



Oracy and Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sentence stems It looks the same because... It is the same because... It is different because... This is... and that is... It looks like... I like this because... I made this..... I did this..... I've done this... I think that...</p>	<p>Sentence stems They are the same because... They are different because... They are alike because they are both..... I found...hard/easy because... I like / dislike because... I feel that.....next time. I could..... In my opinion.....because..... My partner thinks...</p>	<p>Sentence stems They are the same because... They are similar because... They are different because... They are alike because they are both... Next time I could... I found.....hard/easy because..... I like / dislike.....because..... It was interesting because... I like this because... I like the part where.....because... What I found hard about this work was..... I found this piece of work hard/easy because... I prefer....because.... My partner thinks.....</p>	<p>Sentence stemsand.....are alike in that...and.....are similar because...and.....are different in that.... Is..... while..... is I found this work....because.... Next time I could/would/... Maybe you could try... I feel that..... I enjoyed it because....was successful / ambitious because..... You could improve this work by... I agree/disagree because..... I appreciate/understand.....'s opinion because/as/due to....</p>	<p>Sentence stems ...and...are both..... ...and...are alike in that...and.....are similar because.....and.....have the following points in common: ... One similarity between.....and.....is that..... Another is..... A further..... One difference is..... A further difference..... I enjoyed...because.....was successful / ambitious because..... You could improve this work by... Maybe you could try..... Next time I / you could / would.... I agree/disagree because.....</p>	<p>Sentence stems In some ways....and.....are alike. For instance they both... Another feature they have in common is that..... Furthermore they are both... However they also differ in some ways. For example.....while..... Another difference is..... My view is that.....because... This is supported by the fact that..... In my opinion.... Furthermore.....However..... Possible improvements may include..... Therefore / In my opinion / I believe He considers...</p>	<p>Sentence stems In some ways.....and.....are alike. For instance they both.... Another feature they have in common is that..... Furthermore they are both..... However they also differ in some ways. For example.....while..... Another difference is that....whereas.... Finally.....but..... The similarities/differences seem more significant that the similarities/differences Because..... My view is that..... In my opinion..... This is supported by the fact that.... Furthermore.....however..... Possible improvements may include..... Or alternatively..... Consequently / Based on fact / Because of my beliefs..... After / On reflection It is my understanding</p>
<p>Vocabulary Drawing Thick, Thin, Soft, Shape Detail, Coloured pencil, Drawing pencil, Felt tip. Painting Light, Dark, Thick, Thin, Bright Printing Print, Rubbing, shapes, Image</p>	<p>Vocabulary Drawing Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Mirror Image Nature Made environment Charcoal Coloured pencil Drawing pencil Felt tip Marker Painting Primary Light Dark Thick Thin Tone Warm Cold Shade Bright</p>	<p>Vocabulary Drawing Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Mirror Image Nature Made environment Charcoal Still Life Comparison Coloured pencil Drawing pencil Felt tip Marker Painting Secondary Primary Light Dark Thick Thin Tone Warm Cold Shade Bright</p>	<p>Vocabulary Drawing Frame Cartoon Comic strip Map Position Boundary Label Line Symbol Practical Impractical Change Improve Painting Abstract Natural Bold Delicate Detailed Colour descriptors Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground</p>	<p>Vocabulary Drawing Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Past Present Appearance Character Personality Painting Scenery Rural Urban Townscape Seascape Representational Imaginary Impressionist Abstract Idealised Natural Swirling</p>	<p>Vocabulary Drawing View point Distance Direction Angle Perspective Bird eye view Alter Modify Interior Exterior Natural Form Vista Panorama Image Subject Portrait Caricature Expression Personality Painting Traditional Representation Imaginary Modern Abstract Impressionist Stippled</p>	<p>Vocabulary Drawing Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint Weight Painting Still life Traditional Modern Abstract Imaginary Natural Made Inanimate Composition Arrangement Complimentary Tonal Shading</p>

<p><u>Making - 3D</u> Model, Cut, Stick, Fold,</p> <p><u>Textiles and collage</u> Fabric, Colour, Shape, Pattern Glue, Stick, Scissors, Wool, Silk</p> <p><u>Making Art through technology</u> Cut, paste, camera, Mouse</p>	<p><u>Printing</u> Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth.</p> <p><u>Making - 3D</u> Model Cut Stick Fold Bend Attach Assemble Statue Stone Shell wood Metal</p> <p><u>Textiles and Collage</u> Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Thread Fur Tweed Silk Satin Net Weave</p> <p><u>Making - Art through technology</u> Cut Paste Digital camera Mouse Programme Clone Move tool Magic wand Enlarge Scale Stamp</p>	<p>Pointillism Colour wash</p> <p><u>Printing</u> Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-print Two-tone print</p> <p><u>Making - 3D</u> Model Cut Stick Fold Bend Attach Assemble Statue Stone Shell wood Metal Sculpture Structure Assemble Construct Curve Form Clay Impress Texture</p> <p><u>Textiles and Collage</u> Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Mixed Media Applique Layers Combine Opinion Thread Fur Tweed Silk Satin Net Weave</p> <p><u>Making - Art through technology</u> Cut Paste Digital camera Mouse Programme Clone Move tool Magic wand Enlarge Scale Stamp</p>	<p>Middleground</p> <p><u>Printing</u> Imprint Impression Mould Monoprint Background Marbling Surface Absorb Stencil Pounce Negative image Positive Image</p> <p><u>Making - 3D</u> Viewpoint Detail Decoration Natural Form Two-dimensional Three-dimensional Tiles Brick Slate Wood Stone Metal Texture Bronze Iron</p> <p><u>Textiles and Collage</u> Tie and dye Natural synthetic Vat Bunching Dip Soak Resist Threading Stitching Embroidery Cross stitch Running stitch Stem stitch Shrunken Wool tops Carding Tease Matting</p> <p><u>Making - Art through technology</u> Layer Layer palette Scale Overlay Transparent Green screen Move tool Magic wand Hue Saturation Enhance</p>	<p>Stippled Transparent Opaque Foreground Background Middle ground Horizon</p> <p><u>Printing</u> Pounce Linear Register Manipulate Block Repeat Continuous Cylinder</p> <p><u>Making - 3D</u> Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective</p> <p><u>Textiles and Collage</u> Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract</p> <p><u>Making - Art through technology</u> Cut Paste Cloning Opacity Translucence Scale Merge Architecture Structure Detail Textures Layer palette Text box Style</p>	<p>Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense</p> <p><u>Printing</u> Monotype Printing plate Inked up Water-based Oil-based Overlap Intaglio Relief Etching Engraving Indentation Collograph Pressure</p> <p><u>Making - 3D</u> Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Hollow Solid Surface Plane Angle Slip Attachment</p> <p><u>Textiles and Collage</u> Cloth Fray Taffeta Organdie Polin Tweed Embellished Manipulated Warp Weft Replicate Soft Sculpture</p> <p><u>Making - Art through technology</u> Cut Paste Cloning Opacity Scale Merge Architecture Structure Detail Textures Layer palette Text box Style Opacity</p>	<p><u>Printing</u> Aesthetic Pattern Motif Victorian Islamic Rotation Reflection Symmetrical Repetition</p> <p><u>Making - 3D</u> Line Shape Pose Position Gesture Repetition Sequence Dynamic Flowing Motion Rhythm Proportion Balance</p> <p><u>Textiles and Collage</u> Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Distract Practicality Aesthetic</p> <p><u>Making - Art through technology</u> Cut Paste Cloning Opacity Scale Merge Architecture Structure Detail Texture Layer palette Textbox Style</p>
---	---	---	--	--	--	---

Developing ideas						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I...? Look and talk about what I have produced. Describe simple techniques and media used.</p>	<p>Can I...? Begin to demonstrate my ideas in a sketchbook. Start to record from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and develop my ideas.</p>	<p>Can I...? Set out my ideas, using 'annotation' in my sketchbook. Keep notes in my sketch book as to how I have changed my work. Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work.</p>	<p>Can I...? Use a visual diary to record media explorations as well as try out ideas, plan colours and collect source material for future works. Identify interesting aspects of objects as a starting point for work. Make notes in a visual diary about techniques used by artists. Annotate ideas for improving</p>	<p>Can I...? Use a visual diary to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Use a visual diary to adapt and improve original ideas. Keep notes to indicate my intentions/purpose of a piece of work.</p>	<p>Can I...? Use a visual diary to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Keep notes which consider how a piece of work may be developed further. Adapt work as and when necessary and explain why.</p>	<p>Can I...? Use a visual diary to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in a visual diary using detailed notes. Compare my methods to those of others and keep notes in a visual diary. Adapt and refine work to reflect its meaning and purpose,</p>

			my work through keeping notes in a visual diary.			keeping notes and annotations in a visual diary.
--	--	--	--	--	--	--

Making - Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I...? Use graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Can I...? Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Draw on different surfaces with a range of media. Draw lines of different shapes and thickness, using 2 different grades of pencil. Use a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines. Show patterns and texture in my drawings.</p> <p>Possible artists: Van Gogh, Seurat</p>	<p>Can I...? Draw for a sustained period of time using real objects. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B). Use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>Possible artists: Durer, Da Vinci, Cezanne</p>	<p>Can I...? Draw for a sustained period of time. Develop intricate patterns/ marks with a variety of media. Use different grades of pencil shade to show different tones and texture. Begin to show facial expressions and body language in my drawings. Use my sketches to produce a final piece of work. Write an explanation of my sketch in notes.</p> <p>Possible artists: Picasso, Hopper, Surrealism</p>	<p>Can I...? Draw for a sustained period of time. Develop intricate patterns using different grades of pencil and other implements to create texture, tone, line and pattern. Organise line, tone, shape and colour to represent figures and forms of movement. Show reflections in my drawings. Explain why I have chosen specific materials to draw with. Alter and refine drawings in a visual diary and describe changes using art vocabulary. Use research to inspire drawings from memory and imagination.</p> <p>Possible artists: Goya, Sargent, Holbein.</p>	<p>Can I...? Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of viewfinders. Use different techniques for different purposes i.e. shading, hatching within their own work. Develop a key element of their work: line, tone, pattern, texture. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Alter and refine drawings in a visual diary and describe changes using art vocabulary.</p> <p>Possible artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt</p>	<p>Can I...? Work in a sustained and independent way to develop a style of drawing. This style may be through the development of: line, tone, pattern, texture. Create sketches that communicate emotions and a sense of self with accuracy and imagination. Develop ideas in a visual diary and explain why I have chosen specific drawing techniques or combined different tools to create my drawings. Understand what works well in my work and why. Research artists who have worked a similar way to their own work.</p> <p>Possible artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>

Making - Painting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I...? Safely use and explore a variety of materials, tools and techniques. Use a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the</p>	<p>Can I...? Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Use different textures in paint E.g. sawdust. Explore techniques such as lightening and darkening paint</p>	<p>Can I...? Control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker</p>	<p>Can I...? Mix a variety of colours and know which primary colours make secondary colours. Use a range of brushes to demonstrate the types of marks made. Experiment with different effects and textures including</p>	<p>Can I...? Confidently control the types of marks made by using a range of brushes to create effect. Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p>	<p>Can I...? Use a visual diary to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Confidently control the types of marks made and experiment</p>	<p>Can I...? Use a visual diary to carry out preliminary studies, test media and material and mix appropriate colours. Understand how paintings are created (composed). Work in a sustained and independent way to develop</p>

<p>primary colours being used. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>without the use of black or white. Paint on different surfaces and scales with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Possible artists: Klimt, Marc, Klee, Hockney.</p>	<p>and lighter shades. Mix all off the secondary colours using primary colours confidently. Build confidence in mixing colour shades and tones. Work on a range of scales e.g. large brush on large paper etc.</p> <p>Possible artists: Pollock, Riley, Monet, Aboriginal.</p>	<p>blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Work confidently on a range of scales e.g. thin brush on small paper etc.</p> <p>Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism</p>	<p>Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complementary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Possible artists: Hopper, Rembrandt.</p>	<p>with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence. Start to develop my own style and imaginative work using tonal contrast and mixed media.</p> <p>Possible artists: Lowry, Matisse, Magritte.</p>	<p>their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>
--	---	--	--	---	--	---

Making - Printing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I...? Take rubbings: leaf, brick, coin. Develop simple patterns by using objects. Use stencils to create a picture.</p>	<p>Can I...? Print simple pictures with a range of hard and soft materials and objects e.g. cork, pen barrels, sponge. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: e.g. String and card. Begin to identify forms of printing: Books, posters pictures, fabrics and in the environment. Use printmaking to create a repeating pattern.</p> <p>Possible artists: Warhol, Hokusai</p>	<p>Can I...? Print simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Do impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono - printing. Experiment with overprinting motifs and colour. Use printmaking to create a complex repeating pattern.</p> <p>Possible artists: Hiroshige, Escher</p>	<p>Can I...? Print simple pictures using different printing techniques and a variety of materials/objects e.g sponge, pen, cork. Explore both monoprinting and relief printing. Do 3 colour printing. Combine prints taken from different objects to produce an end piece.</p> <p>Possible artists: Morris, Labelling</p>	<p>Can I...? Do mono printing and relief printing. Select material for fabric printing based on the effect I want. Explore resist printing including marbling, silk screen and cold water paste. Do 3 colour printing. Research, create and refine a print using a variety of techniques.</p> <p>Possible artists: Rothenstein, Kunisada</p>	<p>Can I...? Use tools in a safe way. Choose my own ink and begin to overlay colours (4 in total). Start to overlay prints with other media. Show experience in a range of monoprint techniques, poly blocks, relief and resist printing. Create an accurate print design. Print on different materials, building up layers and colour/texture. Organise my work into pattern, repetition, symmetry or random printing styles.</p> <p>Possible artists: Advertising, Bawden</p>	<p>Can I...? Work independently. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Adapt my work and describe how I might develop it further. Print on different materials, such as paper and fabric Be familiar with layering objects.</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>

Making - 3D

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I...? Use a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Can I...? Use tools and equipment safely and in the correct way. Experiment with a variety of malleable media such as clay, papier-mache, salt dough, modroc. Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Possible artists: Moore, African, Native American.</p>	<p>Can I...? Use equipment with increasing confidence and understand the basic care of materials and tools Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure, etc... Explore carving as a form of 3D art - e.g textured relief tile Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Possible artists: Hepworth, Arp, Nevelson, Gabo.</p>	<p>Can I...? Begin to show an awareness of objects having a third dimension and perspective. Join two parts of clay successfully and reasonably independently. Construct a simple base for extending and modelling other shapes. Use a visual diary to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Make simple paper Mache objects. Cut and join wood safely and effectively. Use language appropriate to skill and technique.</p> <p>Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art).</p>	<p>Can I...? Work in a safe, organised way, caring for equipment. Use a visual diary to plan, collect and develop ideas. Adapt work as and when necessary and explain why. Make a slip to join two pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily. Gain more confidence in carving as a form of 3D art. Talk about my work using language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.</p> <p>Possible artists: Egyptian Artefacts, Christo.</p>	<p>Can I...? Work in a safe, organised way, caring for equipment. Use a visual diary to plan a sculpture through drawing and other preparatory work. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish. Gain experience in modelling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Show increasing confidence to carve a simple form. Use language appropriate to describe the different qualities involved in modelling, sculpture and construction.</p> <p>Possible Artists: Frink, Balla, Andre</p>	<p>Can I...? Work in a safe, organised way, with increasing independence. Model and develop work through a combination of pinch, slab, and coil. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Make a mould using plaster safely. Create sculpture and construction with increasing independence. Recognise sculptural forms in the environment: Furniture, buildings. Confidently carve a simple form. Solve problems as they occur. Use language appropriate to skill and technique.</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>

Making - Textiles and collage

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I...? Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Can I...? Begin to identify different types and textures of fabric and materials for collage. inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper etc. Cut, glue and trim material. Create images from imagination, experiences or observations. Colour different textiles by printing or using fabric crayons. Use more than one type of stitch. Explain how to thread a needle and have a go. Understand the process of weaving.</p>	<p>Can I...? Begin to identify different forms of textiles. Match and sort fabrics and threads for colour, texture, length, size and shape. From this create textured collages. Explain how to thread a needle and have a go. Gain confidence in stitching two pieces of fabric (appliqué) and adding embroidery. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting, french knitting. Gain experience in applying colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee, tie dye</p>	<p>Can I...? Show an awareness and name a range of different fabrics and tools. Use a variety of techniques, e.g. printing, dyeing, quilting, plastic trappings, weaving and stitching (applique) to create different textural effects. Apply decoration using beads, buttons, feathers etc. Continue to gain experience in applying colour with printing. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Use a visual diary to record textile explorations and experimentations as well as try out ideas. Demonstrate experience in looking at fabrics from other countries.</p>	<p>Can I...? Plan a design in a visual diary and execute it. Adapt work as and when necessary and explain why. Use my visual diary to collect and record visual information from different sources, describing with vocabulary based on the visual and tactile elements. Choose collage or textiles as a means of extending work already achieved. Do stitch embroidery. Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Create and use dyes. Experiment with paste resist. Change and modify threads and fabrics. Demonstrate experience in looking at fabrics from other countries.</p>	<p>Can I...? Plan a design in a visual diary and execute it. Adapt work as and when necessary and explain why. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Use different grades and uses of threads and needles. Demonstrate experience in 3D weaving. Produce two colour tie dye. Continue to gain experience using batik safely. Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. Show awareness of the skills involved in aspects such as knitting, lace making. Change and modify threads and fabrics. Use a range of media to create collage. Use language appropriate to skill and technique.</p>	<p>Can I...? Use a visual diary to collect and record visual information from different sources. Adapt work according to my views and describe how I might develop it further. Annotate work in my visual diary and use language appropriate to skill and technique. Experiment with a variety of techniques exploiting ideas from my visual diary. Use a number of different stitches creatively to produce different patterns and textures. Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them.</p>

Making - Art through technology

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I...?</p>	<p>Can I...? Take a self-portrait or a photograph. Use a simple computer paint program to create a picture. Use an art package to crop a digital photo or scanned magazine image.</p>	<p>Can I...? Take different photographs of myself displaying different moods, using a digital camera. Change my photographic image on a computer using paint or photo software to create a piece of art. Understand how to use 'zoom' to show an object in detail.</p>	<p>Can I...? Use the printed images I take with a digital camera and combine them with other media to produce art work. Use the internet to research an artist or style of art. Take photographs and explain my creative vision. Use a video camera as part of the recording process.</p>	<p>Can I...? Create a piece of art which includes integrating a digital image I have taken. Take a photo from an unusual thought-provoking viewpoint. Use the printed images I take with a digital camera and combine them with other media to produce art work. Use the web to research an artist or style of art. Present a collection of my work on a slideshow, including</p>	<p>Can I...? Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. Compose a photo with thought for textural qualities, light and shade. Use an art package - Dazzle plus to create a picture in a particular style. Combine graphics and text - create digital images with animation, video and</p>	<p>Can I...? Explore modern and traditional artists using ICT and other resources. Combine a selection of images using digital technology considering colour, size and rotation. Use software packages to create pieces of digital art to design. Create a piece of art which can be used as part of a wider presentation.</p>

				digital photos and video, and the work of a famous artist.	sound to communicate my Ideas. Compare and comment on ideas, methods and approaches used in my own and others work, beginning to relate these to intention, in order to adapt and improve outcomes. Use a video camera as part of the recording process.	
--	--	--	--	--	--	--

Responding to art						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I...? Look and talk about what I have produced, describing simple techniques and media used. Recognise and describe key features of my own and others' work. Describe what I can see and like in the work of another artist.</p>	<p>Can I...? Ask sensible questions about a piece of art. Show interest in and describe what I think about the work of others. Look at and talk about my work - Identify what I might change or develop in my future work. Look at the work of other artists and the techniques they have used expressing my likes and dislikes. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. Create a piece of work in response to another artist's work and make links to my own work.</p>	<p>Can I...? Review my work and my friends work and say what I think and feel about it. Express my thoughts and feelings about a piece of art. Identify what I might change in my current work or develop in my future work. Reflect and explain the successes and challenges in a piece of art created. Explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Say how other artists have used colour, pattern and shape. Create a piece of work in response to another artist's work.</p>	<p>Can I...? Annotate work in my visual diary. Discuss own and others work, expressing thoughts and feelings. Take the time to reflect upon what I like and dislike about my work in order to improve it and develop it further. Explore the roles and purposes of artists, craftspeople and designers from different cultures and eras. Compare the work of different artists and explore work from other cultures/periods of time. Understand the viewpoints of others by looking at images of people and discussing what the artist is trying to express in their work.</p>	<p>Can I...? Annotate work in my visual diary. Discuss and review my work and others work, expressing thoughts and feelings. Can I regularly reflect upon my own work, and use comparisons with the work of others (pupils and artists) to identify how to improve or develop my work further. Explore the roles and purposes of a range of great artists, architects and designers from periods of history. Learn about the work of others by looking at my work in my book, the internet, visit to galleries and other sources of information. Experiment with different styles which artists have used.</p>	<p>Can I...? Annotate work in my visual diary. Discuss and review my work and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Regularly analyse and reflect on my progress taking account of what I hoped to achieve. Identify artists who have worked in a similar way to my work. Explore the roles and purposes of a range of great artists, architects and designers in history - begin to place them in key movements or historical events. Learn about the work of others by looking at my work in books, the Internet, visits to galleries and other sources of information. Compare the style of different styles and approaches.</p>	<p>Can I...? Annotate work in my visual diary. Provide a reasoned evaluation of both my own and professionals' work which takes account of the starting points, intentions and context behind the work. Discuss and review my own and others work, expressing thoughts and feelings explaining my views. Identify artists who have worked in a similar way to my own work. Explore the roles and purposes of a range of great artists, architects and designers in history - begin to place them in key movements or historical events.</p>