

ADMAT Vertical Skills Progression Map

Art Skills Progression – KS1 and KS2	
Checked by School Leader/1 Key Stage Leader	<i>J Phillipotts</i>
Checked by School Curriculum Leader	<i>J Phillipotts</i>
Monitoring	<p>Each individual school is responsible for ensuring the delivery of the National Curriculum 14 intentions within the school. The school is required to regularly monitor the delivery of this Vertical Skills Progression Map. The school must complete an annual review of its School Vertical Progression Map to check the implementation of curriculum skills.</p> <p>Ongoing monitoring of planning, learning evidence and pupil knowledge will take place as part of good practice by subject and school leaders. Information from monitoring will be used to inform in school/ MAT CPD subject training.</p>
Curriculum Statement National Curriculum 2014	<p>Purpose of Study Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. <p>Assessment By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study</p>

Key Stage 1				
National Curriculum 2014 Key Stage 1				
Learning Intentions Pupils should be taught about:			Non-Statutory	
<ul style="list-style-type: none"> ▪ 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 				
Learning Progression Key Stage 1				
	Progression Statement	Working Towards	Working At	Working Beyond
	<i>Exploring and Developing Ideas</i>	<p>Record and explore ideas from first-hand observation.</p> <p>Ask and answer questions about the starting points for their outcomes.</p> <p>Explore the similarities within the work of artists, craftspeople and designers</p>	<p>Record and explore ideas from first-hand observation and experience.</p> <p>Ask and answer questions about the starting points for their outcomes and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers.</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 outcomes and the processes that they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>
	<i>Evaluating and Developing Outcomes</i>	Review what they and others have done and say what they	Review what they and others have done and say what they	Review what they and others have done and say what they

		think about it. Identify what they might change in their current learning.	think and feel about it e.g. annotate sketchbooks. Identify what they might change in their current learning or develop in the future.	think and feel about it e.g. annotate sketchbooks. Identify what they might change in their current learning or develop in the future. Annotate their learning in their sketchbooks.
	Progression Statement	Working Towards	Working At	Working Beyond
	<i>Drawing Techniques</i>	Use a variety of tools including pencils, crayons, pastels, charcoal, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour.	Layer different media e.g. crayons/ pastels Understand the basis use of a sketchbooks and work out ideas for drawings Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements, line, shape, pattern and colour.	Will work spontaneously expressively using marks, lines and curves Explores tone using different grades of pencil, pastel and chalk Will experiment and investigate Uses line and tone to represent things seen, remembered or observed
	Drawing Skills	Can hold and use drawing tools such as pencils and crayons to investigate arks and represent their observation, memories and ideas. Beginning to use a view finder to select a view and record what is selected within the frame.	Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention Can use a viewfinder to select a view, or shapes and visual clues in an image and then record	Can make quick line and shape drawings from observation adding light/dark tone, colour and features Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care

			<p>what is selected within the frame</p> <p>Can draw carefully in line from observation, recording shapes</p>	
	Painting	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades using different types of paint.</p> <p>Create different textures.</p> <p>Can investigate mark-making using thick brushes, sponge brushes for particular effects</p>	<p>Experiment with tools and techniques, including layering, mixed media.</p> <p>Mix and match colours including artefacts and objects.</p> <p>Work on a range of scales e.g. Suggest large brushes for large paper.</p> <p>Mix a range of secondary colours, shades and tones.</p> <p>Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context</p>	<p>Begin to name different types of paint and their properties.</p> <p>Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques</p> <p>Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season</p> <p>Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood</p>
	Progression Statement	Working Towards	Working At	Working Beyond
	Printing	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Begin to carry out different printing techniques e.g. monoprint, block relief</p> <p>Make rubbings</p> <p>Build a repeating pattern and</p>	<p>Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials</p> <p>Can Monoprint by marking onto an ink block, or drawing onto the back of paper on an</p>	<p>Design patterns of increasing complexity and repetition.</p> <p>Use a variety of techniques for printing.</p> <p>Can explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads</p>

		recognise pattern in the environment	inked block, controlling line and tone using tools or pressure Can take rubbings from texture to understand and inform their own texture prints Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks	Print using a variety of materials, objects and techniques
	Progression Statement	Working Towards	Working At	Working Beyond
	Collage	Create an image from imagination, experience and observations. Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea	Use a wide variety of materials including fabric, plastic, tissue, crepe paper etc Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea	Create textured collages from a variety of media. Can engage in more complex activities, e.g. control surface decoration of materials with clear intentions
	3D Form	Manipulate clay in a variety of ways. e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials, giving reasons	Manipulate clay for different purposes including thumb pots, coil pots and models. Understand the safety and basis care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more	Manipulate clay for different purposes including thumb pots, coil pots and models, smoothing and joining clay with care. Explore and discuss shape and form. Can respond to sculptures and craft artists to help them adapt and make their own work

		for decisions.	<p>confidently. Explore shape and form</p> <p>Can handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things</p> <p>Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features</p>	Can feel, recognise and control surface experimenting with basic tools on rigid / pliable materials
	Photography Skills	<p>Identify photography as a visual tool and art form</p> <p>Can select photographs for a theme or as ideas for their own work.</p>	<p>Can identify and recognise examples of photography as a visual tool and an art form.</p> <p>Can suggest how the photographer organised the elements or recording of the image</p> <p>Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition)</p>	<p>Can control focus, or zoom settings or move closer composing their photograph</p> <p>Can hold and use a camera to select and capture with clear intention</p>
	Digital Skills- Computing Link	Can use an art programme and some of the simple tools to draw images	<p>Can open and use an art program, selecting simple tools to make lines, shapes and pour colours</p> <p>Can control the size of mark and select colours, and use</p>	<p>Can use a digital camera to select, capture, save and print</p> <p>Can open and play time-based media program files</p>

			predefined shapes, motifs and stamps	
			Can copy and paste areas of the image, save and print the image	
Key Stage 2				
National Curriculum 2014 Key Stage 2				
Learning Intentions Pupils should be taught about		Non-Statutory		
<ul style="list-style-type: none"> ▪ 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 ▪ about great artists, architects and designers in history 		<ul style="list-style-type: none"> ▪ [for example, pencil, charcoal, paint, clay] 		
Learning Progression Lower Key Stage 2				
	Progression Statement	Working Towards	Working At	Working Beyond
	<i>Exploring and Developing Ideas</i>	<p>Select and record from first-hand observation.</p> <p>Question starting points and select ideas to use in their outcomes.</p> <p>Explore the roles of purposes of artists, craftspeople and designers.</p>	<p>Select and record from first-hand observation, experience and imagination.</p> <p>Question about starting points and select ideas to use in their outcomes.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different</p>	<p>Select and record from first-hand observation, experience imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observation about starting points and select ideas to use in their outcomes.</p> <p>Explore the roles and purposes of artists, craftspeople and</p>

			times.	designers working in different times.
	<i>Evaluating and Developing Outcomes</i>	<p>Compare ideas, methods and approaches in their own outcomes.</p> <p>Adapt their outcomes according to their views.</p> <p>Annotate their outcomes in their sketchbooks.</p>	<p>Compare ideas, methods and approaches in their own and others outcomes.</p> <p>Adapt their outcomes according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others outcomes and say what they think and feel about them.</p> <p>Adapt their outcomes according to their views and others and describe how they might develop it further.</p>
	Progression Statement	Working Towards	Working At	Working Beyond
	<i>Drawing Techniques</i>	<p>Experiment with different grades of pencil and other implements</p> <p>Use their sketchbook to collect and record visual information from different sources</p> <p>Draw for a sustained period of time.</p> <p>Uses line, tone, shape and mark with care to represent things seen, imagined or remembered</p>	<p>Make informed choices in drawing including paper and media.</p> <p>Uses a journal/ sketchbook to plan and develop ideas, gather evidence and investigate testing media</p> <p>Plan, refine and alter their drawings.</p> <p>Explores shading, using different media to achieve a range of light and dark tones, black to white</p> <p>Draws familiar things from different viewpoints and combines images to make new images</p>	<p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Will investigate and experiment with formal elements to make drawings that convey meaning</p> <p>Uses drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or prints</p>
	<i>Drawing Skills</i>	Use different media to achieve	Begin to explore relationships	Explore relationships between

		<p>variations in line, texture, tone, colour, shape and pattern.</p> <p>Can use drawing tools with control</p> <p>Can use a viewfinder to select a view and record what is in the frame</p> <p>Can draw with care when taking a line for a walk.</p>	<p>between line and tone, pattern and shape, line and texture.</p> <p>Can use and manipulate a range of drawing tools with control</p> <p>Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame</p> <p>Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective</p> <p>Can use a visual journal/sketchbook to support the development of a design over several stages</p>	<p>line and tone, pattern and shape, line and texture</p> <p>Can use and manipulate a range of drawing tools with control and dexterity</p> <p>Can make quick studies from observation to record action or movement with some fluency</p> <p>Can draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency</p>
	Painting	<p>Mix a variety of colours and know which primary colours make secondary colours</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures including blocking in colour, washes and thickened paint.</p> <p>Work confidently on a range of scales e.g. thin brush on small pictures.</p>	<p>Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work</p> <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tinge, tone, shade and hue.</p> <p>Choose paints and implements appropriately.</p> <p>Can represent things observed,</p>	<p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Select different types of brushes for specific purposes explaining their reasons for choosing.</p> <p>Can create a painting from designs and research to</p>

			remembered or imagined, using colour selecting appropriate paint and brushes Can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting	communicate an idea or emotion
	Progression Statement	Working Towards	Working At	Working Beyond
	Printing	Printing using a variety of materials, objects and techniques including layering. Talk about processes used to produce a simple print. Explore pattern and shapes, creating designs for printing. Can cut a simple stencil and use this for making printed shapes	Printing including marbling, silkscreen and coldwater paste. Can explore lines, marks and tones through monoprinting on a variety of papers to create an image Can explore images and recreate texture in a Collagraph print using e.g. corrugated card, string, press print Can explore colour mixing through printing, using two coloured inks a roller and stencil or press print	Research, create and refine a print using a variety of techniques. Can compare own design and pattern making with that of well-known designers or familiar patterns Select the kinds of materials to print with in order to create the desired effect. Can design a complex pattern made up from two or more motifs and print a tiled version
	Textiles	Can weave paper and found materials to represent an image e.g. landscape, pattern or texture Name the tools and materials they have used Develop skills in stitching, cutting and joining	Use a variety of techniques such as printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and applique. Choose textiles as a means of extending their outcomes already achieved. Can discriminate between	Match the tools to the material. Combine skills more readily. Refine and alter ideas and explain their choices using art vocabulary.

			<p>fabric materials to select and assemble a constructed form</p> <p>Can print on fabric using a monoprint block or tile, or as part of a group using a simple stencil</p> <p>Can attach different elements using stitching, using straight stitch, running or cross-stitch</p>	
	Collage	<p>Experiment with a range of media e.g. overlapping, layering</p> <p>Can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose</p>	<p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements</p> <p>Can experiment with creating mood, feeling, movement and areas of interest using different media</p> <p>Can use the natural / town environment as a stimulus for a mixed media work to convey meaning</p>	<p>Can Interpret stories, music, poems and other stimuli and represent these using mixed media elements</p> <p>Can make a representational textured image from found textures that have been selected</p>
	3D Form	<p>Join clay independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safety and effectively.</p> <p>Make a simple papier mache object.</p>	<p>Show an understanding of shape, space and form.</p> <p>Can create textured surfaces using rigid and plastic materials and a variety of tools</p> <p>Can construct a structure in linear or soft media before then covering the surface to make a form</p>	<p>Make informed choices about the 3D techniques chosen.</p> <p>Talk about their learning showing an understanding that it has been sculpted, modelled or constructed.</p> <p>Plan, design make and adapt models.</p> <p>Can scale a design up to a larger</p>

		Plan, design and make models.	<p>Can design and make a 3D form as a maquette for a larger imagined piece and consider form / function</p> <p>Can identify and assemble found materials to make a new form, carefully covering with ModRoc or papier maché</p> <p>Can build in clay a functional form using two/three building techniques and some surface decoration</p>	scale and work as part of a group to create a human scale structure or form
	Photography Skills	Can plan the use of a camera to take a specific photo or set of photos	<p>Can modify an image on a computer to achieve the best quality print.</p> <p>Can change the camera settings such as flash, to best capture an image in low light conditions</p> <p>Can use zoom to best frame an image and photograph from dynamic viewpoints</p>	<p>Can select and record images to be used in researching other artworks</p> <p>Can show an awareness of mood, emotions and feelings when evaluating the photography of others</p>
	Digital Skills- Computing Link	Can use a painting program to make an image corresponding to their work in other art media	<p>Can create a motif in lines and shapes, copy and paste to create a simple repeat pattern</p> <p>Can use a digital camera and combine a photo with drawing in a paint program</p> <p>Can animate a simple sequence of marks over several frames to</p>	Can use a DV camera to capture and make a simple film recording to tell a story or sequence events

			make a time-based presentation/ animation	
Learning Progression Upper Key Stage 2				
	Progression Statement	Working Towards	Working At	Working Beyond
	<p>Exploring and Developing Ideas</p> <p><i>(As Lower Key Stage 2 but in relation to different contexts and wider knowledge of artists, craftspeople and designers).</i></p>	<p>Select and record from first-hand observation.</p> <p>Question starting points and select ideas to use in their outcomes.</p> <p>Explore the roles of purposes of artists, craftspeople and designers.</p>	<p>Select and record from first-hand observation, experience and imagination.</p> <p>Question about starting points and select ideas to use in their outcomes.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times.</p>	<p>Select and record from first-hand observation, experience imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observation about starting points and select ideas to use in their outcomes.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times.</p>
	<p>Evaluating and Developing Outcomes</p> <p><i>(As Lower Key Stage 2 but in relation to different contexts)</i></p>	<p>Compare ideas, methods and approaches in their own outcomes.</p> <p>Adapt their outcomes according to their views.</p> <p>Annotate their outcomes in their sketchbooks.</p>	<p>Compare ideas, methods and approaches in their own and others outcomes.</p> <p>Adapt their outcomes according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others outcomes and say what they think and feel about them.</p> <p>Adapt their outcomes according to their views and others and describe how they might develop it further.</p>
	Progression Statement	Working Towards	Working At	Working Beyond
	<p>Drawing Techniques</p>	<p>Use a variety of source materials for their outcomes.</p> <p>Work in sustained and independent way from observation, experience and imagination.</p>	<p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Develop ideas using different or mixed media, using a</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Can annotate a work of art to record ideas and emotions using this to inform design ideas and</p>

		<p>Use a sketchbook to develop ideas.</p> <p>Selects appropriate media and techniques to achieve a specific outcome</p>	<p>sketchbook.</p> <p>Plans and completes extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece</p> <p>Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well-lit areas</p>	<p>thumbnail drawings/designs</p> <p>Identify artists who have worked in similar way to their own outcomes.</p>
	Drawing Skills	<p>Can select and use a range of drawing tools, beginning to use them with more control.</p> <p>Can select a view and use a viewfinder to record what is in the frame.</p>	<p>Can select , use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation</p> <p>Can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose</p> <p>Can convey tonal qualities well, showing good understanding of</p>	<p>Can express their ideas and observations responding to advice from others to rework and improve design ideas</p> <p>Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail</p>

			light and dark on form	
	Painting	<p>Demonstrate a secure knowledge about primary and secondary colours, warm and cold complementary and contrasting colours.</p> <p>Work on studies to test media and materials.</p> <p>Create imaginative outcomes from a variety of sources.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their outcomes.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers</p> <p>Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting</p>	<p>Work with a variety of sources including those researched independently.</p> <p>Show awareness of how paintings are created, considering composition.</p> <p>Can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion</p> <p>Can use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction</p> <p>Show the effect of light and colour, texture and tone on natural and man-made objects</p>
	Progression Statement	Working Towards	Working At	Working Beyond
	Printing	<p>Explain a few techniques including the use of poly-blocks relief, mono and resist printing.</p> <p>Build up layers and colours/textures.</p> <p>Organise their outcomes in terms of pattern repetition, symmetry or random printing</p>	<p>Choose the printing method appropriate to the task.</p> <p>Familiar with layering prints.</p> <p>Can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p>	<p>Describe varied techniques.</p> <p>Confident with printing on paper and fabric.</p> <p>Confident to later and modify outcomes working independently.</p>

		<p>styles.</p> <p>Choose the inks and overlay colours.</p>	<p>Can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone</p> <p>Can explore colour mixing through printing, using two coloured inks a roller and stencil or press print/ Easiprint poly –blocks</p> <p>Can recreate a scene and detail remembered, observed or imagined, through collage relief “collagraph” printing</p> <p>Can design prints for a purpose e.g. fabrics, book covers, wallpaper or wrapping paper</p>	
	Textiles	<p>Join fabrics in different ways including stitching.</p> <p>Use different grades and sizes of threads and needles.</p> <p>Experiment with using batik safely.</p>	<p>Aware of the different sizes of fabrics and materials</p> <p>Can select and use contrasting colours and textures in stitching and weaving</p> <p>Use specified sewing techniques for specific purposes.</p> <p>Can show an awareness of the natural environment through careful colour matching and understanding of seasonal colours</p>	<p>Use different techniques, colours and textures when designing and making their outcomes.</p> <p>Be expressive and analytical to adapt, extend and justify their outcomes.</p> <p>Can control stitching - using various needles to produce more complex patterns with care and some accuracy</p>

			<p>Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact</p> <p>Can dye fabrics and use tie-dye techniques to control and create a fabric image</p>	
	Progression Statement	Working Towards	Working At	Working Beyond
	Collage	<p>Use a range of media to create collage.</p> <p>Can select and use cutting tools and adhesives with care to achieve a specific outcome</p>	<p>Can embellish a surface using a variety of techniques, including drawing, painting and printing</p> <p>Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water</p>	<p>Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing</p>
	3D Form	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled natural and man-materials to create sculpture.</p> <p>Plan sculpture through drawing and other preparatory work.</p>	<p>Develop skills in using clay including slabs, coils and slips</p> <p>Make a mould and use plaster safely.</p> <p>Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour</p> <p>Can use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design</p>	<p>Create sculpture and constructions with increasing independence.</p> <p>Can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p> <p>Apply knowledge of different techniques to expressive scale, weight or a concept</p>

			<p>stages</p> <p>Can recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface</p>	
	Photography Skills	Can plan, take and digitally process photographs for a creative purpose, working as part of a group	<p>Can plan and take photographs to provide content to be cut and pasted / superimposed into other photographic images</p> <p>Create simple images on photographic paper by placing shapes and materials on paper and fixing</p> <p>Take and assemble a sequence of photos to make a flick book and give impressions of movement</p>	Can use a DV camcorder demonstrating how a camera captures photographic images as a video with a time duration
	Digital Skills- Computing Link	Can use a digital camera to capture objects to be cut and pasted into another image to create a digital collage	<p>Can use a paint programme to develop virtual designs for a painting, print or 3D work</p> <p>Confidently create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting</p> <p>Can animate a simple sequence of drawings/ photos to make a time-based presentation with sound</p>	Can collaborate and use a video camera and editing software to pre-produce, film and edit a short sequence of narrative film

