



Art and Design Progression of Skills

	Nursery	Reception	1	2	3	4	5	6
	-I can	-I can think of	-I can control	-I can show	-l can use	I- can use	-I can show	-I can collect,
	experiment	ideas using	different	good control	drawing to	drawing to	confidence in	select and
	with	my own	drawing tools	over different	observe,	develop	ability to draw	analyse a
	drawing	interests,	-I can	drawing tools	investigate	spatial	things I	variety of
	tools to	experiences	explore	and develop	and	concepts, e.g.	observe,	source material
	make	and my	different	skills through	communicate	inside/outside,	remember and	to use
	marks and	imagination	materials	exploring	ideas	maps, plan	imagine	-I can develop
	explore	-I am	and marks,	marks, media	-l can	view,	-I can develop	increased
	this in	confident to	e.g.cross	and scale	experiment	perspective	technical skills	control of
	different	use the range	hatching,	-l can	with different	-l can use	by	drawing tools
	sizes and	of tools and	thick thin	confidently	grades of	research to	experimenting	and a greater
	on	materials	lines, wavy	draw things I	pencil to	inspire	with a variety	understanding
	different	provided to	-I can draw	see and	achieve	drawings,	of drawing	of their potential
	surfaces	explore	things I see	remember	variants of line,	from memory	tools and	to achieve
	-I like to	making marks	and	-I can observe	texture, tone	and	media to	specific effects
	revisit	-l can develop	remember	closely to	-I can	imagination	explore space,	-I can draw
	what I	my skills by	-l can use	identify key	experiment	-I can make	perspective,	objects,
	have	revisiting and	some	qualities of	with, and	informed	portrait, scale,	showing
D	explored	repeating	language	objects	investigate,	choices in	tone	awareness of
vin	before	-I can work	about marks	studied, e.g.	different tools	drawing,	-l can	proportion,
Drawing		spontaneously	and lines and	texture, shape	and surfaces in	including	understand	shape and
Δ		and	name the	-l can	order to make	paper and	some different	angle.
		expressively	things I use	increase my	appropriate	media.	functions of	-l can convey
		using different	-l can	language of	choices	-l can	drawing, e.g	tonal qualities,
		marks, signs,	recognise			experiment to	illustration,	showing a good





	1	1				
symbols and	how drawing	marks, lines	-l can use	investigate	self-expression,	understanding
patterns e.g.	can be used	and patterns	drawings to	different tools	forming ideas	of light and dark
lines, spirals,	to develop	-I can make	review, adapt	and surfaces	-l can use	on form.
dots.	ideas	choices of	and refine my	to show tone	drawing as a	-I can evaluate
	-I can look at	media to use	ideas	-I can alter	starting point	my own and
	my own	for my work	-I can	and refine	and to	others' drawings
	drawings	-I can	experiment	drawings and	generate ideas	with reference
	and think	recognise	with different	explain my	that may or	to the visual
	how I can	how drawing	purposes of	changes	may not be	elements (line,
	improve	can be used	drawing	-I can discuss	taken forward	shape, colour,
	them	as a starting		the drawings	-I can make	texture, space)
	-I can	point for some		of others and	comparisons	using critical
	develop an	of my other		think how	-l can use my	and contextual
	awareness of	work		theirs might	understanding	vocabulary to
	drawing	-I can look at		influence my	of different	express my
	techniques	my own		work	kinds of	opinions.
	and begin to	drawings in		-l can	drawing to talk	
	talk about	relation to		understand	about and	
	my thoughts	those of		that drawing	improve my	
	and feelings	others and		for different	work	
	about them	think about		purposes can	-I can evaluate	
		how I might		lead to	my own	
		improve them		different styles	drawings with	
				of drawings,	reference to	
				e.g plan, map,	the visual	
				poster	elements (line,	
					shape, colour,	
					texture, space)	





			using critical and contextual	
			vocabulary	

	Curriculum Skills Progression for Art and Design										
	Nursery	Reception	1	2	3	4	5	6			
	-I can explore	-I can explore	-I can explore	-I can further	I can explore	-I can mix the	l can develop	I can create			
	colour and	consistency	colour by	investigate the	different	colour I need	confidence to	imaginary and			
	marks with	by	sorting,	range of	approaches	using primary	try out	exploratory			
	paint using	experimenting	matching	marks I can	to applying	colours	different	work, trying out			
	different tools	with the	and mixing	make by	paint	(double	approaches	different			
	as well as my	different types	primary	limiting tools	-I can work	primary	and take risks	approaches			
	hands/fingers	of paint	colours and	-l can	from first-	system) and	to create	and developing			
	-l can name	available	shades	experiment	hand	begin to	imaginary and	an extended			
	colours	-I know that	-l can	consistency by	experiences,	match colours	exploratory	repertoire of			
	-I can explore	primary	investigate	making paint	memory,	from artists	work	ideas			
	experiences	colours can	the	thinner and	imagination	paintings	-I can work	-I can			
	that mix	be mixed to	possibilities of	thicker and	-I can	-I can	from different	recognise the			
	colours	make another	paint and	describe the	investigate	recognise and	starting points	need to			
bu	I can explore	colour	implements,	changes	and explore	describe	-I can show	experiment			
inti	consistencies		by exploring	-I can explore	mark-making	common	confidence in	and take risks			
Painting	through a		the range of	the double	with paint	features of	using colour	on the way to			
	range of		marks and	primary	using a wider	landscape	by mixing	achieving			
	sensory		ways of	system to	range of tools,	paintings	specific	intended			
	experiences		applying	make different	consistencies	-l can	shades	outcomes.			
			paint of		and surfaces	experiment					



differentshades and describe them consistencies-I can mixwith-I can learn-I can explore different toolson different-I can developthe doubleand developthe qualities of and surfacesand surfacessurfaces and creativity and primaryprimarytechniquespaphying it in applying it inappropriately, appropriately, applying it inappropriately, appropriately, applying it inappropriately, appropriately, applying it inappropriately, applying it inappropriately, applying it in-I can controlusing paint in appropriately-I can choose-I can talkdifferent waysexperimenting applying it inbrushesexperimentaltools ineed to idesr for asurfacesapplication, applying it inapplication, applying it in-I canway withachieve alandscape-I can createcolour and applying it in-I canway withachieve alandscape-I can create-I can-I canway withachieve alandscape-I can create-I can-I canand							
on different surfaces and izes-I can develop creativity and imagination by systemand develop primarythe qualities of applying it in applying it in applying it in appropriately, experimental observationsand select applying it in appropriately, experimental different anand select applying it in applying it in applying it in applying it in applying it in appropriately, experimental colour shape, and ideasthe painting about my about my about my about my about my about my on different ways surfaces application, application, application, application, application, application, application, alsolut my about my application, alsolut my about my application, alsolut my and ideasand surfaces application, application, alplication,		different	shades and	-I can mix	with	-I can learn	-I can explore
surfaces and sizescreativity and imagination by -1 can control differentcreativity and imagination by -1 can control using paint in anprimary systemtechniques using them -1 can talkpaint by applying it in applying it in appropriately, experimenting with paint about myand select applying it in applying it in appropriately, experimenting with paint achieve a landscape-1 can create colour and achieve a-1 can create colour, shape, desired effect, painting and controlpaint ere application, consolidate and developand ideasthe real world through-1 can notice-1 can explor appropriate-1 can paint colos and and develop-1 can create colour and and develop-1 can create colour and and developand ideasthe real world through-1 can notice-1 can explore appropriateappropriate tools and and developcontrolusing and develop-1 can name tools andand and and tools and e.g. brushand pleasing-1 can givefrom reproducingreproducing colour mixing - reproducingtools and e.g. brushand pointing pointing ande-1 can and and pleasing-1 can givefrom reproducing-1 can talk natural and about somenatural and about sometools and e.g. brushoffer my opinion-1 can work the choices 1 reproducing-1 can discusson about somenatural and about sometools and e.g. brushoffer my opinion-1 can work the choices		consistencies	describe them	colours using	watercolour	more about	different tools
sizesimagination by in can controlsystemusing them in can controlapplying it in applying it in ap		on different	-I can develop	the double	and develop	the qualities of	and surfaces
-I can controlusing paint in an-I can choose the painting about my-I can talkdifferent ways about myexperimenting with paint application, -I can cate-I canway with experimental -I canachieve a desired effect, painting and the real worldlandscape painting and the real world control-I can cate sowing complete one appropriatecolour ond tools and and develop and develop-I can name tools and shapes, paint and talk about -I can name e.g. brush-I can notice similarities-I can explore appropriateappropriate tools and and talk about still life by media and surfaces-I can paint colour mixing - reproducing tools and and talk about still life by media and surfaces-I can paint colour mixing - reproducing reproducing reproducing -I can paint-I can and and develop and talk about still life by media and surfaces-I can paint colour mixing - reproducing reproducing -I can give from reproducing reproducing from about some made objects the choices I -I can talk abaut some made objects-I can work have made for about some made objects flower-I can develop made objects to express flower-I canunderstand differences of shade-I can -I can create a-I can develop -I can assess-I can develop about some made objects flower-I canunderstand different sharing and describe the colour and different brighter -I can describe the colour and different painting, eg describe-I can develo		surfaces and	creativity and	primary	techniques	paint by	and select
different brushesanthe painting tools I need to achieve a landscapeabout my surfaceson different application, application, landscapewith paint surfaces-I canway with achieve a observationsachieve a colour, shape, observationslandscape-I can create painting and controlledcolour and scaleand ideasthe real world throughcontrolusing range of consolidateconsolidate and develop media and-I can paint effects and develop-I can paint effects and develop-I can paint reprosent colour mixing-I can namesimilarities making amaking a and talk about similaritiestools-I can paint reproducingcolour mixing -I can paint-I can namesimilarities making aandpleasing arrangement arrangement-I can give reasons for reasons for-I can talk andut some made objects-I can talk natural and have made for about some-I can talk mate objectsktype, mixing, shadeopinionvith others to opinionmy paintings and shared pice my paintings-I can assess about someflower moods and adapt it from needed to-I can work into adapt it from needed to-I can describe the colour and differentof work, sharing and organising ideas-I can develop reprosite-I can work into adapt it from needed to-I can work into surfaces with reat a reasons if reasons if-I can work into reproducing-I can describe the colour and differe		sizes	imagination by	system	using them	applying it in	appropriately,
brushes experimental tools I need to ideas for a surfaces application, -I can way with achieve a landscape -I can create colour and represent colour, shape, desired effect, painting and controlled scale observations pattern from showing complete one paint effects -I can and ideas the real world control using using range of consolidate through -I can notice -I can explore appropriate tools and and develop painting and talk about still life by media and surfaces further skills in -I can name similarities making a tools -I can paint colour mixing - tools and and pleasing -I can give from reproducing techniques, differences in arrangement reasons for observation colours in e.g. brush painting and of objects the choices I -I can talk natural and shapes, paint type, mixing, opinion with others to my paintings features of to express shade -I can create -I can assess flower moods and -I can understand shared piece my work, talk painting se emotions describe the some of the of work, about others -I can develop -I can develop -I can work those emotions -I can work into painting add different sharing and work, and technical skills painted marks I make purposes of organising adapt it from needed to surfaces with -I can work into colour and different sharing and work, and technical skills painted surfaces with of there to sharing and work, and technical skills painted surfaces with -I can work into -I can work into -I can develop -I can work into painting ada different sharing and work, and technical skills painted surfaces with -I can painting, e.g. ideas these create a other media. -I can use		-I can control	using paint in	-I can choose	-I can talk	different ways	experimenting
I canway with representachieve a colour, shape, observationslandscape painting pattern from and ideasI cancolour and scaleand ideasthe real world through-I can notice and talk about -I can nome-I can explore appropriateappropriate tools and tools andtools and and differences in e.g. brush-I can world arrangementsurfacesfurther skills in colour mixing - reproducingechniques, type, mixing, oshade-I canand toffer myoffer my -I can-I can work theres in arrangementfrom reproducingreproducing tools colse.g. brushpainting and shapes, paintoffer my -I can-I can work the theres to type, mixing, opinionoffer my -I can-I can assess arrangement-I can assess the choices I-I can develop and talki cols-I can andoffer my -I can work-I can assess about others-I can develop about somemade objectsi cols-I can andunderstand abared piece of work, colour andshared piece about others-I can develop -I can work into adout others-I can work into -I can work intoi cols-I can and idifferent andks I make -I canpainting, e.g. ideasorganising ideasadapt it from adapt it from adapt it from-I can work into -I can work intoi can adescribepainting, e.g. atescribecommunicate,organising adapt it fromadapt it from adapt it from adapt it from-I can use <td></td> <td>different</td> <td>an</td> <td>the painting</td> <td>about my</td> <td>on different</td> <td>with paint</td>		different	an	the painting	about my	on different	with paint
representcolour, shape, pattern fromdesired effect, showingpainting and complete onecontrolledscaleand ideasthe real worldcontrolusingusing range ofconsolidatethrough-1 can notice-1 can exploreappropriatetools andand developpaintingand talk aboutstill life bymedia andsurfacesfurther skills in-1 can namesimilaritiesmaking atools-1 can paintcolour mixing -tools andandpleasing-1 can givefromreproducingtechniques,differences inarrangementreasons forobservationcolours ine.g. brushpainting andof objectsthe choices I-1 can talknatural andshapes, paintoffer my-1 can workhave made forabout somemade objectstype, mixing,opinionwith others tomy paintingsfeatures ofto expressshade-1 canunderstandshared piecemy work, talkpaintingsemotions-1 candifferentsharing andof work,about others-1 can develop-1 can work intooclour anddifferentsharing andwork, andtechnical skillspaintedidescribe thesome of theof work,about others-1 can develop-1 can work intoidescribepainting, e.g.organisingadapt it fromneeded tosurfaces withidescribecontrudginting		brushes	experimental	tools I need to	ideas for a	surfaces	application,
observations and ideaspattern from the real worldshowing controlcomplete one usingpaint effects-1 canand ideasthe real worldcontrolusingusing range of tools andconsolidatepaintingand talk aboutstill life bymedia andsurfacesfurther skills in-1 can namesimilaritiesmaking atools-1 can paintcolour mixing -tools andandpleasing-1 can givefromreproducingtechniques,differences in shapes, paintarrangementreasons forobservationcolours intype, mixing,opinionof objectsthe choices I-1 can talknatural andshade-1 cancreate a-1 can assessflowermoods and-1 canunderstandshared piecemy work, talkpaintingsemotionsdescribe thesome of theof work,about others-1 can develop-1 can work intocolour anddifferentsharing andof work, andtechnical skillspaintedabout others-1 canunderstandshared piecemy work, andtechnical skillspaintedadscribe thesome of theof work,about others-1 can develop-1 can work intocolour anddifferentsharing andwork, andtechnical skillspaintedadscribecommunicate,communicate,adapt it fromneeded tosurfaces with-1 canpainting, e.g. <t< td=""><td></td><td>-I can</td><td>way with</td><td>achieve a</td><td>landscape</td><td>-l can create</td><td>colour and</td></t<>		-I can	way with	achieve a	landscape	-l can create	colour and
and ideasthe real worldcontrolusingusing range ofconsolidatethrough-1 can notice-1 can exploreappropriatetools andand developpaintingand talk aboutstill life bymedia andsurfacesfurther skills in-1 can namesimilaritiesmaking atools-1 can paintcolour mixing -tools andandpleasing-1 can givefromreproducingtechniques,differences inarrangementreasons forobservationcolours ine,g. brushpainting andof objectsthe choices I-1 can talknatural andshapes, paintoffer my-1 can workhave made forabout somemade objectstype, mixing,opinionwith others tomy paintingsfeatures ofto expressshade-1 canunderstandshared piecemy work, talkpaintingsemotions-1 candifferentsharing andof work,about others-1 can develop-1 can work intooclour anddifferentsharing andwork, andtechnical skillspaintedmarks I makepurposes oforganisingadapt it fromneeded tosurfaces with-1 canpainting, e.g.ideasthesecreate aother media1 canpainting, e.g.ideasthesecreate aother media1 canpainting, e.g.ideasthesecreate aother media1 can <t< td=""><td></td><td>represent</td><td>colour, shape,</td><td>desired effect,</td><td>painting and</td><td>controlled</td><td>scale</td></t<>		represent	colour, shape,	desired effect,	painting and	controlled	scale
through painting-I can notice and talk about-I can explore still life byappropriate media andtools and surfacesand develop further skills in -I can paint-I can namesimilaritiesmaking atools-I can givefromreproducing tools andtools andandpleasing-I can givefromreproducingtechniques,differences in arrangementarrangementreasons forobservationcolour mixing - reproducinge.g. brushpainting andof objectsthe choices I-I can talknatural and natural andshapes, paintoffer my-I can workhave made forabout somemade objectstype, mixing,opinionwith others tomy paintingsfeatures ofto expressshade-I canunderstandshared piecemy work, talkpaintingsemotions-I candifferentsharing andwork, andtechnical skillspaintedmarks I makpurposes oforganisingadapt it fromneeded tosurfaces with-I canpainting, e.g.ideasthesecreate aother mediaI c		observations	pattern from	showing	complete one	paint effects	-l can
painting -1 can nameand talk about similaritiesstill life by making amedia and toolssurfacesfurther skills in colour mixing – reproducing1 can namesimilaritiesmaking atools-1 can paintcolour mixing – reproducingtools andandpleasing-1 can givefromreproducingtechniques,differences inarrangementreasons forobservationcolours ine,g. brushpainting andof objectsthe choices I-1 can talknatural andshapes, paintoffer my-1 can workhave made forabout somemade objectstype, mixing,opinionwith others tomy paintingsfeatures ofto expressshade-1 cancreate a-1 can assessflowermoods and-1 canunderstandshared piecemy work, talkpaintingsemotionsdescribe thesome of theof work,about others-1 can develop-1 can work intomarks I makepurposes oforganisingadapt it fromneeded tosurfaces with-1 canpainting, e.gideasthesecreate aother media1 canbainting, e.gideasthesecreate aother media1 cancommunicate,communicate,discussions ifpainting in-1 can use		and ideas	the real world	control	using	using range of	consolidate
I can name tools andsimilarities andmaking a pleasingtools-1 can paint reproducingcolour mixing - reproducingtechniques, e,g. brushdifferences in painting and shapes, paintarrangement of objectsreasons for the choices Iobservation -1 can talkcolour mixing - reproducingtype, mixing, shadeoffer my -1 can-1 can work offer myhave made for -1 can assessabout some made objectsmade objectstype, mixing, shadeopinionwith others to shared piecemy work, talk about otherspaintings -1 can developemotions-1 can type, mixing, shade-1 canof work, offer myabout others -1 can assessflower -1 can developmoods and -1 can work into -1 can work into -1 can work, talkpaintings -1 can work into -1 can work into -1 can develop-1 can work into -1 can work into -1 can work into -1 can work into -1 can -1 can 		through	-I can notice	-I can explore	appropriate	tools and	and develop
tools and techniques, e,g. brushand differences in painting and of objectspleasing arrangement reasons for the choices Ifrom reproducing colours in natural and made objectsshapes, paint type, mixing, shadeoffer my opinion-I can work with others to reate ahave made for my paintingsabout some features of to expressshapes, paint type, mixing, shadeopinion opinionwith others to shared piecemy paintings my work, talk about othersflower reasons for about somemods and reasons-I can understandshared piece of work, colour andmy work, talk differentpaintings reasonsemotions reasonsdescribe the marks I make r-I can describepurposes of painting, e.g describeorganising reasonsadapt it from these reasonsneeded to surfaces with other mediaI can describecommunicate,communicate,ideasthese thesecreate a other media.		painting	and talk about	still life by	media and	surfaces	further skills in
techniques, e,g. brushdifferences in painting and offer myarrangement of objectsreasons for the choices Iobservation -I can talkcolours in natural and made objectsshapes, paint type, mixing, shadeoffer my opinion-I can workhave made for my paintingsabout some features ofmade objectsshapes, paint type, mixing, shadeoffer my -I can-I can workmy paintingsfeatures of to expressto expressshade-I canunderstandshared piece of work,my work, talkpaintingsemotionsdescribe the colour and marks I make -I canofferent painting, e.g describesharing and organisingwork, and adapt it from thesetechnical skills painting inpainted-I can describepainting, e.g describeorganising communicate,adapt it from theseneeded to create asurfaces with other mediaI can usesharing, e.g describeideasthese thesecreate aother media.		-I can name	similarities	making a	tools	-I can paint	colour mixing –
e,g. brushpainting and shapes, paintof objectsthe choices I-I can talknatural and made objectsshapes, paintoffer my-I can workhave made forabout somemade objectstype, mixing,opinionwith others tomy paintingsfeatures ofto expressshade-I cancreate a-I can assessflowermoods and-I canunderstandshared piecemy work, talkpaintingsemotionsdescribe thesome of theof work,about others-I can develop-I can work intocolour anddifferentsharing andwork, andtechnical skillspaintedmarks I makepurposes oforganisingadapt it fromneeded tosurfaces with-I canpainting, e.gideasthesecreate aother mediaI cancommunicate,create,discussions ifpainting in-I can use		tools and	and	pleasing	-I can give	from	reproducing
No shapes, paintoffer my opinion-I can workhave made for my paintingsabout some features ofmade objectsshade-I cancreate a-I can assessflowermoods and-I canunderstandshared piecemy work, talkpaintingsemotionsdescribe thesome of theof work,about others-I can develop-I can work intocolour anddifferentsharing andwork, andtechnical skillspaintedmarks I makepurposes oforganisingadapt it fromneeded tosurfaces with-I canpainting, e.gideasthesecreate aother media.describecommunicate,ideasthesecreate aother media.		techniques,	differences in	arrangement	reasons for	observation	colours in
type, mixing, shadeopinion -1 canwith others to create amy paintings -1 can assessfeatures of flowerto express moods and-I canunderstandshared piecemy work, talkpaintingsemotions-I canunderstandof work,about others-I can develop-I can work intodescribe the colour anddifferentsharing andwork, andtechnical skillspaintedmarks I make -I canpurposes of painting, e.gorganising ideasadapt it from theseneeded to create asurfaces with other mediaI can -I canpainting, e.gideasthese discussions ifcreate aother media.		e,g. brush	painting and	of objects	the choices I	-I can talk	natural and
shade-1 cancreate a-1 can assessflowermoods and-1 canunderstandshared piecemy work, talkpaintingsemotionsdescribe thesome of theof work,about others-1 can develop-1 can work intocolour anddifferentsharing andwork, andtechnical skillspaintedmarks I makepurposes oforganisingadapt it fromneeded tosurfaces with-1 canpainting, e.gideasthesecreate aother media.describecommunicate,communicate,discussions ifpainting in-1 can use		shapes, paint	offer my	-I can work	have made for	about some	made objects
-I canunderstandshared piecemy work, talkpaintingsemotionsdescribe thesome of theof work,about others-I can develop-I can work intocolour anddifferentsharing andwork, andtechnical skillspaintedmarks I makepurposes oforganisingadapt it fromneeded tosurfaces with-I canpainting, e.gideasthesecreate aother media.describecommunicate,-I can usediscussions ifpainting in-I can use		type, mixing,	opinion	with others to	my paintings	features of	to express
describe the colour andsome of the differentof work, sharing andabout others work, and-I can develop technical skills-I can work into paintedmarks I make -I can describepurposes of painting, e.g describeorganising ideasadapt it from theseneeded to create asurfaces with other mediaI can describecommunicate,-I can ideascreate aother media.		shade	-l can	create a	-l can assess	flower	moods and
colour and marks I make -I can describedifferent purposes of painting, e.gsharing and organising ideaswork, and adapt it from these discussions iftechnical skills paintial surfaces with ortactepainted surfaces with ortacte		-I can	understand	shared piece	my work, talk	paintings	emotions
marks I makepurposes of painting, e.gorganising ideasadapt it from theseneeded to create asurfaces with other mediaI canpainting, e.gideasthesecreate aother media.describecommunicate,-I candiscussions ifpainting in-I can use		describe the	some of the	of work,	about others	-I can develop	-I can work into
-I can describepainting, e.g communicate,ideasthesecreate aother mediaI can describecommunicate,other mediaI can use		colour and	different	sharing and	work, and	technical skills	painted
describe communicate, discussions if painting in -I can use		marks I make	purposes of	organising	adapt it from	needed to	surfaces with
		-I can	painting, e.g	ideas	these	create a	other media.
what I think express required stages increased		describe	communicate,		discussions if	painting in	-l can use
		what I think	express		required	stages	increased





and feel	feelings, show	-I can talk	-I can develop	-I can reflect	awareness and
about my	places	about my	an	on the quality	understanding
work		composition	understanding	of my work	of painting
-I can		-l can review,	of how colour	and make	methods and
recognise		reflect, adapt	is used	improvements	styles to refine
some		and refine my	symbolically	-I can begin to	my own ideas
different		work	and use this to	know how	-I can review
types of		-I can express	inform my	materials and	the
painting		my opinions	work	methods	effectiveness of
(landscape,		on paintings,		might relate to	my work,
portraits,		and develop		context and	adapting it and
animals,		this		expressing	articulating my
religious)		vocabulary		personal views	reasons
				-	

	Curriculum Skills Progression for Art and Design											
	Nursery	Reception	1	2	3	4	5	6				
	-l can	-I can	-I can explore	-I can	-I can explore	-l can use	-I can collect	-I can observe				
	explore	understand	the process of	experiment	with a wide	natural forms	and select	and record				
	pressing	that if I	printing, using	with print and	range of ideas	as inspiration	materials to try	responses to the				
bu	different	press an	objects to	pattern by	and materials	for modelling	out alternative	natural and built				
Printii	objects to	object it	discover how	using objects	to produce	and carving	ideas and	environment				
Pri	leave	will leave a	marks change	and	increasingly	blocks	designs to help	and develop				
	marks	mark and	when applied	fingerprints to	controlled	-I can further	make decisions	drawings into				
		this is	in different	explore	prints	experiment	-I can observe	ideas for printed				
		called a	ways and on	variables, e.g	-l use	with variables,	and develop	images				
		print			observational	e.g ink						



Harrow Education Partnership WORKING IN PARTNERSHIP FOR OUR SCHOOLS. OUR CHILDREN

				1		r1
-I can	different	colour, shape,	drawing and	application,	drawings into	-I can explore
represent	surfaces	angle, texture	other visual	materials	ideas for print	ideas and
something	-I can explore	-l can	information as	-I can make	-I can freely	techniques,
in print	with purpose	experiment	starting points	printing blocks	explore printing	exploiting
form	line, marks,	with line,	for	using a range	techniques,	materials fully
-I can	pattern	design, pattern,	investigating	of materials,	materials and	and taking
explore	through	colour, texture	pattern and	(e.g.clay, toys,	media fully to	creative risks
texture by	monoprinting	through	line for printing	cardboard	take creative	-I can show
taking	and block	monoprinting	-I can explore	tubes/string),	risks	technical
rubbings	printing	and block	more variables	to further	-I can develop	confidence by
	-I can	printing and ink	such as shape,	experiment	further	combining
	recognise	and roller	pressure,	repeated	printmaking	printing with
	some print	techniques	method, tools,	prints	skills, designing	other media and
	around me,	-I can begin to	materials,	-I can develop	patterns of	develop an
	e.g.on textiles,	understand the	colour	practical skills	increasing	understanding
	ceramics	idea of printing	-l can create	through	complexity and	of which printing
	-I can	and its	my own	techniques	printing onto	method is most
	develop my	possibilities	designs from a	requiring a	varied	appropriate for
	language to	(creating	stimulus,	greater	backgrounds	my task
	describe	multiple	making	degree of	and surfaces	-I can plan and
	printing	images easily)	choices about	motor control,	-I can develop	explore several
	processes to	-l can use	colour, subject	e.g. adding	knowledge of	alternatives
	talk about my	printing	and shape.	further carved	the printing	before arriving
	work	language to	-I can	detail or a	process	at a final design
	-I can	comment on	recognise how	smaller block	-I can identify	-I can identify
	understand	my work and	many prints	-I can make	successful	successful
	how my skills	compare it to	can be made	links between	aspects of my	aspects of my
	could be	others	from one block	continuous	work	work and





	 		-			
	developed by	-I can improve	-l can use	designs on	-I can talk with	consider
	responding to	my skills by	vocabulary to	fabric and	others to reflect	improvements
	comments	responding to	discuss my	paper, and my	on processes	-l can engage
		others	own and others	work	and outcomes	with others to
		comments	work	-I can use my	-l can compare	reflect on
		-l can develop	-I can use my	understanding	and contrast	different
		awareness of	understanding	to review,	different	processes and
		pattern and	to review my	refine and	printing	outcomes to
		texture in the	work	adapt my	techniques	adapt and
		environment		work and set	-I can develop	develop ideas
		and of printed		myself goals	an	-I can compare
		and repeated		-I can begin to	understanding	and contrast
		patterns in all		think more	of repetition,	examples of
		forms		about how I	rotation and	pattern from
				use pattern,	symmetrical	different
				colour,	designs	contexts
				composition	C	
				·		
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Curriculum Skills Progression for Art and Design										
Nursery	Reception	1	2	3	4	5	6			
l can	-l can	-l can	-I can explore	-I can explore	-I can collect	-l can	-I can collect			
explore	explore	explore	a range of	different	visual	experiment	appropriate			
sticking	techniques	shape, colour	practical skills	starting points	information	creatively with	images to use			
(collage)	using	and texture	by cutting,	for	for starting	fabrics, threads	as inspiration for			
by using	papers, e.g	by using	tearing,	collage/textiles	points for	and beads in	my collage work,			
all the	crumple,	collage and	layering and	work;	collage and	response to	individually or as			
different	tear,	textile	arranging	recording from	textile work	visual stimulus	part of a group			
materials	overlap,	materials in	-I can develop	images,	-I can select	-I can develop	-I can engage in			
available,	scrunch	different	skills using a	photos,	materials that	creativity by	opportunities to			
with glue	-I can	ways	range of	sketches	relate to	experimenting	gain more			
	create an	-I can freely	materials to	-I can	things I want	with cloth,	knowledge of			
	image by	explore the	explore	investigate	to represent,	exploring its	the visual			
	using	properties of	different	different	e.g. from	possibilities	elements (line,			
	materials	various	processes for	materials to	nature,	-I can develop	shape, colour,			
	available	papers,	decoration and	develop my	cultures	practical skills	space and			
	and	fabrics and	function	imaginative	-I can make	through	texture), through			
	consider	threads	-I can develop	ideas	changes to	controlled	manipulating			
	content,	-l can weave	my	-l can choose	materials by	weaving,	and combining			
	shape,	with fabrics	understanding	and arrange	adding other	winding,	collage and			
	colour, size	and papers	of techniques	materials for a	media, e.g.	stitching,	textile materials			
	surface	-I can	of colouring	striking effect	change	wrapping,	-I can show			
	and	collage with	and	-I can explore	surface of	threading and	awareness of			
	texture	different	embellishing	shape, pattern	paper	begin to	properties of			
		materials to	fabrics. E.g	by using	-I can explore	predict what	some material			
		create a	dyes, paint	overlapping,	dyeing and	marks will be	by matching			
		picture		tessellation,		made				



-I can	-l can use	mosaic and	applique with	-I can improve	them to a
describe,	different	montage	fabrics	my work by	specific task
identify and	starting points	-I can explore	-I can use	discussing	-l can
sort different	for work, e.g	the techniques	collage as a	challenges and	experiment with
materials.	stories,	of tie dye and	means of	how best to	texture, pattern,
-I can	illustrations	stitching	building a	solve them	shape and
develop	-l can develop	-I can use	visual	-l can use a	composition by
vocabulary	vocabulary to	language to	vocabulary	developing	combining
to talk about	evaluate my	describe the	-I can begin	vocabulary to	collage and
my work	work in relation	visual and	to understand	discuss and	textile materials
-I can talk	to peers.	tactile qualities	the	evaluate my	with other
about	-I can describe	of textiles	techniques	work in relation	processes, e.g.
clothing for	similarities and	-I can look at	used in woven,	to others	drawing,
function	differences in	my own	stitched and		painting
	textiles and	textiles/collage	dyed textiles		-I can adapt my
	identify	experiments	and make		work as I
	methods and	and consider	comparisons		progress by
	approaches	ways improve	between them		using my
	used	them	-I can look at		knowledge and
			others work		understanding
			and comment		of different
			on possible		methods and
			improvements		approaches
					-l can consider
					and express
					reflective and
					insightful
					opinions about





				the use of textiles/clothing
				for functional,
				decorative and
				ceremonial
				purposes in
				varied contexts

	Curriculum Skills Progression for Art and Design									
	Nursery	Reception	1	2	3	4	5	6		
	-I can	-I can	-I can collect	-I can combine	-I can	-I can	-l can select	-I can select		
	explore	explore 3D	ideas, images	and	experiment	experiment	materials	materials		
	joining	form by	and make	manipulate	with a greater	with ideas and	appropriately,	confidently,		
	things	constructing	drawings to	materials to	range of 3D	stimuli,	combining and	combining and		
	together to	or moulding,	inform 3D	explore	materials to	collecting	manipulating	manipulating		
	create 3D	sometimes	work	structure and	explore their	visual	them to enable	them to enable		
u	forms	with a	-I can select	form	potential	information, to	exploration of	exploration of		
Design	-I can use	purpose or	materials,	-I can work	-I can explore	explore a	structure and	structure, form,		
Ď	different	planned	combining	collaboratively	and use a	range of	form	balance		
3D	construction	effect in	and	as part of a	variety of	potential	-I can develop	-I can apply		
ف کہ	materials	mind	manipulating	group,	approaches to	sculptures	ideas and	skills and		
tu	-I can		them to	developing	materials as I	(face masks-	technical skills	techniques		
Sculpture	explore		explore form	ideas	create ideas	expressions,	by	using wire to		
Sc	texture by		-I can extend	-I can explore	for 3D work	faces)	experimenting	make an		
	using the		construction	sculptures or	-I can further	-I can develop	with a variety	armature		
	experiences,		skills by	assemblages	develop	understanding	of approaches,			



and tools provided (e.g. making different marks in dough using sticks)with techniques, e.g. cutting, possibilitiesmaterials, exploring visual and tactile qualitiesknowledge of tools, their suitability for andthe properties and materialsand 3D materialsmaterials effe effe effe effe suitability for and how to use to help meand and tools, their modelling and experimentand materialsmaterials effe effe effe anddough using sticks)-1 can investigateand how to use to help me to expressconstruction ideaswith drawings bas drag ideasbas materialsandleable ways, e.g.and explore to variety of ways, e.g1 can develop variety of waysof the materials to to expresscomposition imaterialsand kneading to ling, joining and kneading toolsby using my toolsdifferences and 3D art yourmaterials to and 3D art yourexperimenting scu and colour to usin and colour to usin asfely with pinch pot toolscreate a toolsmateri and a 2D designand kneading toolsclay tools to add surfaceboth understanding a 2D designexpand knealing toolsclay tools to toolsbothunderstanding a 2D designapp erv toolsand knealing toolsclay tools to toolsbothunderstanding toolsa2D designtactand knealing toolsclay tools to toolsbothunderstanding toolsa2D design <th>can use</th>	can use
provided (e.g. making different marks in dough using sticks)techniques, e.g. cutting, bending, qualitiesexploring visual suitability for and tactile auditiestools, their possibilities of and bow to use constructionand experimentmaterials and and and bas	atorialo
(e.g. making different marks in dough using sticks)e.g. cutting, bending, foldingand tactile qualitiessuitability for different taskspossibilities of modelling and construction-1 canand with drawingsdough using sticks)-1 caninvestigatethem safely to help meto help meto expressdrat dratsticks)manipulate malleableand explore-1 can develop solvesolveideasmad materials in aclay in aunderstanding understandingsolutions, e.g. to materials tocompositionima materialsvariety of variety of variety of rolling, joining and kneadingby using mydifferencesmaterials toexperimenting experimentingscurolling, joining and kneadingtoolsand 3D art toolsyourand colour tousir rolling and understandingunderstanding toolscreate amadrolling, ioning and kneadingclay toolsand 3D art toolsyourand colour tousir rolling and a 2D designexprol can develop waterials and toolsclay tools tobothunderstanding a 2D designa 2D designtoolsrol can develop wocabulary relating to 3D-1 can considerviews onmaterials, andskills to adaptknout	liendis
different marks in dough using sticks)bending, foldingqualities -1 can investigatedifferent tasks and how to use them safelymodelling and constructionexperiment with drawings to appressand dragensticks)-1 can manipulate malleableand explore the qualities of and explore-1 can develop and exploresolveideasmade-1 can materials in a variety of variety of variety of variety of and kneading -1 can make a safely with pinch pot toolsof the the mash and toolsproblems/find to help me solve-1 can develop to expresscoll to appress-1 can materials in a variety of variety of variety of variety of variety of waysof the the qualities of and to appress-1 can develop to express-1 can to expressof the to express-1 can ways, e.g. rolling, joining and kneading -1 can work safely with materials and toolsbetween 2D toolslayer over and 3D art toolsexperimenting and 3D art toolscreate a and mask/mouldmad create a tools-1 can develop vocabulary relating to 3D-1 can consider-1 can express and explain my views onof the materials, and-1 can develop toolsof the tools-1 can develop vocabulary relating to 3D-1 can consider-1 can express and explain my views onof the materials, and-1 can develop tools-1 can develop tools	ectively to
marks in dough using sticks)folding-1 canand how to use them safelyconstructionwith drawings to expressbas drasticks)-1 caninvestigatethem safelyto help meto expressdramanipulateand explore-1 can developsolveideasmaterialsmaterials in aclay in aunderstandingsolutions, e.gcompositionimaterialsvariety ofvariety of waysof themost effectiveby-1 canvariety ofvariety of waysof thematerials toexperimentingscuvariety ofvariety of waysand 3D artyourand colour tousirrolling, joininghands andbetween 2Dlayer overwith 2D shapesassand kneadingtoolsand 3D artyourand colour tousir-1 can work-1 can make aforms andmas/mouldcreate amadtoolsclay tools tobothunderstandinga 2D designtactoolsclay tools tobothunderstandinga 2D designandtoolsclay tools t	odel form
dough using sticks)-1 caninvestigatethem safelyto help meto expressdrasticks)manipulateand explore-1 can developsolveideasmanmalleablethe qualities of materials in aclay in aunderstandingsolutions, e.g.compositionimavariety ofvariety of waysof themost effectiveby-1 canways, e.g.by using mydifferencesmaterials toexperimentingscurolling, joininghands andbetween 2Dlayer overwith 2D shapesassand kneadingtoolsand 3D artyourand colour tousin-1 can work-1 can make aforms andmask/mouldcreate amadsafely withpinch potthink about the-1 can showdesignexptoolsclay tools tobothunderstandinga 2D designtack-1 can developadd surface-1 can expressof theinto 3D form.and-1 can developrelating to 3D-1 can considerviews onmaterials, andskills to adapt	d detail,
sticks)manipulate malleableand explore the qualities of an-1 can develop problems/findsolve -1 can develop collcoll collvariety of ways, e.g.clay in a variety of ways, e.g.understanding of thesolutions, e.g materials tocompositionimaterialvariety of ways, e.g.by using my tooling, joining and kneading -1 can workhands and oldsbetween 2D and 3D art toolslayer over and colour to usir usirwith 2D shapes ass and colour to usir toolsand 3D art toolsyourand colour to usir and 2D art yourunderstanding and colour to usircreate a materials-1 can work tools-1 can make a forms andforms and materials and (diva) and use toolsrelevance of anan-1 can transfer into 3D form.visu and explain my properties of and explain my properties of-1 can develop toolsprevence tools-1 can express and explain my properties of-1 can develop toolsprevence tools	ised on my
Image: Second	awings/plan
Image: Solution a variety of	ade from
Image: section of the section of th	llecting visual
ways, e.g.by using mydifferencesmaterials toexperimentingscurolling, joininghands andbetween 2Dlayer overwith 2D shapesassand kneadingtoolsand 3D artyourand colour tousing-I can work-I can make aforms andmask/mouldcreate amaterialssafely withpinch potthink about the-I can showdesignexpmaterials and(diva) and userelevance ofan-I can transfervisutoolsclay tools tobothunderstandinga 2D designtact-I can developadd surface-I can expressof theinto 3D form.andvocabularytextureand explain myproperties of-I can developskills to adaptviews onnaterials, andskills to adaptknow	ages
rolling, joining and kneadinghands and toolsbetween 2D and 3D artlayer over yourwith 2D shapes and colour to usin-I can work-I can make a safely withforms and pinch potmask/mouldcreate amath materials and toolsMaterials and tools(diva) and use clay tools torelevance of bothan-I can transfer understandingvisu and colour toMaterials and tools(diva) and use clay tools torelevance of bothan-I can transfer understandingvisu and-I can develop vocabularyadd surface texture-I can express and explain myof theinto 3D form. relating to 3Dand-I can considerviews onmaterials, andskills to adaptknow	can make
and kneading -I can worktoolsand 3D artyourand colour tousin-I can work-I can make aforms andmask/mouldcreate amatsafely withpinch potthink about the-I can showdesignexpmaterials and(diva) and userelevance ofan-I can transfervisutoolsclay tools tobothunderstandinga 2D designtact-I can developadd surface-I can expressof theinto 3D form.andvocabularytextureand explain myproperties of-I can developprevrelating to 3D-I can considerviews onmaterials, andskills to adaptknow	ulptures or
-I can work-I can make aforms andmask/mouldcreate amaterialsafely withpinch potthink about the-I can showdesignexpmaterials and(diva) and userelevance ofan-I can transfervisutoolsclay tools tobothunderstandinga 2D designtact-I can developadd surface-I can expressof theinto 3D form.andvocabularytextureand explain myproperties of-I can developprevencerelating to 3D-I can considerviews onmaterials, andskills to adaptknow	semblages
Image: select	ing varied
materials and tools(diva) and use clay tools torelevance of bothan-I can transfervisu tools-I can develop vocabularyadd surface-I can express and explain myof theinto 3D form.andrelating to 3D-I can considerviews onmaterials, andskills to adaptknow	aterials,
tools clay tools to both understanding a 2D design tack -I can develop add surface -I can express of the into 3D form. and vocabulary texture and explain my properties of -I can develop prevention relating to 3D -I can consider views on materials, and skills to adapt know	ploring their
-I can develop add surface -I can express of the into 3D form. and vocabulary texture and explain my properties of -I can develop preventer of the into 3D form. and explain my properties of the into 3D form. I can develop preventer of the into 3D form.	sual and
vocabulary texture and explain my properties of -I can develop prevention of texture relating to 3D -I can consider views on materials, and skills to adapt know	ctile qualities
relating to 3D -I can consider views on materials, and skills to adapt know	d building on
	evious
	owledge and
materials and ways to apply sculptures I their suitability and improve skill	lls
sculpture and colour to my look at for my work my work by -I co	can look
use this to work -I can -I can plan, solving criti	tically at my
comment on -I can develop recognise design and technical wor	ork and
my work my public make models problems con	ntinue to
-I can review understanding sculptures in from -I can use ider	entify both
my work by of clay; where civic areas and observation or vocabulary suc	ccessful





out to doand itspublic-I can think3D materialsneed-I can developfunction insculptures overabout theand todevelopaneveryday lifetimeimportancecompare and-I can tounderstanding-I can lookandtalk aboutabout toabout sitecritically at mysignificance ofdifferentdiversespecificwork andsetting.and commentmaterialsculptureidentify bothsetting.on content andin sculpture	and nat
Image: state of the state	ment
specific work and a sculpture's approaches, qualitie sculpture identify both setting. and comment material	
sculpture identify both setting. and comment materia	of
successful on content and in sculp	s used
aspects and mood of a perman	ures, ent and
others that piece transite might need -I can review	y
further my work	
development. against my original plan	



Digital Media and Photography



Curriculum Skills Progression for Art and Design										
Nursery	Reception	1	2	3	4	5	6			
-l can	-I can hold	-l can use an	-l can control	-l can create	-I can capture	-I can enhance	-I can explore an			
hold and	and use a	art programme	the size of	images and	photographic	digital media	art programme			
use a	camera or	and select	marks and	explain why	images as a	by editing,	and actions			
camera	tablet to	simple tools to	select colours	they were	video with a	including	such as rotate,			
or tablet	select and	explore lines,	and shapes	created	time duration	sound, video,	flip, drop to			
to	capture	shapes,	and stamps in	-l can take a	-l can	animation and	create complex			
explore	images,	textures and	an art	photo for a	collaborate	installations	patterns			
capturing	with some	colours.	programme	creative	and record a	-l can	l can			
images	clear	-l can use a	-l can use a	purpose, e.g to	short video of	demonstrate	successfully			
	intention	camera or	camera to take	be cut and	narrative film	awareness of	create a digital			
	-I can	tablet to take a	a series of	pasted to	-l can develop	basic principles	portrait by			
	explore line,	series of photos	portraits,	create a	creativity by	and processes	knowing how to			
	shape,	and zoom,	exploring light,	collage	selecting	of photography	edit images,			
	colour by	save, print	angle, size	-l can use a	appropriate	and some of its	combine			
	using a	-I can use my	-l can use	paint	images,	limitations	selected			
	simple	experiences,	digital tools to	programme to	colour tools,	-I can develop	elements and/or			
	creative art	stories and	modify a photo	develop	combining	technical skills	use effects			
	programme	environment to	-l can create a	designs for	images, e.g	in combining	-l can use a			
		create	sequence of	painting, print	old and new	text with an	camera or			
		representations	artworks and	or 3D work	photos of	image, e.g	digital devise, as			
		using a	begin to think	-I can further	buildings	newspaper,	part of a group,			
		computer,	about the	explore image	-l can	magazines,	to make a			
		camera or	audience, e.g	software to	experiment	webpage	simple film to			
		tablet	assembly	explore scale	combining	-l can use	communicate a			
		-I can work	theme, visitor	and pattern	digital paint	animation	story or			
		with others to	information		processes	software to	information			



		create an	-l can	-I can explore	with those	develop ideas	-l can use a
		image, e.g	recognise and	simple	that are	and processes	simple video
		maybe a	begin to reflect	presentation	drawn or	-l can create a	edit programme
		photo, a	on similarities	software	painted	collaborative	to organise and
		collage using	and	-I can talk	-I can	image on a	sequence clips,
		images, picture	differences	about	understand	theme	adding sound
		on a computer	between	examples of	the way	-l can review	and special
		-I can talk	traditional and	digital images	digital	and adapt my	effects
		about ways to	digital mark-	and reflect on	information is	work in	-I can explore
		communicate	making	the difference	presented, e.g	response to	transferring
		information	-l can	from more	cartoons,	others	digital images to
		-I can talk	comment on	traditional	advertising	-I can talk	different
		about how I	others digital	media	-I can	about effective	surfaces
		completed my	work,	-I can	improve my	ways to	-I can develop
		digital work	extending my	navigate art	work by	communicate	an
		-I can use the	vocabulary	galleries online	editing the	digitally	understanding
		internet to	-I can use the	to look at art	image	-l can use	of the creative
		explore art	internet to look	works by a	-l can	appropriate	potential of
		galleries	at artists work	range of artists	navigate art	online sites to	digital
					galleries	carry out	technology
					online to find	research for	-I can explore
					out about	work across art	the ways in
					artists and	disciplines	which
					their work		technologies are
							merging
							-l can use
							images
							effectively to
	1	1		1			,

S			tion Partnership				
	Ţ			on Partnership			
						reflect on my ideas and emotions	





Curriculum Skills Progression for Art and Design

All year groups, including Early Years, have information that suggests artists, designers and craft makers and artworks, that would support children's learning in art, and other curriculum areas. The is also an extensive list of art galleries and museums provided.

	Nurgony	Decention	,	2	3	4	5	6
	Nursery	Reception	1					
	-l enjoy	-I look closely	-l am aware	-l can name	-l can	-I can	-I can	-I can recognise
	looking at	at artworks	of a few great	some great	recognise	recognise	recognise	works of art by a
	artworks	and talk or	artists, craft	artists, craft	some of the	some works of	works of art by	range of well-
	by a	have	makers and	makers and	work of great	art by great	well-known	known artists,
g	range of	conversations	designers	designers	artists, craft	artists, craft	artists and	and of art
din	artists.	about what I	-I can look at	-I can look at	makers and	makers and	become aware	movements
an	-I can	see, notice,	the work of a	the work of	designers,	designers,	of a few	-I can look at
erst	make a	think and feel.	contemporary	contemporary	naming some	naming some	different art	the work of
abr	comment	-I show	artist	artists	-I can look at	-I can look at	movements,	contemporary
Cultural Understanding	about	interest about	-I can look at	-I can look at	the work of	the work of	realising some	artists working
	what I	artists and	and make	and talk about	contemporary	contemporary	artists of the	across a variety
	see	artworks by	comments	artists' work	artists	artists	same time had	of disciplines
ک ک		asking	about artists'	across	-I can look at	-I can talk	common styles	-I can freely talk
ts &		questions	work across	disciplines,	artwork across	about the	-I can look at	about artists'
tis			art disciplines,	from different	disciplines and	similarities in	the work of	work, across the
f Ar			(drawing,	cultures and	begin to	works of art by	contemporary	disciplines, from
Work of Artists			painting,	periods	compare and	some artists of	artists,	my prior
/or			printmaking,	-I can explore	comment on	the same time	including those	knowledge
5			sculpture,	artists' and	different	(art	working in both	-I can increase
			collage and	designers' use	approaches	movements)	traditional and	specialist
			textiles, digital	of pattern and	used by artists	-I can look at,	digital	vocabulary to
			media), from	decoration, e.g	in different	discuss and	methods	describe
			different	for decorating	cultures and	learn more	-I can discuss	techniques and
				my diva	periods of time	about artists'	artists' work	approaches



	cultures and	-I can, through	-I can develop	work and	across	observed in
	periods	my	an awareness	ideas across	disciplines,	artworks; and
	-I can begin	understanding	of print in our	the disciplines,	from different	develop the
	to make links	of artists'	environment	from different	cultures and	ability to make
	between the	methods,	and culture,	cultures and	periods,	comparisons
	media, tools	adapt my work	and in other	periods, e.g	using some	across different
	and materials	as I'm creating	cultures,	Islamic	specialist	contexts and
	I explore to	-I can look at	countries and	designs	vocabulary to	cultures
	those of	the work of	periods of	-I can	describe	-I can reflect on
	artists and	artists on a	history,	recognise	techniques and	purpose and
	designers	given theme to	including early	artists often	approaches	meaning in the
	-I can begin	inform my work	history	use drawing	observed	work of artists
	to relise	(this academic	-l can	as a starting	-l can	and relate this
	photography	year fish)	investigate by	point for work	recognise how	to a
	can be an art	-I can begin to	collecting and	-I can begin to	printed pattern	consideration of
	form.	notice different	talking about	show	has been used	my own work
	-l can	themes	examples of	understanding	historically and	-I can make
	recognise	(genres) of	artists' work,	of the work	culturally in	connections
	pattern and	artworks, e.g.	e.g for my still	and ideas of	different ways	between the
	decoration in	landscape,	life	different	and for	materials and
	artists' and	people, religion,	arrangement	landscape	different	processes used
	designers'	animals	-I can describe	artists	purposes, e.g	by artists and
	work	-I can make	the differences	-I can begin to	Mayans	those explored
	-I can talk	links between	between	understand	-l can develop	myself,
	about	my work and	costumes worn	how art and	an	expressing my
	similarities	that of artists	in different	culture can	understanding	personal
	and	-I can become	cultures and	influence my	of why flowers	preference
	differences in	aware of the	their practical,	art work, e.g	feature in	





	textiles across	work of crafts	ceremonial	conventions of	works of art	-I can talk
	times and	people around	and decorative	Indian	and decoration	about the
	cultures	the world	uses	Painting	across cultures	diverse qualities
		(textiles)		-I can	-I can make	of materials
				recognise	some	used in
		-I can talk		woven fabrics	connections	sculptures,
		about the use		and the	between the	permanent and
		of clothing for		important role	materials and	transitory, and
		functional and		they have in	processes used	identify
		decorative		our lives and	by artists and	historical and
		purposes		those of other	those explored	cultural
				cultures	by myself	differences
					-I can become	-I can discuss
					aware of	textiles across
					approaches	different times
					used by	and cultures,
					sculptors and	and identify
					the inspiration	methods and
					for their work	approaches
						used