills**
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.

**Drawing**
- 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.

**Year 4 (Lower KS2 skills)**

**Generic skills**
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.

**Drawing**
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- Draw for a sustained period of time at an appropriate level.
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- 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.

**Year 5 (Upper KS2 skills)**

**Generic skills**
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.

**Drawing**
- 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.

**Year 6 (Upper KS2 skills)**

**Generic skills**
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.

**Drawing**
- 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.

**Perspective and Composition**
- Work from a variety of sources including observation, photographs and digital images.
- Use sketchbooks 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, textures and shapes within a drawing.
- Experiment with different marks, lines, patterns, textures and shapes.
- 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.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.
<table>
<thead>
<tr>
<th>Painting</th>
<th>Printi ng</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to create repeating patterns. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scraping through. Name different types of paint and their properties. Colour. Identify primary and secondary colours by name. Mix primary and secondary shades and tones. Texture. Create textured paint by adding sand, plaster.</td>
<td>Print with a range of hard and soft materials e.g. charcoal, pen, pencils. Sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</td>
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<td>Experiment with different effects and textures. Inc. blocking in colour, shades, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour. Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades.</td>
<td>Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays.</td>
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<td>Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour. Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours.</td>
<td>Create printing blocks by simplifying an initial sketchbook idea. 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.</td>
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<td>Show an awareness of how paintings are created e.g. composition. Discover, know and use the proportion of the human body.</td>
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<td>3-D and sculpture</td>
<td>Textiles</td>
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<td>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. Form Experiment with constructing and joining recycled, natural and man-made materials. Use simple 2D shapes to create a 3D form.</td>
<td>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 cut and shape fabric using scissors/snips. 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. 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.</td>
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<td>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.</td>
<td>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textile effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.</td>
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<td>Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</td>
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<td>Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media.</td>
<td>Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</td>
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<td>Create images from a variety of media e.g. photocopies, paper, magazines etc.</td>
<td>Explore ideas using digital sources i.e. internet, CD ROMs</td>
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<td>Change the surface of a malleable material e.g. build a textured tile.</td>
<td>Record visual information using digital cameras and video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint</td>
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