

## Art Progression Map

### Nursery- Art

<b>Fine Motor</b>	<ul style="list-style-type: none"> <li>• Be able to make marks in sand, play dough and on paper.</li> <li>• Draw a simple face with adult support – add eyes, nose, mouth.</li> <li>• Use equipment that involves squeezing their fingers and hands such as tongs, tweezers and squeezey scissors.</li> </ul>	<ul style="list-style-type: none"> <li>• Use squeezey scissors to make snips in paper.</li> <li>• Choose which resources they need for a task (e.g. a spade to dig a bigger hole, a rake to spread the sand)</li> <li>• Trace circles, lines and simple shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use child scissors with hand over hand adult support.</li> <li>• Hold a pencil effectively to make marks on their paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Put their fingers in the scissor holes to make snips in paper.</li> <li>• Use circles and lines to draw an animal – add legs, tail, eyes, nose, mouth.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Draw a person with a body, arms, legs and facial features.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pair of scissors correctly and cut a short, straight line in paper.</li> <li>• Start to develop a tripod grip to hold pens and pencils.</li> </ul>
<b>EXPRESSIVE ARTS AND DESIGN</b>						
<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>• Be able to draw simple lines and circles.</li> <li>• Use gross motor skills to paint spots and stripes in response to story 'My Mum and Dad Make me Laugh'.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently recognise and name secondary colours.</li> <li>• Explore what happens when they mix different colours.</li> <li>• Create colour collages, sorting and choosing</li> </ul>	<ul style="list-style-type: none"> <li>• Create a mixed media picture using paint and oil pastels to draw a snowman and add their own features and detail.</li> <li>• Choose appropriate colours to paint a</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to use split pins to make a simple moving snake.</li> <li>• Use construction resources or box modelling resources purposefully and be able to tell an</li> </ul>	<ul style="list-style-type: none"> <li>• Use watercolours to paint a picture of spring flowers choosing appropriate colours.</li> <li>• Make their own resources to use for imaginative play (e.g. play dough buns, a collage mask)</li> </ul>	<ul style="list-style-type: none"> <li>• Use construction resources or box modelling resources to work purposefully to make something of their own choice. Be able to talk about what their model is and what it does.</li> <li>• Explore different media by creating an</li> </ul>

	<ul style="list-style-type: none"> <li>• Start to draw a face and add simple features such as eyes, nose, mouth.</li> <li>• Confidently recognise and name primary colours.</li> <li>• Be able to make marks in the dough using tools and natural resources.</li> <li>• Know how to stick two materials together using glue.</li> </ul>	<p>different shades of the same colour.</p> <ul style="list-style-type: none"> <li>• Use box modelling resources to make their own representations of fireworks.</li> <li>• Explore splatter painting to make a firework picture.</li> </ul>	<p>person who helps us. Add a body, arms, legs and features of a face.</p> <ul style="list-style-type: none"> <li>• Use box modelling resources to make an emergency vehicle. Learn how to join resources using tape and glue.</li> </ul>	<p>adult what they have made.</p> <ul style="list-style-type: none"> <li>• Make their own animal collage using patterned paper. Use scissors to cut out different shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore symmetry by painting a pattern on a butterfly and folding the paper in half.</li> </ul>	<p>under the sea picture using wax crayons and colour wash.</p> <ul style="list-style-type: none"> <li>• Create a sandcastle collage using real sand. Be able to talk about different textures.</li> </ul>
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Reception- Art

<p><b>Fine Motor</b></p>	<ul style="list-style-type: none"> <li>• Begin to develop appropriate grip and pencil control using a range of mark making tools</li> <li>• Be able to copy a line pattern e.g. zigzags, waves, steps in sand or on paper.</li> <li>• To mark make using different shapes</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To use a tripod grip when using mark making tools</li> <li>• To accurately draw lines, circles and shapes to draw pictures</li> </ul>	<ul style="list-style-type: none"> <li>• To use a tripod grip when using mark making tools</li> </ul>	<ul style="list-style-type: none"> <li>• To use the correct grip and manipulate tools appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• To mark make successfully using a wide range of tools and objects appropriate to the task undertaken.</li> <li>• To be able to follow a guided set of instructions to create artwork</li> <li>• To use tools to create more detailed patterns or marks.</li> <li>• To be able to cut successfully using standard scissors for a range of purposes e.g. string, paper of different thicknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of tools, activities and cutlery independently, to achieve the results required.</li> <li>• To draw a picture with detail and clarity to depict a self-chosen image.</li> </ul>
<p><b>Understanding the World</b></p>						

<b>Past and Present</b>		<ul style="list-style-type: none"> <li>• Talk about a person who was famous in the past (Matisse)</li> </ul>		<ul style="list-style-type: none"> <li>• Be able to describe some art work created by stone age humans.</li> </ul>		
<b>• The Natural World</b>						<ul style="list-style-type: none"> <li>• Make observations about cause and effect and draw plants and flowers.</li> </ul>
<b>Technology</b>						
			<ul style="list-style-type: none"> <li>• Be able to take pictures using a digital device and use it for a purpose.</li> <li>• Use the mouse to create a picture on screen using an appropriate programme.</li> </ul>			
<b>EXPRESSIVE ARTS AND DESIGN</b>						
<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>• Be able to draw a self-portrait using lines to enclose shapes and representing key features.</li> <li>• Be able to mix colours using poster paint.</li> <li>• Use pens to draw maps which represent the area.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a collage using paper to create their own interpretation of The Snail by Matisse</li> <li>• Explore spiral snails and continue to complete using patterns</li> <li>• Explore light and dark to create</li> </ul>	<ul style="list-style-type: none"> <li>• Create a mixed media collage or sculpture to show a frozen land.</li> <li>• Blend pastels to create effects in their drawing.</li> <li>• Draw cityscapes in the style of Paul Klee as background for superhero images.</li> </ul>	<ul style="list-style-type: none"> <li>• Use charcoal and handprints to explore cave art e.g. from France.</li> <li>• Use wax resist and watercolours to create Spring leaves.</li> <li>• Describe processes and compare with other art activities they have done.</li> </ul>	<ul style="list-style-type: none"> <li>• Make natural dyes using leaves, flowers etc and use to create own art.</li> <li>• Use a range of natural items to create printed pictures and patterns.</li> <li>• Refine their ideas and talk about how they would improve on them.</li> </ul>	<ul style="list-style-type: none"> <li>• Create painted and textured sheets to use in own minibeast collages, refining previous work on collage.</li> <li>• Explore line art in response to work by Miro, to show journeys.</li> <li>• Cut and shape pieces of paper to use in collage.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore playdough and plasticine to explore different shapes and ways to mould and form. Use tools to mark make on the material.</li> <li>• Explore a range of tools to create and shape materials e.g. hole punch, scissors, stapler</li> </ul>	<p>their own collage in different shades.</p> <ul style="list-style-type: none"> <li>• Use wax resist and poster paints to create fireworks.</li> <li>• Use knowledge of playdough and plasticine to explore clay to create a Diwali lamp</li> </ul>	<ul style="list-style-type: none"> <li>• Fold paper to make dragons inspired by Chinese New Year</li> <li>• Begin to talk about their art and the choices they make.</li> <li>• To select joining techniques when constructing with junk materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Create cityscapes using 3d box modelling in the style of Hunderwasser.</li> </ul>	<p>.</p> <ul style="list-style-type: none"> <li>• Use tools and techniques confidently when designing and making.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their work and the decisions that they made.</li> </ul>
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### KS1

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.

### KS2

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.

**The national curriculum for art and design aims to ensure that all pupils by the end of year 6:**

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**Art Progression Map**

	KS1	LKS2	UKS2
Exploring and Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum</p> <p>To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a respond positively to ideas and starting points;</li> <li>b explore ideas and collect information;</li> <li>c describe differences and similarities and make links to their own work;</li> <li>d try different materials and methods to improve;</li> <li>e use key vocabulary to demonstrate knowledge</li> </ul>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use sketchbooks to record ideas;</li> <li>b explore ideas from first-hand observations;</li> </ul>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a review and revisit ideas in their sketchbooks;</li> </ul>

	and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	<p>c question and make observations about starting points, and respond positively to suggestions;</p> <p>d adapt and refine ideas;</p> <p>e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>b offer feedback using technical vocabulary;</p> <p>c think critically about their art and design work;</p> <p>d use digital technology as sources for developing ideas;</p> <p>e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>
<b>Drawing</b>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <p>a draw lines of varying thickness;</p> <p>b use dots and lines to demonstrate pattern and texture;</p> <p>c use different materials to draw, for example pastels, chalk, felt tips;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape,</p>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <p>a experiment with showing line, tone and texture with different hardness of pencils;</p> <p>b use shading to show light and shadow effects;</p> <p>c use different materials to draw, e.g. pastels, chalk, felt tips;</p> <p>d show an awareness of space when drawing;</p>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <p>a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p> <p>b depict movement and perspective in drawings;</p> <p>c use a variety of tools and select the most appropriate;</p> <p>d use key vocabulary to demonstrate knowledge</p>

	<p>cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, portrait, graffiti.</p>
<p>Painting</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone.</p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p>
<p>Sculpture</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct</p>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and</p>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay</p>

	<p>vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <p>a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>b use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>c use a variety of shapes, including lines and texture;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>answering questions. Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <p>a cut, make and combine shapes to create recognisable forms;</p> <p>b use clay and other malleable materials and practise joining techniques;</p> <p>c add materials to the sculpture to create detail;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, architect, 2D shape, brim, edging, shape, form, shadow, light, marionette puppet.</p>	<p>modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <p>a plan and design a sculpture;</p> <p>b use tools and materials to carve, add shape, add texture and pattern;</p> <p>c develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p> <p>d use materials other than clay to create a 3D sculpture;</p> <p>e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, cast.</p>
Collage	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc.</p> <p>Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – collage.</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum</p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p>

	<p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a combination of materials that have been cut, torn and glued;</li> <li>b sort and arrange materials;</li> <li>c add texture by mixing materials;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>	<p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a select colours and materials to create effect, giving reasons for their choices;</li> <li>b refine work as they go to ensure precision;</li> <li>c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a add collage to a painted or printed background;</li> <li>b create and arrange accurate patterns;</li> <li>c use a range of mixed media;</li> <li>d plan and design a collage;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ul>
Textiles	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.</p> <p>Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a show pattern by weaving;</li> <li>b use a dyeing technique to alter a textile's colour and pattern;</li> </ul>	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a select appropriate materials, giving reasons;</li> <li>b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li>c develop skills in stitching, cutting and joining;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration</li> </ul>	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</li> <li>b add decoration to create effect;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</li> </ul>

	<p>c decorate textiles with glue or stitching, to add colour and detail;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>		
Printing	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <p>a copy an original print;</p> <p>b use a variety of materials, e.g. sponges, fruit, blocks;</p> <p>c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <p>a use more than one colour to layer in a print;</p> <p>b replicate patterns from observations;</p> <p>c make printing blocks;</p> <p>d make repeated patterns with precision;</p> <p>e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <p>a design and create printing blocks/tiles;</p> <p>b develop techniques in screen printing.</p> <p>c create and arrange accurate patterns;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange.</p>
Work of Other Artists	<p>Children have the opportunity to learn from the works of famous artists, studying their</p>	<p>Children continue to study the works of famous artists. They have more opportunity to offer</p>	<p>Children continue to learn from the works of famous artists. They now expand their</p>

	<p>techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum</p> <p>To understand 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a describe the work of famous, notable artists and designers;</li> <li>b express an opinion on the work of famous, notable artists;</li> <li>c use inspiration from famous, notable artists to create their own work and compare;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand</li> </ul>	<p>opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use inspiration from famous artists to replicate a piece of work;</li> <li>b reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>c express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand.</li> </ul>	<p>knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a give detailed observations about notable artists', artisans' and designers' work;</li> <li>b offer facts about notable artists', artisans' and designers' lives;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand.</li> </ul>
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