



Strand Exploring and developing ideas (ongoing)						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Explore the natural world around them, making observations and drawing pictures of animals and plants.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Vocabulary: Maybe, why, what if, difference.	Vocabulary: Maybe, why, what if, difference, compared, same/similar, artist	Vocabulary: Maybe, why, what if, difference, process, artist	Vocabulary: Maybe, why, what if, difference, process, artist, crafts person, designers, observations	Vocabulary: Maybe, why, what if, difference, process, artist, crafts person, designers, observations	Vocabulary: Maybe, why, what if, difference, process, artist, crafts person, designers, observations, first-hand, cultures	Vocabulary: Maybe, why, what if, difference, process, artist, crafts person, designers, observations, first-hand, cultures.



Strand Evaluating and developing work (ongoing)						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Share their creations, explaining the process they have used. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences.	Review what they and others have done and say what they think and feel about it, eg. annotate art work/sketchbook/Tapestry. Identify what they might change in their current work or develop in their future work.	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about these. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about these. Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about these. Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about these. Adapt their work according to their views and describe how they might develop it further.
Vocabulary: Made, designed, liked, change	Vocabulary:	Vocabulary:	Vocabulary: Made, designed, better, different,	Vocabulary: Made, designed, better, different,	Vocabulary: Made, designed, better, different,	Vocabulary: Made, designed, better, different,



Lakeside Primary Academy – ART Progression of Skills

	Made, designed, better, different, change	Made, designed, better, different, change, review	change, review, adapt, develop	change, review, adapt, develop, compare	change, review, adapt, develop, compare, methods, improvements	change, review, adapt, develop, compare, methods, improvements
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Strand - Drawing

End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. Share their creations, explaining the process they have used.	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour. Learn to make lines steering direction, control, line patterns with a variety of tools. Develop line skills:	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements: line, shape, pattern and colour.	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Make informed choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Explore relationships between line and tone, pattern and shape, line and texture. Learn to:-	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Learn to:- -Use pencil to create line, tone,	-Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.



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	<p>-through observational drawings, -creating line patterns, -fantasy drawing. Use a range of tools- pencils, black felt pen, white chalk, coloured chalks.</p>	<p>Begin to understand knowledge of landscape and how to create different textures.</p> <p>Learn to:-</p> <p>-Use a range of tools -Use a variety of lines and mark making.</p>	<p>Create line, pattern and tone with pencil and chalk/charcoal. Use these skills to draw from observation in large and small scale. Create an abstract design based on their observational drawings. Create an imaginative drawing.</p>	<p>-Use pencil, charcoal and chalk to create contrasting effects of line and texture and tone; -Blend charcoal and chalk; -Make observational drawings of an object to show shape and pattern. Combine painted background with drawing in felt pen.</p>	<p>texture and pattern; - Create a collage from pencil drawings; -Use chalk and charcoal on white paper to create observational drawings; -Use water soluble fine liner pens to make observation drawings and learn the wash technique; -Design a label appropriate for an item which is clear and eye-catching; -Create a still life in the style of a well-known artist.</p>	<p>Learn to:-</p> <p>Observe and record human bodies through a range of experiences; -Observe and record line, shape, form and texture of a hand; -Complete half a black and white picture of a face, using charcoal and white chalk; -Mix coloured chalks with black and white to create tones and tints; -Create quick figure drawings from observation in fine and bold media; -Make a portrait in chalks and charcoal creating texture in the marks; -Create a collage and drawn portrait in the style of a well-known artist.</p>
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Lakeside Primary Academy – ART Progression of Skills

Vocabulary: Line, thick, wavy, straight, pencil, finger, stick, pastel, felt tip	Vocabulary: Line, thick, thin, soft, broad, narrow, fine, pattern, shape, detail, bold, wavy straight. Texture: smooth, rough wrinkly, bumpy, felt-tip. Colour pattern: soft, hard, shiny, light/dark, pale, deep, Shape: oval, long, curvy, bright	Vocabulary: Line, thick, thin, soft, broad, narrow, fine, pattern, shape, detail, bold, wavy straight. Texture: smooth, rough wrinkly, bumpy, felt-tip. Colour pattern: tone, soft, hard, shiny, light/dark, pale, deep, Shape: oval, long, curvy, bright	Vocabulary: Line: charcoal, pencil, crayon, chalk, pastels, pens. Form/shape: grades, forms, shapes, 3d. Tone: variations and tone. Texture: patterned, proportion, emotion, expression	Vocabulary: Line: charcoal, pencil, crayon, chalk, pastels, pens. Form/shape: grades, forms, shapes, 3d. Tone: variations and tone. Texture: patterned, proportion, emotion, expression	Vocabulary: tonal contrast, mix Observation, photographs, visual images, line marks, tone, form, texture, lines, patterns, shapes within a drawing, wet media, tonal contrast, mixed media, shading, hatching, blending. Perspective, composition, single focus point, horizon, composition, scale, foreground, middle ground, background.	Vocabulary: tonal contrast, mix Observation, photographs, visual images, line marks, tone, form, texture, lines, patterns, shapes within a drawing, wet media, tonal contrast, mixed media, shading, hatching, blending. Perspective, composition, single focus point, horizon, composition, scale, foreground, middle ground, background.
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Strand Painting						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hold utensils effectively. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects.	Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, including layering, mixing media, scraping through etc.	Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures	Make and match colours with increasing accuracy. Use more specific colour language eg. tint, tone, shade, hue.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies	Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work.



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Share their creations, explaining the process they have used.	<p>Work on different scales. Mix colours and shades using different types of paint. Create different textures eg. use of sawdust. Develop understanding of colour</p> <p>Learn to:-</p> <ul style="list-style-type: none">-Use only primary colours and learn to mix variety of oranges, greens, purples in paints (mixing their own secondary colours)- use in painted and blown paint pictures, sometimes with wax crayons;-Develop control of paint with brushes and blowing.	<p>Name different types of paint and their properties. Work on a range of scales, eg. large brush on large paper etc. Mix and match colours using artefacts and objects. Develop colour mixing skills.</p> <p>Learn to:-</p> <ul style="list-style-type: none">-Mix tints of orange and purple, tones of grey, blue and green.-Understand a tint is adding white, tone is adding black.-Control paint using small brushes delicately, use spatula or blowing to create texture.	<p>including blocking in colour, washes, thickened paint etc. Work confidently on a range of scales eg. thin brush on small picture etc.</p> <p>Learn to:-</p> <ul style="list-style-type: none">-Mix and use a range of secondary colour tones;-Use primary colours and mix of tints;-Develop use of tones and tints to colour or decorate drawings and create paintings (imaginary, silhouette and observed).	<p>Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p> <p>Learn to:-</p> <ul style="list-style-type: none">-Mix autumnal colours and create interesting textures;-Use scrafitto technique;-mix tones of grey and use thin watery paint as a base atmosphere;-Use collage and paint to create objects and reflections;-Create a design using warm or cold colours and curved or straight lines.	<p>to test media and materials. Create imaginative work from a variety of sources.</p> <p>Learn to:-</p> <ul style="list-style-type: none">-Mix paints to match the colours in real object;-Make realistic collage from paper painted with these colours;-Use the colours thickly and apply with a spatula in the style of a well-known artist;-Design a class alphabet based on a theme, painting each letter smoothly and carefully;-Design a carrier bag which reflects the name, colour and products of a given shop.	<p>Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, including those researched independently. Show an awareness of how paintings are created (composition).</p> <p>Learn to:-</p> <ul style="list-style-type: none">Produce a portrait of a partner using tones of grey which emphasise the dark and light of the head;-Use a spatula/spreader to apply paint;-Mix paint colours to match subtle colour of someone or something;-Produce a painting that captures the colour, tone and
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						texture of an object; -Design and paint an object, creating humour in the design.
Vocabulary: tools, sponges, brushes, line, colour, texture, shape, 2d, observation, imagination, size	Vocabulary: Brush, size, types, scale, colour, mixing, primary colours, shades and tones (primary) techniques, mixing media	Vocabulary: Brush, size, types, scale, colour, mixing, primary colours, shades and tones (primary) techniques, layering, mixing media	Vocabulary: Colour, mixed colours, primary, secondary, mix, tints, tones shades, experiment, effects, textures, washes, layering, brush, silhouette	Vocabulary: Colour, mixed colours, primary, secondary, mix, tints, tones shades, experiment, effects, textures, washes, layering, brush, silhouette, reflections, collage	Vocabulary: Record, observation, review, revisit, improve, design, techniques, materials, mix, atmosphere, light effects, primary, secondary, complementary colours, wet, dry, water colours	Vocabulary: Record, observation, review, revisit, improve, design, techniques, materials, mix, atmosphere, light effects, primary, secondary, complementary colours, wet, dry, water colours

Strand Printing						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the	Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques, eg. monoprint, block, relief and resist printing. Make rubbings.	Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition.	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. Explore pattern and shape,	Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want. Resist printing including marbling,	Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures.	Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.



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process they have used.	<p>Build a repeating pattern and recognise pattern in the environment.</p> <p>Learn to:-</p> <ul style="list-style-type: none">-Develop knowledge of shape and pattern;-Use finger, card and transfer printing;-Manipulate simple shapes and limited colours, to produce clear prints in an imaginative manner;-Make repeated patterns and understand idea of symmetrical pattern;-Print with found objects;-Make simple block and print repeated patterns using tones of secondary colour.	<p>Print using a variety of materials, objects and techniques. Develop use of line within printing. Make block, transfer and press print designs, evenly printed in a controlled manner. Use colour in interesting and varied ways, experimenting with different coloured papers to print on.</p>	<p>creating designs for printing.</p> <p>Learn to:-</p> <ul style="list-style-type: none">-Make and use stencils in a controlled manner, building a picture in stages or layers;-Understand the potential of adding other elements to a print;-Allow colours to mix on a page;-make a printed linear design and a press print.	<p>silkscreen and cold-water paste.</p> <p>Learn to:-</p> <ul style="list-style-type: none">-Create transfer, block, offset and paper strip prints;-use observation and preliminary drawings as stimulation;-Create repeat patterns, using two primary and their secondary colours and create stencils.	<p>Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</p> <p>Learn to:-</p> <p>Create mood with a transfer print, using line and colour;</p> <ul style="list-style-type: none">-Create a press print from observational drawing, enhancing mood with line and colour;-create a successful mono-print from an observational line drawing;-use plastic to make an interesting print with various textures;-use the plastic print to create a distorted image.	<p>Learn to:-</p> <ul style="list-style-type: none">-Create a transfer print combining sharp line and soft colour;-Understand how to make an abstract design;-Make a controlled repeat pattern, experimenting with different ways to join blocks;-Make positive and negative monoprints based on a painting.
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Vocabulary: Printing, shapes, colours, repeated, symmetry, symmetrical, secondary colour.	Vocabulary: Hard and soft, printing, marks, repeated, symmetry, symmetrical, secondary colours, natural, man-made	Vocabulary: Hard and soft, printing, marks, repeated, symmetry, symmetrical, secondary colours, natural, man-made, carbon printing, fabric printing, rubbings.	Vocabulary: Printing, layering, shape, linear design, press print, repeated.	Vocabulary: Printing, variety, primary and secondary colours, layering, repeated, stencil, transfer, resist, marbling, silk-screen.	Vocabulary: Printing, relief, mono, resist, textures, distortion, pattern, repetition, symmetry, enhancing mood.	Vocabulary: Printing, abstract, repeating, symmetry, positive and negative, mono prints, layering.
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Strand Textiles/Collage						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Use a variety of techniques, eg. weaving, finger knitting, fabric crayons, sewing and binca. Thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills. Develop knowledge of	Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media eg. overlapping, layering etc.	Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely. Learn to:-	Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. Be expressive and analytical to adapt, extend and justify their work. Learn to:- -Use art straws/card to create a 3d picture



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	<p>Learn to:-</p> <ul style="list-style-type: none"> -Develop knowledge of colour, shape and texture; -Draw around templates, fold, cut simple shapes and create a design; -Use textured fabric and paper shapes; Carefully cut and tear shapes from paper, glue shapes onto drawn background; -Appreciate torn edges; -Use shapes to create a picture; -Use primary coloured tissue to create secondary colours in a picture. <p>Develop understanding of texture and skills in sewing and weaving.</p> <p>Learn to:-</p>	<p>colour, shape and texture.</p> <p>Learn to:-</p> <ul style="list-style-type: none"> -Use fabric appropriately in the design of a picture; -Combine different media to create an appropriately scaled collage; -Show ability to select and control materials; -Show emotions in use of colour. <p>Learn to:-</p> <ul style="list-style-type: none"> -Choose a variety of appropriate materials to create a class landscape picture; -Weave on a board; -Control the weaving technique; -Create mood through choose of colours; -Develop a fabric collage; 	<p>Learn to:-</p> <ul style="list-style-type: none"> -Appreciate importance of outline in silhouettes; -Handle materials, tear and cut shapes reasonably well; Choose appropriate textures for subject matter; -Give idea of space and distance; -Mix translucent materials to gain colour mixes. <p>Learn to:-</p> <ul style="list-style-type: none"> -Weave and understand warp and weft technique; -Select colours and textures appropriately; -Select interesting textured and coloured fabrics to create picture; -Identify cool/warm background; 	<p>Experiments with paste resist.</p> <p>Learn to create a variety of collages using the following techniques:</p> <ul style="list-style-type: none"> -Make symmetrical shapes by drawing and cutting paper; -Explore qualities of materials and use them effectively; -Small -scale collage from observational drawing of an object; -Use torn paper. <p>Learn to:-</p> <ul style="list-style-type: none"> -Make a larger than life fabric collage from an observation colour study; -Understand the difference between natural and expressive colour and make collage from expressive colours; 	<ul style="list-style-type: none"> -Create a mosaic picture of part of a face; -Interpret a portrait painting in collage, using appropriate materials; -Create a 3d symmetrical face showing feeling from card; -Create a portrait using appropriate materials to show character. <p>Learn to:-</p> <ul style="list-style-type: none"> -Board weave an image based on a painting, using tones of colour and textures with care; -Create a large group collage based on a painting, using tones of colour and textures with care; -Create an image inspired by part of a painting, using wrap weaving and collage; -Create an abstract batik design with wax 	<p>based on a painting;</p> <ul style="list-style-type: none"> -create a stained glass window effect picture using overlap tissue to create colours and outline in black pen based on a painting/drawing; -Use an observational drawing of a natural object to create a wool/string collage showing texture/ pattern; -Combine mixture of materials to create a collage based on painting/drawing. <p>Learn to:-</p> <ul style="list-style-type: none"> -Use wrap and board weaving to represent reflections observed in drawing; -Use batik technique to create a multi-layered image;
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	<p>Identify different textures, patterns and understand patchwork.</p> <ul style="list-style-type: none">-Choose fabrics to create a picture-Use glue efficiently-Manage in/out sewing and weaving techniques-Weave with different paper textures.-Sew a simple bag and create a design on it-Make wrap weaving with warm or cool colours-Make fabric collage picture, including fraying fabric	<p>-Make a wax crayon batik picture.</p>	<p>-Use observational drawings to design fabric pictures;</p> <p>-Understand the batik process;</p> <p>-Control the use of dyes when painting fabric;</p> <p>-Make 3D object from batik design.</p>	<p>-Make and control batik technique with wax crayons;</p> <p>-Use colour to create mood.</p>	<p>crayons, or learn the cold or hot wax method;</p> <p>-Colour batik image with no more than 3 dye colours, allowing some areas to overlap.</p>	<p>-Use wax resist on a plain fabric, painted with dyes, then waxed again and painted with dyes again.</p>
Vocabulary: Sewing, weaving, threading,	Vocabulary: Sewing, weaving, warm and cool colours, needle, thread.	Vocabulary: Sewing, weaving, warm and cool colours, needle, thread. Collage, tone, batik, weaving, scale	Vocabulary: Weave, warp, weft, silhouette, batik, wax, resist	Vocabulary: symmetry, silhouette, batik, wax, resist, mood, natural, expressive, observation.	Vocabulary: batik, wax, resist, abstract, wrap, weave	Vocabulary: batik, wax, resist, abstract, wrap, weave, reflections, multi-layered, stained- glass.



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End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Manipulate clay in a variety of ways, eg. rolling, kneading and shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.</p> <p>Develop understanding of shape and form, using a variety of 3D materials.</p> <p>Learn to:-</p> <ul style="list-style-type: none">-Make simple shapes from, and press shapes into clay, creating texture;-Cover boxes with paper and create patterns on the surface;-Build a group sculpture which stands;	<p>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.</p> <ul style="list-style-type: none">-Build a textured relief tile.-Understand the safety and basic care of materials and tools. - <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>Learn to:-</p> <ul style="list-style-type: none">-Create textured clay tiles-Draw shape outlines onto tile-Make distinct patterns with impressed shapes-Make papier-mache relief picture-Select appropriate colours.	<p>Join clay adequately and work reasonably independently.</p> <ul style="list-style-type: none">-Construct a simple clay base for extending and modelling other shapes.-Cut and join wood safely and effectively.-Make a simple papier-mache object.-Plan, design and make models. <p>Learn to:-</p> <ul style="list-style-type: none">-Create 'real life' and 'giant' sized objects from previous observation drawings using clay learning coil pot technique, papier-mache, and card and paper.-Use tools appropriately-Decorate using-impressions printed on surface,	<p>Make informed choices about the 3D technique chosen.</p> <ul style="list-style-type: none">-Show an understanding of shape, space and form.-Plan, design, make and adapt models.-Talk about their work understanding that it has been sculpted, modelled or constructed.-Use a variety of materials. <p>Learn to:-</p> <ul style="list-style-type: none">-Make a clay object using pinch/thumb pot technique, blending attached pieces for strength.-Create a richly textured clay relief tile from an observation drawing.-Create a sculpture from observation	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <ul style="list-style-type: none">-Use recycled, natural and man-made materials to create sculpture.-Plan a sculpture through drawing and other preparatory work. <p>Learn to:-</p> <ul style="list-style-type: none">-Select part of a picture and reproduce a pencil drawing of it-Create a textured clay tile based on the drawing-create a 3D clay sculpture from paintings/drawings-Create an abstract 3D papier-mache image on paper from paintings/drawings-Colour the papier-mache model using tissue papers	<p>Develop skills in using clay including slabs, coils, slips, etc.</p> <ul style="list-style-type: none">-Make a mould and use plaster safely.-Create sculpture and constructions with increasing independence. <p>Learn to:-</p> <ul style="list-style-type: none">-Design objects using paintings as inspiration-form curved and straight sided blocks out of clay-Blend shapes of clay carefully and effectively to make a larger object-Cut and model clay to required shape and texture-Combine cardboard and papier-mache to create a carefully made sculpture creating mood through the colours.



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	<p>-Combine clay with a painting, create a clay tile, make pictures with impressed shapes; -Make papier-mache object and decorate with print or collage pattern. Draw objects and make mini models using salt dough.</p>		<p>paint realistically using correct colours</p>	<p>drawing of part of the human body. -Use cardboard materials to create an object.</p>		
<p>Vocabulary: Rolling, kneading, building, papier-mache, clay, tools, dough, sculpture</p>	<p>Vocabulary: Rolling, kneading, sculpture, impressions, dough, clay, tools, texture.</p>	<p>Vocabulary: rolling, kneading, clay, coil, technique, relief, tools, patterns, papier- mache.</p>	<p>Vocabulary: clay, base, coil, joining, smoothing, tools, imprint, scale, realistic.</p>	<p>Vocabulary: clay, base, coil, joining, smoothing, tools, imprint, texture, pinch, clay relief, rich texture, scale, realistic, observational.</p>	<p>Vocabulary: clay, base, coil, pinch, joining, smoothing, tools, imprint, texture, clay relief, rich texture, scale, realistic, observational. Abstract, papier-mache.</p>	<p>Vocabulary: clay, base, coil, pinch, joining, smoothing, tools, imprint, texture, clay relief, rich texture, scale, realistic, observational. Abstract, papier mache. Plaster cast, mold, structure, framework.</p>