



Art and Design

Progression of skills and knowledge

	Working towards A.R.E.	A.R.E	Above A.R.E.
Year 3			
<p>Drawing: To investigate different marks that can be made using pencils.</p> <p>To compare, own work with marks made by a famous artist/ art period.</p> <p>To explore shading techniques and talk about and investigate light/medium/dark tone.</p> <p>To develop work using own images as a starting point with a focus on pattern, line and shape.</p> <p>To discuss work and identify areas for development.</p> <p>To compare ideas, methods and approaches in own and others work.</p> <p>To use fine control with a pencil to make detailed, analytical observational drawings.</p>	<p>With support, can investigate different marks and shading techniques that can be made using pencils. Finds control of pencils/ mark making challenging.</p> <p>With support, compare own work with marks made by a famous artist/ art period- compare singular image with overt similarities.</p> <p>Attempt shading techniques – dark shadow areas not blended into lighter areas.</p> <p>To develop work using own images as a starting point with a focus on pattern, line and shape. TA support.</p> <p>To discuss work using limited vocabulary and identify areas for development [through support of T or talk partner to identify areas].</p> <p>To compare ideas, methods and approaches in own and others work.</p> <p>Limited pencil control- adding some details from still life observation. Initial shape and composition may be out of proportion- chd not identify this independently.</p>	<p>To investigate different marks that can be made using pencils.</p> <p>To compare, own work with marks made by a famous artist/ art period.</p> <p>To explore shading techniques and talk about and investigate light/medium/dark tone.</p> <p>To develop work using own images as a starting point with a focus on pattern, line and shape.</p> <p>To discuss work and identify areas for development.</p> <p>To compare ideas, methods and approaches in own and others work.</p> <p>To use fine control with a pencil to make detailed, analytical observational drawings.</p>	<p>Confidently investigate different marks that can be made using pencils using a variety of pencils, identifying which ones produce a range of interesting marks- can explain pencil choices.</p> <p>Use key words and art elements to compare own work with marks made by a famous artist/ art period.</p> <p>Seamless shading techniques when investigating light/medium/dark tone. Can discuss choice of pencil. Strokes going in same direction for realistic shading.</p> <p>To independently develop work using own images as a starting point with a focus on pattern, line and shape.</p> <p>To discuss work using key vocabulary fluently and critically identify areas for development with explanation as to why and how these areas can be improved.</p> <p>To compare ideas, methods and approaches in own and others work using key vocabulary. If relevant, relating to other areas of learning or previously studied art units.</p> <p>To use fine control with a pencil to make detailed, analytical observational drawings focusing on capturing what they can see and not what they 'think' the objects should look like. Confidence to draw still life which may not look like the well-known image.</p>



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<p>3D form</p> <p>shape, form, model and construct (malleable and rigid materials)</p> <p>plan and develop understanding of different adhesives and methods of construction [slip and score for relief in clay]</p> <p>explore surface patterns / textures [carvings and impressions in clay]</p> <p>discuss own work and work of other sculptors [other periods in history but not specific sculptures]</p> <p>analyse and interpret natural and manmade forms of construction</p>	<p>shape, form, model and construct (malleable and rigid materials). May find creating initial shapes and details challenging.</p> <p>With support plan and develop understanding of different adhesives and methods of construction [slip and score for relief in clay]. May require hands on support to ensure methods of adhesion are secure [handles/ details more likely to detach]</p> <p>explore limited surface patterns / textures [carvings and impressions in clay]</p> <p>discuss own work and work of other sculptors- with talk partner support/ ta support prior to sharing/ recording [other periods in history but not specific sculptures]</p> <p>analyse and interpret natural and manmade forms of construction using limited key vocabulary or incorrect key vocabulary- lack of terminology understanding.</p>	<p>shape, form, model and construct (malleable and rigid materials)</p> <p>plan and develop understanding of different adhesives and methods of construction [slip and score for relief in clay]</p> <p>explore surface patterns / textures [carvings and impressions in clay]</p> <p>discuss own work and work of other sculptors [other periods in history but not specific sculptures]</p> <p>analyse and interpret natural and manmade forms of construction</p>	<p>shape, form, model and construct (malleable and rigid materials) independently. Adapting initial taught methods and experimenting creatively.</p> <p>plan and develop understanding of different adhesives and methods of construction [slip and score for relief in clay]. Using these successfully or being able to reflect when unsuccessful and adapt design using better suited method for purpose.</p> <p>explore surface patterns / textures [carvings and impressions in clay]- using a range of tools [natural/manmade] considering how they contrast or work together harmoniously.</p> <p>discuss own work and work of other sculptors [other periods in history but not specific sculptures] enthusiastically using key vocabulary and drawing on own experiences/ research where possible.</p> <p>analyse and interpret natural and manmade forms of construction using key vocabulary. Being confident enough to question how and why for methods of construction and reflect artists' [architects]</p>
<p>Digital:</p> <p>modify an image on a computer/tablet to achieve a variety of images and decide on best quality print</p> <p>use zoom to best frame an image and photograph from dynamic viewpoints</p> <p>evaluate the photography of others</p>	<p>modify an image on a computer/tablet to achieve a variety of images and decide on best quality print- although this may be either not using varied editing software/ or using excessive editing: unable to understand or explain why they have chosen editing tools.</p> <p>use zoom to best frame an image and photograph from dynamic viewpoints [too much foreground/ background in original image and after viewing</p>	<p>modify an image on a computer/tablet to achieve a variety of images and decide on best quality print</p> <p>use zoom to best frame an image and photograph from dynamic viewpoints</p> <p>evaluate the photography of others</p>	<p>modify an image on a computer/tablet to achieve a variety of images and decide on best quality print- carefully considering WHY edits have been chosen. Selecting / refining modification reviewing choices.</p> <p>use zoom to best frame an image and photograph from dynamic viewpoints . exploring exciting/ uncommon viewpoints [experimentation]</p>



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<p>plan the use of a camera to take a specific photo or set of photos</p> <p>work in collaboration to select, organise, edit and decide on final image</p>	<p>image on camera- can't identify why this is an issue.</p> <p>evaluate the photography of others – may need a word bank/ talk partner to provide/ prompt ideas prior to verbalising/ scribing thoughts.</p> <p>plan the use of a camera to take a specific photo or set of photos- design not suitable for forced perspective/ consideration of objects/ models not taken into account</p> <p>Unable to collaborate to select, organise, edit and decide on final image [either taking charge not considering peers or stepping back]</p>	<p>plan the use of a camera to take a specific photo or set of photos</p> <p>work in collaboration to select, organise, edit and decide on final image</p>	<p>evaluate the photography of others using key vocabulary/ insight into why/ how the camera/ photographer have worked.</p> <p>plan the use of a camera to take a specific photo or set of photos: not copying images shown in examples/ pushing limits/ experimentation and reviewing shots critically.</p> <p>work in collaboration to ensure peers all have input to select, organise, edit and decide on final image</p>
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Year 4

Painting

<p>Learn about the colour wheel, how to mix colours and complementary colours.</p> <p>Use contrasting tones of colour.</p> <p>investigating and mixing primary colours to create secondary/ tertiary colours.</p> <p>explore ways of making and creating a range of light and dark colours from primary and secondary range.</p> <p>Use of brushes/ equipment.</p> <p>comparing and commenting on their work and others.</p> <p>explore how colours can be applied</p>	<p>Use contrasting tones of colour- with adult/ peer support to either mix/ decide.</p> <p>investigating and mixing primary colours to create secondary colours. May feel insecure to mix- unsure of how to use colour wheel accurately. Mixes colours together to create brown.</p> <p>explore ways of making and creating a range of light and dark colours from primary and secondary range.</p> <p>Use of brushes/ equipment: uses paints inappropriately/ palette dirty/ mix on paint palette not in mixing palette. Doesn't rinse brushes correctly. Scrubs bristles. Doesn't acknowledge when water rinsing needs changing. Uses brushes with lack of control/understanding of purpose. Not using thin and thick brushes for use.</p>	<p>Use contrasting tones of colour. investigating and mixing primary colours to create secondary colours.</p> <p>explore ways of making and creating a range of light and dark colours from primary and secondary range.</p> <p>comparing and commenting on their work and others.</p> <p>explore how colours can be applied</p> <p>respond to ideas/ techniques/ application of colour and identify and use specific painting in response to the work of famous artist, [Historical Ancient Egyptian/ Modern] reflect the style of.</p>	<p>Use contrasting tones of colour independently: able to select/ mix contrasting tones confidently- understanding why the colours complement/ contrast with each other.</p> <p>investigating and mixing primary colours to create secondary/ tertiary colours with understanding of how more or less of selected colour affects results.</p> <p>explore ways of making and creating a range of light and dark colours from primary and secondary range- awareness of white/ black paint amount added.</p> <p>Accurate and responsible use and selection of brushes/ equipment.</p> <p>comparing and commenting on their work and others using key vocab fluently.</p>
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<p>respond to ideas/ techniques/ application of colour and identify and use specific painting in response to the work of famous artist, [Historical Ancient Egyptian/ Modern] reflect the style of.</p> <p><i>working from humans for observational drawings in the style of.</i></p> <p>compare and contrast images from range of artists./art periods/ art in different cultures/countries.</p> <p>adapting work and development of skills of control and techniques.</p> <p>develop and modify as work progresses.</p>	<p>comparing and commenting on their work and others: may need word bank.</p> <p>Limited exploration of how colours can be applied</p> <p>With support, respond to ideas/ techniques/ application of colour and identify and use specific painting in response to the work of famous artist, [Historical Ancient Egyptian/ Modern] reflect the style of.</p> <p>compare and contrast images from a limited range of artists</p> <p>limited adaptation of work and development of skills of control and techniques.</p> <p>Support with development and modification as work progresses.</p>	<p>compare and contrast images from range of artists.</p> <p>adapting work and development of skills of control and techniques.</p> <p>develop and modify as work progresses.</p> <p>Using fine brushes to make careful marks onto painted surfaces.</p> <p>selecting and assembling diff materials to make a multi-shaped/ textured surface</p>	<p>Furthered exploration of how colours can be applied- can identify how surfaces/ layering can affect.</p> <p>Key vocab:respond to ideas/ techniques/ application of colour and identify and use specific painting in response to the work of famous artist, [Historical Ancient Egyptian/ Modern] reflect the style of. Linking to studied History subject unit.</p> <p>compare and contrast images from range of artists: critically and considering artists' inspiration.</p> <p>adapting work and development of skills of control and techniques.</p> <p>develop and modify as work progresses, independently identifying and critically considering why/how improvements could be made</p>
<p>Printing: Correctly ink up a slab using a roller</p> <p>Produce a mono-print design on their selected surface. Show understanding of the printing process and develop skills using diff colours working from light to dark.</p> <p>Consider lines and colours using a variety of mark making.</p> <p>reflect on and record what they have achieved and observe and comment upon their own work and that of others.</p>	<p>Inaccurately following instructions for how to ink up a slab- unable to self-correct/ identify errors.</p> <p>Produce a basic mono-print design on their selected surface.</p> <p>Lacking understanding/ requiring additional support of the printing process and develop skills using diff colours working from light to dark.</p> <p>Using lines and colours to mark make.</p> <p>Struggles to reflect on and record what they have achieved and observe and comment upon their own work and that of others [limited vocabulary or minimal independent ideas without open-ended adult questioning]</p>	<p>Correctly ink up a slab</p> <p>Produce a considered mono-print design on their selected surface. Show understanding of the printing process and develop skills using diff colours working from light to dark.</p> <p>Consider lines and colours using a variety of mark making.</p> <p>reflect on and record what they have achieved and observe and comment upon their own work and that of others.</p>	<p>Correctly ink up a slab and can support peers- understanding WHY slab inked in certain way [amount of ink used/ differing directions/pressure applied/control]</p> <p>Produce a carefully thought out mono-print design on their selected surface.</p> <p>Show understanding of the printing process and develop skills using diff colours working from light to dark/ understanding why light to dark.</p> <p>Consider lines and colours used showing an awareness of the importance of a variety of mark making.</p>



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<p>to adapt and improve their own work according to its purpose.</p>	<p>adapt own work but not necessarily improving it [working into it etc but not for purpose]</p>	<p>to adapt and improve their own work according to its purpose.</p>	<p>reflect on and record what they have achieved and observe and comment upon their own work and that of others in a critical way to encourage and support peers with explanation of why/ suggestions of how. to adapt and improve their own work according to its purpose, able to verbalise/ scribe/ communicate why changes have been made.</p>
<p>Collage</p> <p>use information about the work of artists and explore how line, colour, shape and space can be organised and combined to create responses to artists' work.</p> <p>to explore ideas and collect visual and other information responding to the work of Matisse, Carle and Child.</p> <p>Explore how visual qualities can be organised and combined for different purposes to communicate their ideas.</p> <p>Produce a considered collage piece using a variety of taught methods.</p> <p>Comment and compare ideas, methods and approaches used in their own and others' work</p>	<p>Needs support to use information about the work of artists and explore how line, colour, shape and space can be organised and combined to create responses to artists' work.</p> <p>Limited responses to the work of Matisse, Carle and Child.</p> <p>Lack of comprehension of how visual qualities can be organised and combined for different purposes to communicate their ideas.</p> <p>Produce a basic collage piece limited taught methods.</p> <p>Needs to discuss with talk partner/ staff prior to independently being able to comment and compare ideas, methods and approaches used in their own and others' work.</p>	<p>use information about the work of artists and explore how line, colour, shape and space can be organised and combined to create responses to artists' work.</p> <p>to explore ideas and collect visual and other information responding to the work of Matisse, Carle and Child.</p> <p>Explore how visual qualities can be organised and combined for different purposes to communicate their ideas.</p> <p>Produce a collage piece using a variety of taught methods.</p> <p>Comment and compare ideas, methods and approaches used in their own and others' work</p>	<p>Independently uses information about the work of artists and explore how line, colour, shape and space can be organised and combined to create responses to artists' work.</p> <p>Explores in details, ideas and collects visual and other information responding to the work of Matisse, Carle and Child.</p> <p>In depth exploration of how visual qualities can be organised and combined for different purposes to communicate their ideas.</p> <p>Produce a considered collage piece using a variety of taught methods including independently explored methods.</p> <p>Using key vocabulary, comment and compare ideas, methods and approaches used in their own and others' work</p>
<p>Year 5</p>			
<p>Drawing:</p>	<p>Limited understanding of the importance of tone in figurative imagery.</p>	<p>understand the importance of tone in figurative imagery.</p>	<p>Understanding the importance of tone in figurative imagery.</p>



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<p>understand the importance of tone in figurative imagery.</p> <p>-working in line, mark and tone to respond to artists' work.</p> <p>-developing layering techniques using drawing mediums</p> <p>Develop an understanding of positive and negative space.</p> <p>Develop confidence in understanding realistic vs modern/ abstract art</p> <p>- select and use wide variety of media to produce observational drawing using diff methods [responding to artists' work]</p> <p>To apply their experience of drawing materials and processes.</p> <p>Evaluate own work and work of others, considering thoughtful ways of improving and developing images.</p>	<p>Working in line, mark and tone but not necessarily in response to artists' work.</p> <p>-developing layering techniques using drawing mediums, lacking understanding of working light to dark.</p> <p>explore positive and negative space.</p> <p>lack understanding realistic vs modern/ abstract art</p> <p>- select and use media to produce observational drawing. Observation skills not secure [shape/ composition/ scale]</p> <p>With support, apply their experience of drawing materials and processes.</p> <p>Evaluate own work and work of others using limited understanding. Suggestions which wouldn't improve/ not understanding how work could be improved.</p>	<p>-working in line, mark and tone to respond to artists' work.</p> <p>-developing layering techniques using drawing mediums</p> <p>Develop an understanding of positive and negative space.</p> <p>Develop confidence in understanding realistic vs modern/ abstract art</p> <p>- select and use wide variety of media to produce observational drawing using diff methods [responding to artists' work]</p> <p>To apply their experience of drawing materials and processes.</p> <p>Evaluate own work and work of others, considering ways of improving and developing images.</p>	<p>-working vigorously in line, mark and tone to respond to artists' work.</p> <p>-developing layering techniques using variety of drawing mediums confidently.</p> <p>Develop an understanding of positive and negative space and how this used in drawing.</p> <p>Clear understanding of realistic vs modern/ abstract art including impact/ why artists may use different styles.</p> <p>- select and use wide variety of media to produce observational drawing using diff methods [responding sensitively to artists' work]</p> <p>Independently apply their experience of drawing materials and processes.</p> <p>Evaluate own work and work of others, considering thoughtful ways of improving and developing images.</p>
<p>3d form</p> <p>plan and develop ideas</p> <p>Shape, form, model and join</p> <p>Create object from observation or imagination</p> <p>Explore properties of media [paper mache and modroc]</p>	<p>plan and develop ideas with support</p> <p>Shape, form, model and join with support</p> <p>Create basic object observation or imagination [potential scale/ joining techniques/ attention to detail lacking]</p> <p>Limited exploration of properties of media [paper mache and modroc]</p>	<p>plan and develop ideas</p> <p>Shape, form, model and join</p> <p>Create object from careful observation or imagination [potential scale/ joining techniques/ attention to detail lacking]</p> <p>explore properties of media [paper mache and modroc]</p>	<p>plan and develop ideas</p> <p>Shape, form, model and join</p> <p>Create object based on careful observation or imagination beyond T modelling [scale/ joining techniques/ attention to detail considered]</p> <p>explore properties of media [paper mache and modroc] pushing boundaries of expectation of media.</p>



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<p>Discuss and evaluate own work and that of other sculptors.</p>	<p>evaluate own work without explaining choices/ what they would change etc</p>	<p>Discuss and evaluate own work and that of other sculptors.</p>	<p>Discuss and evaluate own work and that of other sculptors using key vocab and stating source of inspiration.</p>
<p>Textiles experiment with and combine materials and processes to make hangings exploring a variety of fixture methods Produce a twig loom Explore the weaving process. Select a range of materials [natural and manmade] to weave with and consider which may be successful. To produce a multimedia piece. to adapt and improve their work as it progresses. observation and design of textural art experimenting with creating mood, feeling, movement- compare different fabrics able to explore ideas and record processes; compare and discuss methods and ways of working, relating these to their own ideas.</p>	<p>experiment with and combine materials and processes to make hangings with support. Try fixture methods but need hands on adult Produce a twig loom requiring step by step support even once modelled. Limited exploration of the weaving process. Select a range of materials [natural and manmade] to weave. Either too many/ too few but not consider how to work harmoniously/ practically. To produce a basic multimedia piece. Unsure how to adapt and improve their work as it progresses. Basic observation and design of textural art experimenting with creating mood, feeling, movement- compare different fabrics in basic terms simple explored ideas and record processes.</p>	<p>experiment with and combine materials and processes to make hangings exploring a variety of fixture methods Produce a twig loom Explore the weaving process. Select a range of materials [natural and manmade] to weave with and consider which may be successful. To produce a multimedia piece. to adapt and improve their work as it progresses. observation and design of textural art experimenting with creating mood, feeling, movement- compare different fabrics able to explore ideas and record processes; compare and discuss methods and ways of working, relating these to their own ideas.</p>	<p>Further experiment with and combine materials and processes to make hangings exploring a variety of fixture methods combining/ attempting own ways Produce a twig loom independently/ able to support peers with process. Explore the weaving process pushing boundaries/ beyond T modelling. Carefully a range of materials [natural and manmade] to weave with and consider which may be successful. To produce a multimedia piece using a variety of methods of fabric manipulation. Understanding of how to adapt and improve their work as it progresses. Accurate observation and design of textural art experimenting with creating mood, feeling, movement- compare different fabrics able to explore ideas and record processes; confidently and using key vocab to compare and discuss methods and ways of working, relating these to their own ideas.</p>



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Year 6			
<p>Painting</p> <p>To produce multi-surface images using their knowledge of line, shape, colour and texture in response to the work of an artist.</p> <p>To apply their experience of materials and processes developing their control of tools and techniques for painting.</p> <p>To compare ideas, methods and approaches and techniques in art movement paintings.</p> <p>To question and make thoughtful observations about using the work of the art movement as a starting point and select ideas to use in their work.</p> <p>To review and modify work as it progresses.</p> <p>To focus on line and contour in recording from direct observation.</p> <p>To develop understanding of the work of the Art movement and develop their own work in the style.</p> <p>To adapt and modify work as it progresses.</p>	<p>To produce multi-surface images using their knowledge of line, shape, colour and texture. in response to the work of an artist- struggles to identify how own work relates.</p> <p>Lack of control of tools [including safety and proper use] and techniques for painting.</p> <p>Requires support to compare ideas, methods and approaches and techniques in art movement paintings.</p> <p>To make basic observations [not why or how] about using the work of the art movement as a starting point and select ideas to use in their work.</p> <p>To review and modify work as it progresses with support.</p> <p>Attempted line and contour recording from direct observation.</p> <p>Limited understanding of the work of the Art movement and develop their own work in the style.</p> <p>Unsure how to adapt and improve their work as it progresses.</p>	<p>To produce multi-surface images using their knowledge of line, shape, colour and texture in response to the work of an artist.</p> <p>To apply their experience of materials and processes developing their control of tools and techniques for painting.</p> <p>To compare ideas, methods and approaches and techniques in art movement paintings.</p> <p>To question and make thoughtful observations about using the work of the art movement as a starting point and select ideas to use in their work.</p> <p>To review and modify work as it progresses.</p> <p>To focus on line and contour in recording from direct observation.</p> <p>To develop understanding of the work of the Art movement and develop their own work in the style.</p> <p>To adapt and modify work as it progresses.</p>	<p>To independently produce multi-surface images considering knowledge of line, shape, colour and texture in response to the work of an artist.</p> <p>To apply their experience [with reference to previous units] of materials and processes developing their control of tools and techniques for painting.</p> <p>To compare ideas, methods and approaches and techniques in art movement paintings.</p> <p>To question [5 qu?]and make thoughtful observations about using the work of the art movement as a starting point and select ideas to use in their work.</p> <p>To review and modify work as it progresses with consideration.</p> <p>Confidently adapt line and contour in recording from direct observation.</p> <p>To develop understanding of the work of the Art movement and develop their own work in the style building on previously taught unit [with reference to...]</p> <p>Understanding of how to adapt and improve their work as it progresses.</p>
<p>Print</p> <p>Explore reduction printing</p> <p>Refresh knowledge of primary and secondary colours.</p>	<p>Explore reduction printing with support [basic shapes]</p> <p>Refresh knowledge of primary and secondary colours but unsure of relationship.</p>	<p>Explore reduction printing</p> <p>Refresh knowledge of primary and secondary colours.</p>	<p>Explore reduction printing pushing boundaries [overlapping/ colour combos/ scale/ size and state why effective or not.</p> <p>Secure 'sticky' knowledge of primary and secondary colours.</p>



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<p>Responding to a printmaker or relevant artist's work and exploring ideas to form a starting point for further work.</p> <p>Applying knowledge of printing processes</p> <p>Adapt and modify their work in light of developing ideas.</p> <p>Record and reflect on the process of reduction planning.</p> <p>Combining processes already learned to produce an overlaid printed image.</p> <p>Referring back to starting points during the progression of work.</p>	<p>Responding to a printmaker or relevant artist's work and exploring ideas to form a starting point for further work.</p> <p>Require support during printing processes.</p> <p>Adapt and modify their work as T/ peers suggest or in redundant ways.</p> <p>Basic recording and reflecting on the process of reduction planning. Combining processes already learned to produce an overlaid printed image: requires step-by-step support.</p> <p>Failing to refer back to starting points during the progression of work or not understanding why referring to prior processes is important.</p>	<p>Responding to a printmaker or relevant artist's work and exploring ideas to form a starting point for further work.</p> <p>Applying knowledge of printing processes</p> <p>Adapt and modify their work in light of developing ideas.</p> <p>Record and reflect on the process of reduction planning.</p> <p>Combining processes already learned to produce an overlaid printed image.</p> <p>Referring back to starting points during the progression of work.</p>	<p>Responding to a printmaker or relevant artist's work and exploring challenging ideas to form a starting point for further work.</p> <p>Applying knowledge of printing processes independently / would be secure enough to correct and support peers with verbal explanation as to why and how.</p> <p>Adapt and modify their work in light of developing ideas using key vocab.</p> <p>Record and reflect on the process of reduction planning, critically considering why and how they would adapt work.</p> <p>Confidentially combining processes already learned to produce an overlaid printed image.</p> <p>Referring back to starting points during the progression of work with clear understanding of the significance and appreciation of why artists refer back. Reflective language [not, 'I was so bad at the start and now I am amazing...!'] appreciation for their own learning journey.</p>
<p>collage/ mixed media To compare ideas in their own and others' work.</p> <p>To apply their experience of materials and processes to form a found and created piece collage.</p> <p>To apply their experience of collage process and develop their control of tools and techniques.</p> <p>To make responses to the work of collage artist.</p>	<p>To compare ideas in their own and others' work with limited vocab.</p> <p>A challenge to apply their experience of materials and processes to form a found and created piece collage.</p> <p>Support with their collage process and lack of control of tools and techniques.</p>	<p>To compare ideas in their own and others' work.</p> <p>To apply their experience of materials and processes to form a found and created piece collage.</p> <p>To apply their experience of collage process and develop their control of tools and techniques.</p> <p>To make responses to the work of collage artist.</p>	<p>To confidently compare ideas in their own and others' work using key vocab from this unit and previous units.</p> <p>To apply their experience of materials and processes to form a considered found and created piece collage.</p> <p>Independently apply their experience of collage process and develop their control of tools and techniques with reference to previous units.</p>



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<p>To compare ideas and approaches. To adapt their work according to their views.</p> <p>To use skills to communicate their ideas and observations.</p> <p>To investigate, collect and select visual information from artist images to develop ideas.</p> <p>To develop designs in response to the work of a famous artist/ architect.</p>	<p>To make basic responses to the work of collage artist.</p> <p>To compare ideas and approaches with support.</p> <p>Limited communication of ideas and observations.</p> <p>To collect visual information from artist images to develop ideas.</p> <p>To develop designs in response to the work of a famous artist/ architect but unable to say how or why changes have been made.</p>	<p>To compare ideas and approaches. To adapt their work according to their views.</p> <p>To use skills to communicate their ideas and observations.</p> <p>To investigate, collect and select visual information from artist images to develop ideas.</p> <p>To develop designs in response to the work of a famous artist/ architect.</p>	<p>To make considered and sensitive responses to the work of collage artist.</p> <p>To compare ideas and approaches confidently. To adapt their work according to their views- able to state why adapted and why their work is relevant in the art community.</p> <p>To fluently use skills to communicate their ideas and observations.</p> <p>To thoughtfully and widely investigate, collect and select visual information from artist images to develop ideas.</p> <p>To develop designs in response to the work of a famous artist/ architect considering why and how these adaptations would affect their work.</p>
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