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| East Whitby Academy  **Skills Progression 2021**  **Subject area: Art and Design skills** | | | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **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 | | | 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 | |  |  | | --- | --- | | 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. | | | 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. | |  |  | | --- | --- | | 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. | | | 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**  [http://t0.gstatic.com/images?q=tbn:ANd9GcSV9Jfan61Lef77y7AfuL2W8PTqeXzvt-lJhf78E8IKgK0yjG4_2-ib9yk:www.cevector.com/wp-content/uploads/2013/09/pencil-clipart2.png](http://www.google.co.uk/url?q=http://www.cevector.com/clip-art/pencil-clipart-post-3&sa=U&ei=k0agU7m1JYOTPeXogOgM&ved=0CCoQ9QEwCg&usg=AFQjCNHkdH0pTRbQMyCEK9vLblXyV_RPqw) | |  | | --- | | 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**  Straight and curved lines used to create pictures.  Consideration of the length of line and thickness used.  *E.g. Thick line for the stem of a flower.*  **Shape**  Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Figures drawn symbolically using simple shapes. Shapes may be haphazard.  *E.g. a crooked square for a house.*  **Tone/colour**  Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.  Using accurate colours.  *E.g. brown for hair, red for lips.*  Attempts to shade in areas of a picture.  **Texture**  Investigate textures by describing, naming, rubbing, copying. | 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**  Starting to experiment with different types of line, such as zig-zag, wavy and the style of line picked fits the purpose.  **Shape**  The shapes used are more accurate and reflect the aim.  *E.g. a neat rectangle for a building.*  The position, size and space between shapes drawn with more thought and attention.  *E.g. windows same size and positioned more accurately*.  **Colour/Tone**  Shading in blocks of colours.  Understanding of light and dark and using light and dark pencils to colour.  E.g. Selecting and using a light blue pencil and a dark blue pencil.  **Texture/Pattern**  Attempts at patterns are becoming evident in drawing.  *E.g. vertical and horizontal lines for the bricks on a house.* | |  |  |  | | --- | --- | --- | | 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**  Understanding of the use of direction of lines.  *E.g. drawing the hair on a self-portrait whilst taking into consideration the direction that the fur grows.* | |  |  |  | | --- | | **Form and Shape**  More detail added to shapes (patterns) and evidence of understanding of proportions.  *E.g. Size of eyes, length of legs and arms.* |  |  |  | | --- | --- | | **Colour/Tone**  Developing shading by pressing firmly with a pencil to create dark colours and pressing lightly to make light tones.   |  | | --- | | **Texture/Pattern**  Create textures with a wide range of drawing implements.  Apply a simple use of pattern and texture in a 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**  Experimenting with different lines used in connection to shading. | |  |  |  | | --- | | **Form and Shape**  Lots of attention to detail, attempts to show proportion and attempting to use overlapping perspective.  *E.g. Placing objects in front, overlapping or behind (partly obscured).* |  |  |  | | --- | --- | | **Tone**  Starting to mix and blend colours to set an atmosphere.  *E.g. using black and grey to make a thundery sky. Or for more lifelike hair or fur, mixing dark brown, light brown, white and black. This could be pencils, paint, pastels etc*  Experimenting with different grades of pencil.   |  | | --- | | **Texture**  The pattern reflects the nature of the surface.  *E.g. smooth, bumpy, jagged*  Accurate use of space in pattern. | | | |  |  |  | | --- | --- | --- | | Work from a variety of sources including observation, photographs and digital images.  Work in a sustained and independent way to create a detailed drawing.  Develop close observation skills using a variety of view finders.  Use a sketchbook to collect and develop ideas.  Identify artists who have worked in a similar way to their own work.   |  |  | | --- | --- | | **Lines and Marks**    Understanding and experimenting with linear perspective. *This is where two lines meet on a point on the horizon which is known as the vanishing point.*  *E.g. trees in the foreground larger than those in the background – therefore the lines may be thinner and softer in the background than the foreground.*  **Shape**  Attempt to create their own irregular 3D shapes, this may be by shading.  *E.g. a nose which is not a triangle.*  Further drawing of 3D shapes, prism, cuboid.  Size and space of shapes carefully considered.  **Colour/Tone**  Starting to shade with light and dark to show shadows.  Blending colours to show tonal perspective. E.g. Soft lines in the background, strong marks in the foreground.  Developing colour techniques in using watercolours.  *E.g. Using watercolours to blend the sky (this is called a wash) but using blocks of colour for the foreground.*   |  | | --- | | **Perspective and Composition**  Begin to use simple perspective in their work using a single focal point and horizon.  Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.  Show an awareness of how paintings are created ie. Composition | | | | Experiment with wet media to make different marks, lines, patterns, textures and shapes.  Explore colour mixing and blending techniques with coloured pencils.  Use different techniques for different purposes i.e. shading, hatching within their own work.  Start to develop their own style using tonal contrast and mixed media.  **Lines and Marks**  Starts to use fine, light and miniscule lines to build up a picture.  Reflecting and adapting the use of line in picture as it develops. This may be by layering paint to create the most fitting lines, or using smaller lines in sketching and building up details with minute markings.  **Shape**  Can draw 3D shapes by adding the appropriate shape faces.  Shades the shadow for a sphere and understand the highlight is where the light ‘hits’ the object.  **Colour/Tone**  Uses light and dark tones to show shadows or to show different hues (colour) in a variety of mediums – pencils, pastels, paints.  Blended colours are subtle with artist showing they can make small changes to create a new shade or tone.  Watercolour techniques developed; blotting out colour with a tissue, using salt to disperse colour, letting colours run to produce an effect.  **Pattern**  Creates complexing and appealing patterns which fit the genre of art they are studying  Investigates optical illusions and attempts to create simple illusions.   |  | | --- | | Perspective and Composition  Begin to use simple perspective in their work using a single focal point and horizon.  Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.  Show an awareness of how paintings are created ie. Composition | |
| **Painting**  [http://t0.gstatic.com/images?q=tbn:ANd9GcRZp1ZNwGfgWjlWsGJwg63dSsMI2SxBMibjL2k_O9FxT3-_SdYRsjot8Q:cdn-1.freeclipartnow.com/d/11480-1/paint.jpg](http://www.google.co.uk/url?q=http://www.freeclipartnow.com/education/supplies/paint.jpg.html&sa=U&ei=IkegU8zLHuyY0AWi0IC4AQ&ved=0CCoQ9QEwCg&usg=AFQjCNHgvsztuQODYcnuDcDsk4OU6SoqLA) | Explore with a variety of media; different brush sizes and tools.  Explore lightening and darkening paint without the use of black or white.  Begin to control the types of marks made with the range of media.  Paint on different surfaces with a range of media.  Start to record simple media explorations in a sketch book.  Start to mix a range of secondary colours, moving towards predicting resulting colours. | Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.  Continue to experiment in lighten and darken without the use of black or white.  Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.  Continue to control the types of marks made with the range of media.  Use a brush to produce marks appropriate to work. E.g. small brush for small marks. | |  | | --- | | Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Use light and dark within painting and begin to explore complimentary colours.  Mix colour, shades and tones with increasing confidence.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Confidently create different effects and textures with paint according to what they need for the task. | | |  | | --- | |  |   Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Start to develop a painting from a drawing. Begin to choose appropriate media to work with.  Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Start to look at working in the style of a selected artist (not copying). | Confidently control the types of marks made and experiment with different effects and textures.  Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.  Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.  Start to develop their own style using tonal contrast and mixed media.  Recognise the art of key artists and begin to place them in key movements or historical events. | Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.  Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix colour, shades and tones with confidence building on previous knowledge.  Understanding which works well in their work and why.  Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material.  Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. |
| **Printing**  [http://t2.gstatic.com/images?q=tbn:ANd9GcTIDfg4AWujY7TfZriIBcM7fojQkkOOvIVvVztmh5hxcAG9FuCf-nn8yAA:us.cdn3.123rf.com/168nwm/tribalium123/tribalium1231302/tribalium123130200104/17920025-black-stamp-rubber-stamp-office-stamp.jpg](http://www.google.co.uk/url?q=http://www.123rf.com/stock-photo/seal_stamper.html&sa=U&ei=P0egU-WSN4LTOcPSgUA&ved=0CDoQ9QEwEg&usg=AFQjCNGP2gu5g37n9d4HoUsQBB9k9y4UaQ) | Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Demonstrate experience at impressed printing: drawing into ink, printing from objects.  Use equipment and media correctly and be able to produce a clean printed image.  Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics | Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Demonstrate experience at impressed printing: drawing into ink, printing from objects.  Use equipment and media correctly and be able to produce a clean printed image  Make simple marks on rollers and printing palettes  Take simple prints i.e. mono ‐printing. Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.  Experiment with overprinting motifs and colour. | |  | | --- | |  |   Print simple pictures  using different printing  techniques.  Continue to explore both  mono-printing and relief  printing.  Use a sketchbook to  record media  explorations and  experimentations as well  as try out ideas, plan  colours and collect  source material for  future works.  Demonstrate experience  in 3 colour printing.  Explore 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.  Demonstrate experience  in combining prints taken  from different objects to  produce an end piece  . | Increase awareness of  mono and relief  printing.  Demonstrate  experience in fabric  printing.  Use sketchbooks to  collect and record  visual information from  different sources as  well as planning, trying  out ideas, plan colours  and collect source  material for future  works.  Expand experience in 3  colour printing.  Continue to experience  in combining prints  taken from different  objects to produce an  end piece.  Create repeating  patterns | Use tools in a safe way  Continue to gain experience  in overlaying colours.  Start to overlay prints with  other media.  Use print as a starting point  to embroidery.  Show experience in a range  of mono print techniques.  Use sketchbooks to collect  and record visual  information from different  sources as well as planning,  trying out ideas, plan  colours and collect source  material for future works | Develop ideas from a range  of sources.  See positive and negative  shapes.  Demonstrate experience in a  range of printmaking  techniques.  Describe techniques and  processes.  Use sketchbooks to collect  and record visual information  from different sources as  well as planning and colleting  source material.  Adapt their  work according to their views  and describe how they might  develop it further. Annotate  work in sketchbook.  Develop their own style using  tonal contrast and mixed  media |
| **Textiles**  [http://t2.gstatic.com/images?q=tbn:ANd9GcTfgBcpDNpRz-dwKaTR2OQT467_bfdezBVj3G7RQpQ7rtbsaao_frXg3A:clipartmountain.com/clip5/thread18.gif](http://www.google.co.uk/url?q=http://clipartmountain.com/clip5/sew3.htm&sa=U&ei=b0egU_C6EIPfOMvBgPgH&ved=0CCYQ9QEwCDgU&usg=AFQjCNGpdzobTLv2pbEs5o_5aeB821vXOA) | Begin to identify  different forms of  textiles.  Have experience  in colouring  textiles: printing,  fabric crayons.  Use more than  one type of stitch.  Explain how to  thread a needle  and have a go.  Have some  experience of  weaving and  understand the  process and some  techniques.  Begin to identify  different types  and textures of  fabric and  materials for  collage.  Use appropriate  language to  describe colours,  media,  equipment and  textures | Begin to identify different  forms of textiles.  Match and sort fabrics and  threads for colour,  texture, length, size and  shape.  Gain confidence in  stitching two pieces of  fabric. Explain how to  thread a needle and have  a go.  Continue to gain  experience in weaving,  both 3D and flat i.e. grass  through twigs, carrier bags  on a bike wheel  Use a sketchbook to plan  and develop simple ideas  and making simple  informed choices in  media.  Change and modify  threads and fabrics,  knotting, fraying, fringing,  pulling threads, twisting,  plaiting.  Gain experience in  applying colour with  printing, dipping, fabric  crayons Create and use  dyes i.e. onion skins, tea,  coffee | |  | | --- | |  |   Show an awareness and  name a range of  different fabrics.  Use a variety of  techniques, e.g. printing,  dyeing, weaving and  stitching to create  different textural effects  Apply decoration using  beads, buttons, feathers  etc.  Continue to gain  experience in applying  colour with printing.  Explore using resist paste  and batik.  Show further experience  in changing and  modifying threads and  fabrics, knotting, fraying,  fringing, pulling threads,  twisting, plaiting.  Use a sketchbook to  plan, collect and develop  ideas. To record textile  explorations and  experimentations as well  as try out ideas.  Demonstrate experience  in looking at fabrics from  other countries. | |  | | --- | | Plan a design in a  sketchbook and execute  it.  Use a technique as a basis  for stitch embroidery.  Apply decoration using  needle and thread:  buttons, sequins.  Become confident in  applying colour with  printing, tie dye. Create  and use dyes. Use resist  paste and batik.  Use sketchbooks to collect  and record visual  information from different  sources. To record textile  explorations and  experimentations as well  as try out ideas.  Adapt work as and when  necessary and explain  why.  Change and modify  threads and fabrics, Use  language appropriate to  skill and technique.  Demonstrate experience  in looking at fabrics from  other countries | | |  | | --- | |  | |  |   Use a variety of  techniques, e.g. printing,  dyeing, weaving and  stitching to create  different textural effects.  Demonstrate experience  in 3D weaving.  Produce two colour tie  dye.  Continue to ain  experience in batik- use  more than one colour.  Plan a design in a  sketchbook and execute  it. Use sketchbooks Plan a  sculpture through drawing  and other preparatory  work. Use the sketch book  to plan how to join parts  of the sculpture.  Demonstrate experience  in combining techniques  to produce an end piece:  Embroidery over tie dye.  Show awareness of the  skills involved in aspects  such as knitting, lace  making.  Change and modify  threads and fabrics, Use  language appropriate to  skill and technique. | Experiment with a variety of  techniques exploiting ideas  from sketchbook.  Use a number of different  stitches creatively to  produce different patterns  and textures.  Work in 2D and 3D as  required.  Design, plan and decorate a  fabric piece.  Recognise different forms  of textiles and express  opinions on them.  Use sketchbooks to collect  and record visual  information from different  sources.  Use the sketch  book to plan how to join  parts of the sculpture.  Adapt their work according  to their views and describe  how they might develop it  further. Annotate work in  sketchbook.  Use language appropriate  to skill and technique. |
| **3-D and sculpture**  [http://t2.gstatic.com/images?q=tbn:ANd9GcRwlP_Ku8JbBn5RDpm57sokY9vx4s2I1gdElOKYYYi6vicCug40kjYepw:www.clipsahoy.com/clipart3/as5872.gif](http://www.google.co.uk/url?q=http://www.clipsahoy.com/webgraphics4/as5872.htm&sa=U&ei=k0egU6XaHImxOeiygCA&ved=0CCgQ9QEwCQ&usg=AFQjCNE2q1tG1MKq0l-NOVHLTTtWg8a60Q) | Experiment in a variety  of malleable media  such as clay, papier  Mache, Salt dough,  modroc.  Shape and model  materials for a  purpose, e.g. pot, tile  from observation and  imagination.  Continue to  manipulate malleable  materials in a variety of  ways including rolling,  pinching and kneading.  Impress and apply  simple decoration  techniques: impressed,  painted, applied.  Use tools and  equipment safely and  in the correct way | Use equipment  and media with  increasing  confidence.  Shape, form,  construct and  model from  observation and  imagination.  Use a sketchbook  to plan and  develop simple  ideas and making  simple informed  choices in media.  Demonstrate  experience in  surface patterns/  textures and use  them when  appropriate.  Explore carving as  a form of 3D art | Use equipment and  media with confidence.  Learn to secure work to  continue at a later date.  Join two parts  successfully.  Construct a simple base  for extending and  modelling other shapes.  Use a sketchbook to  plan, collect and develop  ideas. To record media  explorations and  experimentations as well  as try out ideas.  Produce more intricate  surface patterns/  textures and use them  when appropriate.  Produce larger ware  using pinch/ slab/ coil  techniques.  Continue to explore  carving as a form of 3D  art.  Use language  appropriate to skill and  techniques | Work in a safe, organised  way, caring for equipment.  Secure work to continue at  a later date.  Make a slip to join to  pieces of clay.  Decorate, coil, and  produce marquettes  confidently when  necessarily.  Model over an armature:  newspaper frame for  modroc.  Use recycled, natural and  man‐made materials to  create sculptures. Use  sketchbooks to collect and  record visual information  from different sources as  well as planning, trying out  ideas, plan colours and  collect source material for  future works.  Adapt work as and when  necessary and explain why.  Gain more confidence in  carving as a form of 3D art.  Use language appropriate  to skill and technique.  Demonstrate awareness in  environmental sculpture | |  | | --- | | Work in a safe organised way, caring for equipment.  Secure work to continue at  a later date.  Show experience in  combining pinch, slabbing  and coiling to produce end  pieces.  Develop understanding of  different ways of finishing  work: glaze, paint, polish  Gain experience in model  ling over an armature:  newspaper frame for  modroc.  Use recycled, natural and  manmade materials to  create sculptures,  confidently and successfully  joining.  Use sketchbooks Plan a  sculpture through drawing  and other preparatory  work. Use the sketch book  to plan how to join parts of  the sculpture.  Adapt work as and when  necessary and explain why.  Confidently carve a simple  form.  Use language appropriate  to skill and technique. | | Work in a safe, organised  way, caring for equipment.  Secure work to continue at a  later date.  Model and develop work  through a combination of  pinch, slab, and coil.  Work around armatures or  over constructed  foundations.  Demonstrate experience in  the understanding of  different ways of finishing  work: glaze, paint, polish.  Demonstrate experience in  relief and freestanding work  using a range of media.  Recognise sculptural forms in  the environment: Furniture,  buildings.  Use sketchbooks to collect  and record visual information  from different sources. Use  the sketch book to plan how  to join parts of the sculpture.  Annotate work in  sketchbook.  Confidently carve a simple  form.  Solve problems as they occur |
| **Digital media**  [http://t2.gstatic.com/images?q=tbn:ANd9GcTFWS1m0WwIiMi1S0QZc6j0WbQUuApNkT_aVMOHbEG6fq8Am8lUl3Gcp_k:priorycollegemoodle.co.uk/pluginfile.php/2/course/section/1/ict.jpg](http://www.google.co.uk/url?q=http://priorycollegemoodle.co.uk/&sa=U&ei=-EegU-yjGYqd0QXzlYAo&ved=0CBYQ9QEwAA&usg=AFQjCNGGGE_GurMzAujRFS7BLf-YRlc24A) | Explore ideas using digital sources i.e. internet,  Record visual information using digital cameras, ipads  Use a simple graphics package to create images and effects with  Lines by changing the size of brushes in response to ideas  Shapes using eraser, shape and fill tools  Colours and Texture using simple filters to manipulate and create images  Use basic selection and cropping tools | Explore ideas using digital sources i.e. internet, Record visual information using digital cameras, i-pads  Use a simple graphics package to create images and effects with  Lines by changing the size of brushes in response to ideas  Shapes using eraser, shape and fill tools  Colours and Texture using simple filters to manipulate and create images  Use basic selection and cropping tools | |  | | --- | | Record and collect visual information using digital cameras and i-pads  Present recorded visual images using software e.g. Photostory, PowerPoint  Use a graphics package to create images and effects with;  Lines by controlling the brush tool with increased precision  Changing the type of brush to an appropriate style e.g. charcoal  Create shapes by making selections to cut, duplicate and repeat  Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose | | |  | | --- | | Record and collect visual information using digital cameras and i-pads  Present recorded visual images using software e.g. Photostory, PowerPoint  Use a graphics package to create images and effects with;  Lines by controlling the brush tool with increased precision  Changing the type of brush to an appropriate style e.g. charcoal  Create shapes by making selections to cut, duplicate and repeat  Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose | | |  | | --- | | Record, collect and store visual information using digital cameras, i-pads  Present recorded visual images using software e.g. Photostory, PowerPoint  Use a graphics package to create and manipulate new images  Be able to Import an image (scanned, retrieved, taken) into a graphics package  Understand that a digital image is created by layering  Create layered images from original ideas (sketch books etc.) | | Record, collect and store visual information using digital cameras, i-pads  Present recorded visual images using software e.g. Photostory, PowerPoint  Use a graphics package to create and manipulate new images  Be able to Import an image (scanned, retrieved, taken) into a graphics package  Understand that a digital image is created by layering  Create layered images from original ideas (sketch books etc.) |