



Art and Design Progression

This document builds on the Lancashire Key Learning for Art and Design by introducing suggested Year Group Expectations within each of the separate areas of media that children should work with across Early Years and the Primary phase.

It exemplifies progression in the eight areas covered.

Schools should aim to cover up to 3 different media types each year, and ensure wide coverage of media across each age phase (EYFS/KS1, LKS2 and UKS2). Therefore, the expectations within any given year group should be considered alongside those of the adjacent year group in the same age phase.

This resource is based on an original document written by Alison Kirk – Associate Consultant for Art and Design.

Key Stage 1 Art and Design Key Learning

Advised Curriculum Coverage: Maximum 3 media per year with range over the Key Stage

Exploring Ideas Developing Ideas Evaluating Ideas	Drawing	Painting	Printing	Textiles	3-D	Collage	Digital
Record and explore ideas from first hand observations	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk	Use a variety of tools and techniques including different brush sizes, sponges and other tools	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge	Match and sort fabrics and threads for colour, texture, length, size and shape	Manipulate malleable materials in a variety of ways including rolling and kneading	Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc.	Explore ideas using digital sources i.e. internet
Ask and answer questions about the starting points for their work	Control the types of marks made with the range of media	Mix and match colours to objects	Take simple prints i.e. mono -printing	Change threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting	Manipulate malleable materials for a purpose, e.g. pot, tile	Arrange and glue materials to different backgrounds	Record visual information using digital cameras
Develop their ideas – try things out, change their minds	<u>Lines and Marks</u> Draw lines/marks from observations	Work on different scales	Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils	Cut and shape fabric using scissors/snips	Understand the safety and basic care of materials and tools	Sort and group materials for different purposes e.g. colour, texture	Use a simple graphics package to create images and effects with <u>Lines</u> by changing the size of brushes in response to ideas
Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities	Draw on different surfaces with a range of media	Experiment with tools and techniques e.g. layering, mixing media, scrapping	Build repeating patterns and recognise pattern in the environment	Apply shapes with glue or by stitching	<u>Form</u> Experiment with constructing and joining recycled, natural and man-made materials	Fold, crumple, tear and overlap papers	<u>Shapes</u> using eraser, shape and fill tools
Review what they and others have done and say what they think and feel about it	<u>Shape</u> Observe and draw shapes from observations	Name different types of paint and their properties – ready-mix, watercolour	Create simple printing blocks with press print	Apply decoration using beads, buttons, feathers etc.	Use simple 2-D shapes to create a 3-D form	Work on different scales	<u>Colours and Texture</u> using simple filters to manipulate and create images
Identify what they might change in their current work or develop in future work	Draw shapes in between objects Invent new shapes	<u>Colour</u> Identify primary and secondary colours by name Mix primary shades and tones Mix secondary colours	Design more repetitive patterns	<u>Colour</u> Apply colour with printing, dipping, fabric crayons	<u>Texture</u> Change the surface of a malleable material e.g. build a textured tile	<u>Colour</u> Collect, sort, name, match colours appropriate for an image	Use basic selection and cropping tools
	<u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	<u>Texture</u> Create textured paint by adding sand, plaster	<u>Texture</u> Experiment with overprinting motifs and colour	<u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs		<u>Shape</u> Create and arrange shapes appropriately	
	<u>Texture</u> Investigate textures by describing, naming, rubbing, copying		<u>Texture</u> Make rubbings to collect textures and patterns			<u>Texture</u> Create, select and use textured paper for an image	

Lower Key Stage 2 Art and Design Key Learning

Advised Curriculum Coverage: Maximum 3 media per year with range over Lower Key Stage 2

Exploring Ideas Developing ideas Evaluating ideas	Drawing	Painting	Printing	Textiles	3-D	Collage	Digital
<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Adapt their work according to their views and describe how they might develop it further</p> <p>Annotate work in a journal</p>	<p>Experiment with ways in which surface detail can be added to drawings</p> <p>Use journals to collect and record visual information from different sources</p> <p>Draw for a sustained period of time at an appropriate level</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes</p> <p>Begin to show an awareness of objects having a third dimension</p>	<p>Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language – e.g. names for different blues</p> <p>Mix and use tints and shades</p>	<p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3-D object</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Record and collect visual information using digital equipment</p> <p>Present recorded visual images using software</p> <p>Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision</p> <p>Change the type of brush to an appropriate style</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat</p> <p>Experiment with <u>colours and textures</u> by using effects and simple filters to manipulate and create images for a purpose</p>

	<p>Experiment with different grades of pencil and other implements to achieve variations in tone</p> <p>Apply tone in a drawing in a simple way</p> <p>Create textures with a wide range of drawing implements</p> <p>Apply a simple use of pattern and texture in a drawing</p>						
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Upper Key Stage 2 Art and Design Key Learning

Advised Curriculum Coverage: Maximum 3 media per year with range over Upper Key Stage 2

Exploring Ideas Developing ideas Evaluating ideas	Drawing	Painting	Printing	Textiles	3-D	Collage	Digital
<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Adapt their work according to their views and describe how they might develop it further</p> <p>Annotate work in a journal</p>	<p>Work from a variety of sources including observation, photographs and digital images</p> <p>Work in a sustained and independent way to create a detailed drawing</p> <p>Develop close observation skills using a variety of view finders</p> <p>Use a journal to collect and develop ideas</p> <p>Identify artists who have worked in a similar way to their own work</p> <p><u>Lines, marks, tone, form & texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes</p> <p>Explore colour mixing and blending techniques with coloured pencils</p> <p>Use different techniques for different purposes</p>	<p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p>	<p>Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p> <p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>	<p>Use different grades of threads and needles</p> <p>Experiment with batik or felt techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay incl. slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc. when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>	<p>Record, collect and store visual information using digital cameras</p> <p>Present recorded visual images using software e.g. Photo Story, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas</p>

	<p>i.e. shading, hatching within their own work</p> <p>Start to develop their own style using tonal contrast and mixed media</p> <p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background</p>						
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**Exploring and Developing ideas
Evaluating and Developing Work**

EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Represent their own ideas, thoughts and feelings through art and design</p> <p>Express themselves effectively</p> <p>Use what they have learnt about media and materials in original ways thinking about uses and purposes</p> <p>Express and respond to feelings, ideas and experiences</p> <p>Know about similarities and differences among materials and types of art e.g. painting, drawing, sculpture, model</p> <p>Understands 'who', 'what', 'where' in simple questions e.g. When looking at a painting/sculpture...</p> <p>Identify what they might change in their current work or develop in future work</p> <p>Vocabulary: artist, sculptor, colour, pattern, like, dislike</p>	<p>Record and explore ideas from first hand observation of real objects through drawing, painting and 3-D</p> <p>Talk about their ideas and makes choices e.g. chosen tools, materials</p> <p>Begin to work creatively with a range of media and on different scales</p> <p>Identify what they might change in their current work or develop in future work</p> <p>Describe what they think about the work of an artist or craft-maker. Why do they like/dislike it?</p> <p>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.</p> <p>Vocabulary: artist, sculptor, colour, pattern, shape, texture</p>	<p>Record and explore ideas from first hand observation of real objects through drawing, painting and 3-D</p> <p>Talk about their ideas and makes choices e.g. chosen tools, materials</p> <p>Work creatively with a range of media and on different scales.</p> <p>Identify what they might change in their current work or develop in future work</p> <p>Describe what they think about the work of an artist or craft-maker and how it can give them ideas</p> <p>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</p> <p>Compare and state preferences and why</p> <p>Review what they and others have done and say what they think and feel about it</p> <p>Make links with an artist's work and their own</p> <p>Vocabulary: artist, sculptor, textile artist,</p>	<p>Annotate work in a journal</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Adapt their work according to their views and describe how they might develop it further</p> <p>Compare the work of different artists</p> <p>Make links with an artist's work and their own</p> <p>Additional Vocabulary: history of art, periods of art,</p>	<p>Annotate work in a journal</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople, architects, and designers working in different times and cultures</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Adapt their work according to their views and describe how they might develop it further</p> <p>Experiment using the ideas and styles of different artists.</p> <p>Develop further what an artist is trying to express in their work</p> <p>Make links with an artist's work and their own</p>	<p>Annotate work in a journal</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with greater insight</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Experiment using the ideas and styles of different artists</p> <p>Make links with an artist's work and their own</p> <p>Understand the impact of art on a nation's culture or identity</p>	<p>Annotate work in a journal</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with greater insight</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Experiment using the ideas and styles of different artists</p> <p>Make links with an artist's work and their own</p> <p>Understand the impact of art on a nation's culture or identity</p>

		3-D, colour, pattern, shape, texture	methods, portrait, landscape	Additional Vocabulary: history/periods of art, mood, emotion, express/ion,	Additional Vocabulary: develop that language of art in terms of techniques, how techniques or materials enhance an artist's message, interpret/ion, composition, foreground, background	Additional Vocabulary: develop that language of art in terms of techniques, how techniques or materials enhance an artist's message, interpret/ion, composition, foreground, background, perspective
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Drawing

All year groups from Years 1 to 6 will use a sketchbook to promote drawing skills

Advised Curriculum Coverage: Maximum 3 media per year with range over each age phase (EYFS/KS1, LKS2, UKS2)

EYFS	Year 1 Line, Shape, Pattern, Texture	Year 2 Line, Shape, Pattern, Texture	Year 3	Year 4	Year 5	Year 6
<p>Create simple representations of events, people and objects</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Look closely at similarities, differences, patterns and change</p> <p>Draw on different scales</p> <p>Experiment with mark making in different materials – sand, mud, soil, flour</p> <p>Draw on different surfaces with a range of media</p> <p>Investigate textures by describing, naming, rubbing, copying</p>	<p>Begin to explore different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Draw lines of different shapes and thickness and select from 2 different grades of pencil</p> <p>Draw on different scales</p> <p>Observe and draw shapes</p> <p>Identify light and dark marks/shapes.</p> <p>Investigate textures by making rubbings</p> <p>Use simple vocabulary for texture e.g. rough, smooth</p>	<p>Experiment with confidence in different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Show better control and draw for longer period of time</p> <p>Draw lines of different shapes and thickness and select from 3 different grades of pencil</p> <p>Draw on different scales</p> <p>Explore hatching and cross-hatching</p> <p>Observe and draw shapes with greater detail</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p>Investigate textures by describing, rubbing, copying</p> <p>Use vocabulary to compare textures, patterns</p>	<p>Use journals to collect and record ideas and include analysis of materials and artists' methods</p> <p>Experiment with greater control how surface detail can be added to drawings</p> <p>Draw on different scales</p> <p>Draw for a sustained period of time</p> <p>Observe greater detail in portraits.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements. Combine 2 or more in work.</p> <p>Begin to show an awareness of objects having a third dimension</p> <p>Use media to achieve variations in tone and shading</p>	<p>Use journals to refine and alter drawings. Include analysis of materials and artists' methods.</p> <p>Experiment with greater control how surface detail can be added to drawings</p> <p>Draw on different scales</p> <p>Bring more independence to choice of media and subjects in sketchbooks</p> <p>Draw for a sustained period of time.</p> <p>Master detail in portraits, capture an expression or mood.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements</p> <p>Choose and combine media for a desired effect</p>	<p>Use a journal to collect and develop ideas which feed into a main piece of work</p> <p>Journals to include analysis of artists' methods as well as personal interactions with artists' work</p> <p>Work from a variety of sources and continue to be experimental</p> <p>Draw on different scales</p> <p>Be confident to learn from mistakes</p> <p>Work in a sustained and independent way to create a detailed drawing</p> <p>Identify artists who have worked in a similar way and try out their methods</p> <p>Start to develop their own style using tonal contrast and hatching</p> <p>Develop close observation skills using a variety of view finders</p> <p>Continue to improve on observational details</p>	<p>Use a journal to collect and develop ideas which feed into a main piece of work</p> <p>Journals to include analysis of artists' methods as well as personal interactions with artists' work</p> <p>Work from a variety of sources and continue to be experimental</p> <p>Draw on different scales</p> <p>Be confident to learn from mistakes</p> <p>Work in a sustained and independent way to create a detailed drawing</p> <p>Identify artists who have worked in a similar way and try out their methods</p> <p>Start to develop their own style using tonal contrast and hatching. Be able to explain their desired intentions and effects</p> <p>Combine dry and wet media</p>

			<p>Create textures with a wide range of drawing implements</p> <p>Apply a simple use of pattern and texture in a drawing</p>	<p>Improve the awareness of 3-D and proportion in shapes</p> <p>Use media to achieve improved variations in tone and shading</p> <p>Create more detailed textures with a wide range of drawing implements and experiment layering media</p> <p>Apply pattern and texture in a drawing by layering media e.g. pencil, pen and pencil, charcoal</p>	<p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background</p> <p>Show an awareness of how paintings are created i.e. composition</p>	<p>Continue to master observational details</p> <p>Begin to use simple perspective in their work using a single focal point and horizon</p> <p>Continue to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background</p> <p>Show an awareness of how paintings are created i.e. composition</p>
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Painting

Advised Curriculum Coverage: Maximum 3 media per year with range over each age phase (EYFS/KS1, LKS2, UKS2)

EYFS	Year 1 Colour, Texture, Pattern	Year 2 Colour, Texture, Pattern	Year 3	Year 4	Year 5	Year 6
<p>Explore colour and how colour can be changed</p> <p>Explore what happens when colours are mixed</p> <p>Mix colours using red, blue and yellow to make green, purple, orange, pink and brown Give names to colours</p> <p>Experiment with adding materials to paint to create texture Mix different media to create new effects</p> <p>Uses simple tools and techniques competently</p> <p>Children to express opinions about colours they like and why they like them</p> <p>Use a range of brush sizes and work on different coloured, sized, shaped papers</p> <p>Create marks with a variety of tools – fingers, twigs etc.</p>	<p>Use a variety of tools and techniques including different brush sizes and types of paint</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p>Mix primary shades and tones and name</p> <p>Mix secondary colours and name</p> <p>Add white and black to make tones</p> <p>Create textured paint by adding sand, plaster</p>	<p>Use a variety of tools and techniques including different brush sizes and types of paint</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p>Explore primary and secondary colours on a colour wheel</p> <p>Add white and black to make tones</p> <p>Add background colours with a wash</p> <p>Create textured paint by adding sand, plaster</p>	<p>Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task</p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades with accuracy</p> <p>Create washes with watercolours for backgrounds</p>	<p>Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the task</p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades to create moods and expression</p>	<p>Develop a painting from a drawing</p> <p>Use acrylic paint</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p>	<p>Develop a painting from a drawing</p> <p>Use acrylic paint</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify and work with complementary and contrasting colours</p> <p>Explain their choices</p>

Printing

Advised Curriculum Coverage: Maximum 3 media per year with range over each age phase (EYFS/KS1, LKS2, UKS2)

EYFS	Year 1 Line, Pattern, Shape	Year 2 Line, Pattern, Shape	Year 3	Year 4	Year 5	Year 6
Experiment with printing using hands, feet and fingers	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge	Create printing blocks using a relief or impressed method e.g. texture from block made with coiled string	Create printing blocks using a relief or impressed method developed from a drawing	Create printing blocks by simplifying an initial journal idea	Create printing blocks by simplifying an initial journal idea
Print with a range of hard and soft materials e.g. corks, pen barrels, sponge	Take simple prints i.e. mono-printing	Take simple prints i.e. mono-printing	Create repeating patterns with planned translation or rotation	Create repeating patterns with planned translation or rotation	Use relief or impressed method	Use relief or impressed method
Roll printing ink over found objects to create patterns e.g. leaves, stones, packaging	Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils	Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils	Print with two colour overlays	Print with two colour overlays	Build up layers of prints for a desired effect	Build up layers of prints for a desired effect
Make rubbings to collect textures and patterns	Build repeating patterns and recognise pattern in the environment	Build repeating patterns and recognise pattern in the environment			Work into prints with a range of media e.g. pens, colour pens and paints	Work into prints with a range of media e.g. pens, colour pens and paints
Recreate texture using wallpaper, string, polystyrene	Create simple printing blocks with press print and plasticine	Create simple printing blocks with press print				
Use tools competently and appropriately	Make rubbings to collect textures and patterns	Design more repetitive patterns				
	Draw patterns on carbon paper	Experiment with overprinting motifs and colour on carbon paper				

Textiles

Advised Curriculum Coverage: Maximum 3 media per year with range over each age phase (EYFS/KS1, LKS2, UKS2)

EYFS	Year 1 Texture, Pattern	Year 2 Texture, Pattern	Year 3	Year 4	Year 5	Year 6
<p>Manipulate materials for a planned effect</p> <p>Match and sort fabrics and threads to colour, texture, length, size and shape</p> <p>Handle and manipulate materials such as threads, cottons, wool, raffia, grass</p> <p>Deconstruct cloths and threads</p> <p>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Create fabrics by weaving materials i.e. grass through twigs</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Apply colour with printing, dip dyeing, fabric crayons</p> <p>Create fabrics by weaving materials i.e. grass through twigs</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Colour fabrics</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Use applique techniques</p> <p>Colour fabrics</p>	<p>Use different grades of threads and needles</p> <p>Experiment with batik or felt techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>Use different grades of threads and needles</p> <p>Experiment with batik or felt techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>

3-D

Advised Curriculum Coverage: Maximum 3 media per year with range over each age phase (EYFS/KS1, LKS2, UKS2)

EYFS	Year 1 Shape and Form	Year 2 Shape and Form	Year 3	Year 4	Year 5	Year 6
<p>Manipulate materials for a planned effect</p> <p>Construct with a purpose in mind using a variety of resources</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using</p> <p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Experiment with malleable materials e.g. plasticine, dough, clay, mod roc, pipe cleaners</p> <p>Roll a ball shape and a sausage shape using hands, pinch and roll coils</p> <p>Join simple found forms together</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose e.g. tile, animal</p> <p>Understand the safety and basic care of materials and tools</p> <p>Experiment with constructing and joining recycled, natural and man-made materials</p> <p>Change the surface of a malleable material e.g. build a textured tile</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose e.g. tile, animal, thumb pot</p> <p>Understand the safety and basic care of materials and tools</p> <p>Experiment with constructing and joining recycled, natural and man-made materials</p> <p>Change the surface of a malleable material e.g. build a textured tile</p> <p>Use simple 2-D shapes to create a 3-D form</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3-D object</p>	<p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3-D object</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay incl. slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Explain how an artist might influence their own work</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay incl. slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Follow and refine their own plans</p> <p>Explain how an artist might influence their own work</p>

Collage

Advised Curriculum Coverage: Maximum 3 media per year with range over each age phase (EYFS/KS1, LKS2, UKS2)

EYFS	Year 1 Texture, Colour	Year 2 Texture, Colour	Year 3	Year 4	Year 5	Year 6
<p>Manipulates materials for a planned effect</p> <p>Collage a range of fabrics</p> <p>Sort materials according to specific qualities, e.g. warm, cold, shiny, smooth</p> <p>Combine materials to create new effects e.g. string, tissue paper and glue</p> <p>Fold, crumple and tear papers</p> <p>Explore different methods of attaching materials – glue, tape</p> <p>Experience different types of glue (stick and wet)</p>	<p>Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds</p> <p>Collect, sort, match colours appropriate for an image</p> <p>Create and arrange shapes appropriately</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p>	<p>Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds</p> <p>Collect, sort, match colours appropriate for an image</p> <p>Create and arrange shapes appropriately</p> <p>Sort and group materials for different purposes e.g. colour, texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p>Create select and use textured paper for an image</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Cut with precision</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p>Mix collage with other media</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc. when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p> <p>Use ceramic mosaic</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc. when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p> <p>Use ceramic mosaic</p> <p>Adapt, extend and justify their work</p>

Digital

Advised Curriculum Coverage: Maximum 3 media per year with range over each age phase (EYFS/KS1, LKS2, UKS2)

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 digital sources i.e. internet	Record and collect visual information using digital cameras	Record and collect visual information using digital cameras	Record, collect and store visual information using digital cameras	Record, collect and store visual information using digital cameras
Record visual information using iPads, cameras	Record visual information using digital cameras, iPads	Record visual information using digital cameras, iPads	Present recorded visual images using software	Present recorded visual images using software	Present recorded visual images using software e.g. PowerPoint, Keynote, Brushes	Present recorded visual images using software e.g. PowerPoint, Keynote, Brushes
Use a simple graphics package to create images and effects by changing brush size and colours	Use a simple graphics package to create images and effects with: <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	Use a graphics package e.g. BeFunky to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision	Use a graphics package e.g. BeFunky to create images and effects with; <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>Colours and Texture</u> using simple filters to manipulate and create images Use basic selection and cropping tools	<u>Shapes</u> using eraser, shape and fill tools <u>Colours and Texture</u> using simple filters to manipulate and create images Use basic selection and cropping tools	Change the type of brush to an appropriate style 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	Change the type of brush to an appropriate style 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	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	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

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