



Sacred Heart Catholic Primary School

Key Learning in Art and Design



National Curriculum Requirements

EYFS Early Learning Goals	National Curriculum Aims	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
See also <u>Communication & Language</u> , <u>PSED</u> and <u>Physical Development</u> <u>Expressive Arts & Design</u> : -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Share their creations, explaining the	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,	<u>Pupils should be taught to use a range of materials creatively to design and make products</u> <u>Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</u> <u>Pupils should be taught to use drawing,</u>	<u>Pupils should be taught to use a range of materials creatively to design and make products</u> <u>Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</u> <u>Pupils should be taught to use drawing,</u>	<u>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas</u> <u>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</u>	<u>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas</u> <u>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</u>	<u>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas</u> <u>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</u>	<u>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas</u> <u>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</u>

process they have used	craft makers and designers, and understand the historical and cultural development of their art forms	<u>painting and sculpture to develop and share their ideas, experiences and imagination</u> <u>Pupils should be taught 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</u>	<u>painting and sculpture to develop and share their ideas, experiences and imagination</u> <u>Pupils should be taught 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</u>	<u>Pupils should be taught about great artists, architects and designers in history</u>	<u>Pupils should be taught about great artists, architects and designers in history</u>	<u>Pupils should be taught about great artists, architects and designers in history</u>	<u>Pupils should be taught about great artists, architects and designers in history</u>
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Years 1 to 6 to all use sketch books for all areas of art and design

N.B Please do not ask children to Google an artist as some images, although not inappropriate, would need to be approached sensitively (eg, nudes by some of the classic artists)

	YEAR A (2020-21)	YEAR B (2021-22)	YEAR A (2022-23)	YEAR B (2023-24)
AUTUMN	Previous curriculum	Painting	Drawing	Textiles
SPRING		Printing & Collage (see highlighted objectives to cover)	Painting	3-d

SUMMER	Drawing	3-d & Textiles (see highlighted objectives to cover)	Printing	Collage
ONGOING	*Objectives for digital art are planned into each term by the class teacher			

Skills Progression

***Underlined learning objectives/outcomes are identified as key learning. Children need to be achieving these to be assessed as ‘on track’ for age related expectations.**

Exploring and Developing Ideas Evaluating and Developing Work (ongoing all year)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Represent their own ideas, thoughts and feelings through art and design Express themselves effectively Use what they have learnt about media and materials in original ways	Record and explore ideas from first hand observation of real objects through drawing, painting and 3D Talk about their ideas and makes choices e.g. chosen tools, materials Begin to work creatively with a	Record and explore ideas from first hand observation of real objects through drawing, painting and 3D Talk about their ideas and makes choices e.g. chosen tools, materials Work creatively with a range of	Annotate work in a sketch pad Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about	Annotate work in a sketch pad Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about	Annotate work in a sketch pad Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control	Annotate work in a sketch pad Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control

thinking about uses and purposes Express and respond to feelings, ideas and experiences Know about similarities and differences among materials and types of art e.g. painting, drawing, sculpture, model Understands ‘who’, ‘what’, ‘where’ in simple questions e.g. when looking at a painting or sculpture Identify what they might change in their current work or develop in future work Vocab: artist, sculptor, colour, pattern, like, dislike	range of media and on different scales Identify what they might change in their current work or develop in future work Describe what they think about the work of an artist or craft-maker. Why do they like/dislike it? Develop the language of art – begin to ask questions about a piece of art – have ideas about what it is about, identify how it has been made Vocab: artist, sculptor, colour, pattern, shape, texture	media and on different scales Identify what they might change in their current work or develop in their future work Describe what they think about the work of an artist or craft maker and how it can give them ideas Develop the language of art – ask questions about a piece of art – have ideas about what it is about, identify how it has been made. Compare and state preferences why. Review what they and others have done and say what they think and feel about it	starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople, architects 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 Compare the work of different artists Make links with an artist’s work and their own	starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople, architects 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 Experiment using the ideas and styles of different artists Develop further what an artist is	Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople, architects 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 with greater insight. Adapt their work according to their views and describe how they might develop it further. Experiment using the ideas and styles of different artists.	Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople, architects 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 with greater insight. Adapt their work according to their views and describe how they might develop it further. Experiment using
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		Make links with an artist's work and their own Vocab: artist, sculptor, textile artist, 3D, colour, pattern, shape, texture	Vocab: history of art, periods of art, methods, portrait, landscape	trying to express in their work Make links with an artist's work and their own Vocab: history/periods of art, mood, emotion, express/ion	Make links with an artist's work and their own Understand the impact of art on a nation's culture or identity Vocab: develop that language of art in terms of techniques, how techniques or materials enhance an artist's message, interpret, composition, foreground, background	the ideas and styles of different artists. Make links with an artist's work and their own Understand the impact of art on a nation's culture or identity Vocab: develop that language of art in terms of techniques, how techniques or materials enhance an artist's message, interpret, composition, foreground, background, perspective
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DRAWING						
Years 1 to 6 to all use sketch books for all areas of art and design						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Artist Focus: Beatriz Milhazes	Artist Focus: Elizabeth Catlett	Artist Focus: Georges Seurat	Artist Focus: Amedeo Modigliani	Artist Focus: Pablo Picasso	Artist Focus: Stephen Wiltshire	Artist Focus: MC Escher
<u>Create simple representations of events, people and objects</u> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Look closely at similarities, differences, patterns and change <u>Draw on different scales</u>	Begin to explore different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk <u>Draw lines of different shapes and thickness and select from two different grades of pencil</u> Draw on different scales <u>Observe and draw shapes</u>	Experiment with confidence in different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Show better control and draw for longer periods of time <u>Draw lines of different shapes and thickness and select from three different grades of pencil</u>	Use sketch books to collect and record ideas and include analysis of materials and artists methods Experiment with greater control how surface detail can be added to drawings Draw on different scales <u>Draw for a sustained period of time</u> Observe greater detail in portraits	Use sketch books to refine and alter drawings. Include analysis of materials and artists' methods Experiment with greater control how surface detail can be added to drawings Draw on different scales Bring more independence to choice of media and subjects in sketchbooks	Use sketch books to collect and develop ideas which feed into a main piece of work Sketch books to include analysis of artists' methods as well as personal interactions with artists' work Work from a variety of sources and continue to be experimental Draw on different scales	Use sketch books to collect and develop ideas which feed into a main piece of work <u>Sketch books to include analysis of artists' methods as well as personal interactions with artists' work</u> Work from a variety of sources and continue to be experimental Draw on different scales

Experiment with mark making in different materials – sand, mud, soil, flour Draw on different surfaces with a range of media Investigate textures by describing, naming, rubbing, copying	Identify light and dark marks/shapes Investigate textures by making rubbings <u>Use simple vocabulary for texture e.g. rough, smooth</u>	Draw on different scales Explore hatching and cross-hatching <u>Observe and draw shapes with greater detail</u> <u>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Investigate textures by describing, rubbing, copying.</u> Use vocabulary to compare textures, patterns	<u>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements. Combine 2 or more in work.</u> Begin to show an awareness of objects having a third dimension Use media to achieve variations in tone and shading Create textures with a wide range of drawing implements <u>Apply a simple use of pattern and texture in a drawing</u>	Draw for a sustained period of time <u>Master detail in portraits, capture an expression or mood</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements. <u>Choose and combine media for a desired effect</u> <u>Improve the awareness of 3D and proportion in shapes</u> Use media to achieve improved	Be confident to learn from mistakes Work in a sustained and independent way to create a detailed drawing <u>Identify artists who have worked in a similar way and try out their methods</u> Start to develop their own style using tonal contrast and hatching <u>Develop close observation skills using a variety of view finders</u> Continue to improve on observational details <u>Begin to develop an awareness of composition, scale and proportion in</u>	Be confident to learn from mistakes Work in a sustained and independent way to create a detailed drawing Identify artists who have worked in a similar way and try out their methods <u>Start to develop their own style using tonal contrast and hatching. Be able to explain their desired intentions and effects</u> <u>Combine dry and wet media</u> Continue to master observational details <u>Begin to use simple perspective in their work using a single</u>
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				variations in tone and shading Create more detailed textures with a wide range of drawing implements and experiment layering media Apply pattern and texture in a drawing by layering media e.g. pencil, pen and pencil, charcoal	<u>their paintings e.g. foreground, middle ground and background</u> Show an awareness of how paintings are created i.e. composition	<u>focal point and horizon</u> Continue 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 i.e. composition
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PAINTING						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Artist Focus: Paul Klee	Artist Focus: David Hockney	Artist Focus: Guiseppe Arcimboldo	Artist Focus: Edgar Degas	Artist Focus: Henri Rousseau	Artist Focus: Leonardo Da Vinci	Artist Focus: Georgia O'Keefe
Explore colour and how colour can be changed <u>Explore what happens when colours are mixed</u> <u>Mix colours using red, blue and yellow to make green, purple, orange, pink and brown. Give names to colours.</u> Experiment with adding materials to paint to create texture. Mix different media to create new effects.	Use a variety of tools and techniques including different brush sizes and types of paint <u>Mix and match colours to artefacts and objects</u> <u>Work on different scales</u> Experiment with tools and techniques e.g. layering, mixing media, scrapping through	Use a variety of <u>tools and techniques</u> including different <u>brush sizes and types of paint</u> Mix and match colours to artefacts and objects Work on different scales <u>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</u>	<u>Experiment with different effects and textures</u> including blocking in colour, washes, thickened paint <u>creating textural effects</u> Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task	Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects <u>Work on a range of scales e.g. thin brush on small picture etc.</u> <u>Create different effects and textures with paint according to what they need for the task</u>	<u>Develop a painting from a drawing</u> <u>Use acrylic paint</u> Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music <u>Mix and match colours to create</u>	Develop a painting from a drawing Use acrylic paint <u>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</u> <u>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</u> Mix and match colours to create

<u>Uses simple tools and techniques competently</u> <u>Children to express opinions about colours they like and why they like them</u> Use a range of brush sizes and work on different coloured, sized, shaped papers Create marks with a variety of tools – fingers, twigs etc.	Name different types of paint and their properties <u>Mix primary shades and tones and name</u> <u>Mix secondary colours and name</u> <u>Add white and black to make tones</u> Create textured paint by adding sand, plaster	<u>Name different types of paint and their properties</u> <u>Explore primary and secondary colours on a colour wheel</u> Add white and black to make tones Add background colours with a wash Create textured paint by adding sand, plaster	<u>Mix colours and know which primary colours make secondary colours</u> Use more specific colour language <u>Mix and use tints and shades with accuracy</u> <u>Create washes with watercolours for backgrounds</u>	Mix colours and know which primary colours make secondary colours <u>Use more specific colour language</u> <u>Mix and use tints and shades to create moods and expression</u>	<u>atmosphere and light effects</u> <u>Be able to identify and work with complimentary and contrasting colours</u>	atmosphere and light effects Be able to identify and work with complimentary and contrasting colours <u>Explain their choices</u>
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PRINTING						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Artist Focus: Henri Matisse	Artist Focus: William Morris	Artist Focus: Alma Thomas	Artist Focus: Bridget Riley	Artist Focus: Banksy	Artist Focus: Roy Lichtenstein	Artist Focus: Katsushika Hokusai
Experiment with printing using hands, feet and fingers Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Roll printing ink over found objects to create patterns e.g. leaves, stones, packaging Make rubbings to collect textures and patterns	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Take simple prints i.e. mono-printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Take simple prints i.e. mono-printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment	Create printing blocks using a relief or impressed method e.g. texture from block made with coiled string Create repeating patterns with planned translation or rotation Print with two colour overlays	Create printing blocks using a relief or impressed method e.g. texture from block made with coiled string Create repeating patterns with planned translation or rotation Print with two colour overlays	Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Build up layers of prints for a desired effect Work into prints with a range of media e.g. pens, colour pens and paints	Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Build up layers of prints for a desired effect Work into prints with a range of media e.g. pens, colour pens and paints

Recreate texture using wallpaper, string, polystyrene Use tools competently and appropriately	<u>press print and plasticine</u> Make rubbings to collect textures and patterns Draw patterns on carbon paper	Create simple printing blocks with press print Design more repetitive patterns Experiment with overprinting motifs and colour on carbon paper				
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TEXTILES						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Artist Focus: Jackson Pollock	Artist Focus: Gustav Klimt	Artist Focus: Nnenna Okore	Artist Focus: Kazuhito Takadoi	Artist Focus: Harriet Powers	Artist Focus: Abdoulaye Konate	Artist Focus: Frank Bowling
Manipulate materials for a planned effect <u>Match and sort fabrics and threads to colour, texture, length, size and shape</u> Handle and manipulate materials such as threads, cottons, wool, raffia, grass Deconstruct cloths and threads	Match and sort fabrics and threads to colour, texture, length, size and shape <u>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</u> Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching	Match and sort fabrics and threads to colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting <u>Cut and shape fabric using scissors/snips</u> <u>Apply shapes with glue or by stitching</u>	<u>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</u> Match the tool to the material Develop skills in stitching, cutting and joining Colour fabrics	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material <u>Develop skills in stitching, cutting and joining</u> <u>Use applique techniques</u>	Use different grades of threads and needles <u>Experiment with batik or felt techniques</u> Experiment with a range of media to overlap and layer creating interesting colours and textures and effects	Use different grades of threads and needles Experiment with batik or felt techniques <u>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</u>

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function	<u>Create fabrics by weaving i.e. grass through twigs</u>	Apply decoration using beads, buttons, feathers etc. Apply colour with printing, dip dyeing, fabric crayons Create fabrics by weaving i.e. grass through twigs		Colour fabrics		
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3-d						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Artist Focus: Barbara Hepworth	Artist Focus: Augusta Savage	Artist Focus: Henry Moore	Artist Focus: Chad Knight	Artist Focus: Anthony Gormley	Artist Focus: Nick Park	Artist Focus: Claes Oldenburg
Manipulate materials for a planned effect Construct with a purpose in mind using a variety of resources Select tools and techniques needed to shape, assemble and join materials they are using <u>Begin to construct, stacking blocks vertically and horizontally,</u>	<u>Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose e.g. tile, animal</u> Understand the safety and basic care of materials and tools Experiment with constructing and joining recycled, natural and man-made materials	Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose e.g. tile, animal Understand the safety and basic care of materials and tools Experiment with constructing and joining recycled, natural and man-made materials	Plan, design and make models from observation or imagination <u>Join clay adequately and construct a simple base for extending and modelling other shapes</u> Create surface patterns and textures in a malleable material Use papier mache to create a simple 3-D object	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes <u>Create surface patterns and textures in a malleable material</u> <u>Use papier mache to create a simple 3-D object</u>	Shape, form, model and construct from observation or imagination <u>Use recycled, natural and man-made materials to create sculptures</u> Plan a sculpture through drawing and other preparatory work <u>Develop skills in using clay including slabs, coils, slips etc</u>	Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures <u>Plan a sculpture through drawing and other preparatory work</u> Develop skills in using clay including slabs, coils, slips etc

<u>making enclosures and creating spaces</u> Experiment with malleable materials e.g. plasticine, dough, clay, mod roc, pipe cleaners <u>Roll a ball shape and a sausage shape using hands, pinch and roll coils</u> Join simple found forms together	Change the surface of a malleable material e.g. build a textured tile	<u>Change the surface of a malleable material e.g. build a textured tile</u> <u>Use simple 2-D shapes to create a 3-D form</u>			Produce intricate patterns and textures in a malleable media Explain how an artist might influence their own work	<u>Produce intricate patterns and textures in a malleable media</u> Follow and refine their own plans Explain how an artist might influence their own work
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COLLAGE						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Artist Focus: Andy Goldsworthy	Artist Focus: Wassily Kandinsky	Artist Focus: Pierre Mondrian	Artist Focus: Synthia Saint James	Artist Focus: Chris Ofili	Artist Focus: Frida Kahlo	Artist Focus: Vincent Van Gogh
Manipulate materials for a planned effect Collage a range of fabrics Sort materials according to specific qualities, e.g. warm, cold, shiny, smooth <u>Combine materials to create new effects e.g. string, tissue paper and glue</u>	<u>Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc.</u> Arrange and glue materials to different backgrounds Collect, sort, match colours appropriate for an image Create and arrange shapes appropriately	Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds Collect, sort, match colours appropriate for an image <u>Create and arrange shapes appropriately</u>	<u>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</u> Cut with precision Use collage as a means of collecting ideas and building a visual vocabulary	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary <u>Mix collage with other media</u>	<u>Add collage to a painted, printed or drawn background</u> Use a range of media to create collages Use different techniques, colours and textures etc. when designing and making pieces of work Use collage as a means of extending work from initial ideas	Add collage to a painted, printed or drawn background Use a range of media to create collages <u>Use different techniques, colours and textures etc. when designing and making pieces of work</u> Use collage as a means of extending work from initial ideas

Fold, crumple and tear papers <u>Explore different methods of attaching materials – glue, tape</u> Experience different types of glue (stick and liquid)	<u>Fold, crumple, tear and overlap papers</u> Work on different scales	<u>Sort and group materials for different purposes e.g. colour, texture</u> Fold, crumple, tear and overlap papers Work on different scales Create select and use textured paper for an image			Use ceramic mosaic	Use ceramic mosaic Adapt, extend and justify their work
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DIGITAL

This is an extra area, elements of which can be added into the main 6 areas. This is not taught as a discrete area in itself.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Explore ideas using digital sources i.e. internet	Explore ideas using digital sources i.e. internet	Explore ideas using <u>digital sources i.e. internet</u>	Record and collect visual information using digital cameras	Record and collect visual information using digital cameras	<u>Record, collect and store visual information using digital cameras</u>	Record, collect and store visual information using digital cameras
<u>Record visual information using iPads, cameras</u>	Record visual information using iPads, cameras	Record visual information using iPads, cameras	<u>Present recorded visual images using software</u>	Present recorded visual images using software	Present recorded visual images using software e.g. PowerPoint, Keynote, Brushes	<u>Present recorded visual images using software e.g. PowerPoint, Keynote, Brushes</u>
Use a simple graphics package to create images and effects by changing brush size and colours	<u>Use a simple graphics package to create images and effects with:</u> <u>Lines</u> by changing the size of brushes in response to ideas	Use a simple graphics package to create images and effects with: <u>Lines</u> by changing the size of brushes in response to ideas	<u>Use a graphics package e.g. BeFunky to create images and effects with;</u> <u>Lines</u> by controlling the brush tool with increased precision	<u>Use a graphics package e.g. BeFunky to create images and effects with;</u> <u>Lines</u> by controlling the brush tool with increased precision	Use a graphics package to create and manipulate new images	Use a graphics package to create and manipulate new images
Work on different scales – computer and interactive whiteboard	<u>Shapes</u> using eraser, shape and fill tools <u>Colour and Texture</u> using simple filters	<u>Shapes</u> using eraser, shape and fill tools <u>Colour and Texture</u> using simple filters	Change the type of brush to an appropriate style	Change the type of brush to an appropriate style	<u>Be able to import an image (scanned, retrieved, taken) into a graphics package</u>	Be able to import an image (scanned, retrieved, taken) into a graphics package

	to manipulate and create images Use basic selection and cropping tools	to manipulate and create images Use basic selection and cropping tools	Create <u>shapes</u> by making selections to cut, duplicate and repeat Experiment with <u>colours and textures</u> by using effects and simple filters to manipulate and create images for a purpose	Create <u>shapes</u> by making selections to cut, duplicate and repeat Experiment with <u>colours and textures</u> by using effects and simple filters to manipulate and create images for a purpose	Understand that a digital image is created by layering Create layered images from original ideas	Understand that a digital image is created by layering <u>Create layered images from original ideas</u>
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