



	Nursery	Reception	Year R/1	Year 1/2	Year 2
Drawing	<p>I know how to explore making marks using different media. I can explore a range of mark making on both large and small scales.</p>	<p>Pathway: How Can We Use Our Bodies to Make Art? I know how to use a range of tools competently, safely and confidently to draw. I can show accuracy and care when drawing.</p>	<p>Pathway: Spirals I know that drawing is a physical and emotional activity. That when we draw, we can move our whole body. I can draw from my fingertips, my wrist, my elbow, my shoulder, my body.</p>	<p>Pathway: Explore & Draw Wax Resist I know that drawing is a physical and emotional activity. That when we draw, we can move our whole body. I can draw from my fingertips, my wrist, my elbow, my shoulder, my body.</p>	<p>Pathway: Explore & Draw Autumn Floor Drawings I know that artists explore the world around them, seeing things in new ways, and collecting objects to inspire art. I can hold an object and I can make a drawing thinking about the way the object feels.</p>
	<p>I know how to use a comfortable grip with good control when holding pens and pencils. I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</p>	<p>I know how to hold a pencil. I can make purposeful marks using different drawing materials.</p>	<p>I know that we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. I can make a drawing using a continuous line for a minute or two and can make different marks with different drawing tools.</p>	<p>I know that we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. I can make a drawing using a continuous line for a minute or two and can make different marks with different drawing tools.</p>	<p>I know that we can use observational drawing and experimental mark-making together to make art. I can draw from life looking closely.</p>
	<p>I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details. I can create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>I know how to use different drawing media correctly and safely. I can work from both observation and imagination.</p>	<p>I know that we can draw from observation or imagination. I can draw from observation for a few minutes at a time.</p>	<p>I know that we can draw from observation or imagination. I can draw from observation for a few minutes at a time.</p>	<p>I know that we can use the things we find to draw from, using close observational looking. I can use careful looking to practice observational drawing.</p>
	<p>I know how to show different emotions in my drawings and paintings, like happiness, sadness, fear, etc I can use drawing to represent ideas like movement or loud noises</p>	<p>I can share my drawings, explaining the process I have used.</p>	<p>I know that we can use colour to help our drawings engage others. I can use colour to engage others in the drawings/marks I produce.</p>	<p>I know that we can use colour to help our drawings engage others. I can use colour to engage others in the drawings/marks I produce.</p>	<p>I know that we can explore and use art materials for drawing, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</p>

	Year 3	Year 3/4	Year 4/5	Year 5/6	Year 6
Drawing	<p>Pathway: Gestural Drawing with Charcoal</p> <p>I know that when we draw, we can use gestural marks to make work.</p> <p>I can use my body as a drawing tool to make drawings inspired by movement and seen how other artists do the same.</p>	<p>Pathway: Making Animated Drawings</p> <p>I know that we can tell stories through drawing.</p> <p>I can talk about the work of other animators who make animations from their drawings and can share what I like, and how it makes me feel.</p>	<p>Pathway: Storytelling Through Drawing</p> <p>I know that we can tell stories through drawing.</p> <p>I can respond to the work of illustrators and/or graphic novelists, “reading” the visual images and have explored the work of artists who tell stories through imagery.</p>	<p>Pathway: Typography and Maps</p> <p>I know that when designers work with fonts and layout it is called Typography.</p> <p>I can explore and respond to the work of graphic designers and artists who use their typography skills and drawing skills to make art which is personal to them.</p>	<p>Pathway: 2D Drawing to 3D Making</p> <p>I know that drawing and making have a close relationship.</p> <p>I can explore and respond to the work of artists who use their drawing skills to make objects, thinking about their intention and outcome.</p>
	<p>I know that when we draw, we can use the expressive marks we make to create a sense of drama.</p> <p>I can experiment with the types of marks and can make marks using my hands as well as the charcoal.</p>	<p>I know that mark making skills can be used to make drawings that move in a sequence and are visually engaging.</p> <p>I can use observational skills to look at source material to inspire my character and make drawings.</p>	<p>I know that we can use text within our drawings to add meaning.</p> <p>I can use line, shape, and colour using a variety of materials to test my ideas.</p>	<p>I know that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</p> <p>I can use my mark making, cutting and collage skills to create my own letters using symbols, drawn elements and typography to express themes which are important to me.</p>	<p>I know that drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.</p> <p>I can transform my drawing into a three-dimensional object.</p>
	<p>I know that when we draw, we can move around.</p> <p>I can make loose, gestural sketches using my body.</p>	<p>I know that sequence drawings can create moving imagery.</p> <p>I can create a background for my character.</p>	<p>I know that we can sequence drawings to help viewers respond to our story.</p> <p>I can create a finished piece which contains sequenced images to describe a narrative.</p>	<p>I know that we can use the way words look to help us communicate ideas and emotions.</p> <p>I can reflect upon why my letters have a meaning to me.</p>	<p>I know that we can use methods such as the grid method and looking at negative space to help us draw.</p> <p>I can use negative space and the grid method to help me see and draw.</p>
	<p>I know that when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</p> <p>I can use light and dark tonal values in my work, to create a sense of drama.</p> <p><i>Chiaroscuro - an Italian term which literally means 'light-dark'.</i></p>	<p>I know that artists can make animations by creating drawings that move in a sequence.</p> <p>I can share my moving drawing, either through an animation or by showing classmates how it would move.</p>	<p>I know that we can use line, shape, colour and composition to develop evocative and characterful imagery.</p> <p>I can think about how I might use composition, sequencing, mark making and some text in my drawings.</p>	<p>I know that we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</p> <p>I can draw my own letters using pen and pencil inspired by objects I have chosen around me.</p> <p><i>Typography - the art of arranging letters and text in a way that makes the copy legible, clear, and visually appealing to the reader.</i></p>	<p>I know that when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern, and composition to help us create our artwork.</p> <p>I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.</p>

	Nursery	Reception	Year R/1	Year 1/2	Year 2
Working in Three Dimension - Sculpture	I know the names of a range of tools and how they can be used. I can use one-handed tools and equipment, for example, making snips in paper with scissors.	Pathway: How can we explore 3D Materials? I know that using tools can help me to change the shape and size of materials. I can use my small motor skills to use a range of tools competently, safely and confidently.	Pathway: Playful Making Creativity Medals I know that when I make art in 3 dimensions it is often called Sculpture. I can explore what we mean by “sculpture” and I thought about what I like about different pieces of sculpture.	Pathway1: Making Birds I know that we can work from similar stimulus or starting point but end up with very different individual results. I can create a sculpture from a starting point and can recognise that my end piece may be different from another.	Pathway2: Stick transformation I know that artists use their creativity to look at the world in new ways and use their hands to transform materials into new things. I can take a familiar object like a stick and use my imagination to think about what it might become.
	I know some different methods of joining. I can join different materials and explore different textures.	I know that exploring different materials freely, helps to develop my ideas. I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	I know that I can create ideas through playful exploring. I can use my hands to make sculptures without designing first. I can just see what happens if...	I know that natural environments provide a place to explore familiar objects, using my imagination to think about what it might become. I can explore composition by arranging the things that I have collected.	I know that natural environments provide a place to explore familiar objects, using my imagination to think about what it might become. I can explore composition by arranging the things that I have collected.
	I know what I can use to explore different materials. I can explore different materials freely.	I know how to join different materials to explore and develop my ideas. I can choose different materials for a purpose, in order to develop my ideas about how to use them and what to make.	I know that I can build understanding of the properties of materials through manipulation. I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten.	I know that there is a relationship between drawing & making – we can transform 2d to 3d. I can fold, tear, crumple and collage paper to transform it from 2d to 3d.	I know that transformation can take many forms including colour and shape. I can use a variety of materials to transform my object thinking about form and colour.
	I know where to find resources that are available to me. I can select my own resources.	I know how to develop my own ideas and then decide which materials to use to express them. I can share the process I have used to create my sculptures.	I know that making sculpture is a partnership between materials, ideas, hands and tools. I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok!	I know that I can combine a variety of materials to make a sculpture. I can use a variety of materials to make my own sculpture, and I can on the challenge of making my sculpture balance and stand.	I know that I can combine a variety of materials making use of tools to make a sculpture. I can cut materials with simple tools and fasten materials together to construct my sculpture.

	Year 3	Year 3/4	Year 4/5	Year 5/6	Year 6
Working in Three Dimension - Sculpture	<p>Pathway: Telling Stories plasticine and Characters</p> <p>I know that I can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.</p> <p>I can use other artforms as inspiration and this can be seen in my 3D work.</p>	<p>Pathway: Festival Feasts</p> <p>I know that I can take inspiration from other artforms and respond to a creative stimulus.</p> <p>I can explore the work of artists who are inspired by food and I can share my responses with the class.</p>	<p>Pathway: The Art Of Display</p> <p>I know that artists express their own personalities through art and the way in which they choose to display it to inspire others.</p> <p>I can see my own personality in the artwork I produce and the way in which I choose to display my art to others.</p>	<p>Pathway: Brave Colour</p> <p>I know that as humans we react emotionally to aspects of art including colour and form and artists create immersive environments to create a transformative experience for others.</p> <p>I can share responses to classmate's work, receiving, appreciating and responding to feedback.</p>	<p>Pathway: Take A Seat</p> <p>I know that a craftsperson and a designer can work in 3D to produce artistic pieces that have practical uses within everyday life.</p> <p>I can share responses to classmate's work, receiving, appreciating and responding to feedback.</p>
	<p>I know that through making work in another medium I can make the work my own, re-interpreting and re-inventing.</p> <p>I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.</p>	<p>I know that making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.</p> <p>I can capture the qualities of food through shape, colour, texture and composition.</p>	<p>I know that how something will be seen can help us shape what is made.</p> <p>I can take creative risks and feel challenged by experimenting with materials.</p>	<p>I know that we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.</p> <p>I can create a 3d model or 2d artwork which shares my vision with others.</p>	<p>I know that as an artist, the type of material used in sculpture affect the overall design.</p> <p>I can experiment with how I can make mini sculptures with lots of different materials, considering how the material used impacts on the outcome.</p>
	<p>I know that I can explore character, narrative and create sculptures which convey these qualities through their form, texture, material, construction and colour.</p> <p>I can create sculptures that convey character and narrative through form, texture, material, construction and colour.</p>	<p>I know how to explore and experiment using "Design through Making".</p> <p>I can discover how I can transform and construct with different materials to make my sculpture.</p>	<p>I know that we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.</p> <p>I can construct with a variety of materials to make a sculpture.</p>	<p>I know that colour can be used in inventive ways within sculpture to create different effects.</p> <p>I can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form.</p>	<p>I know that thinking about the form, structure, material and texture, help me make my sculpture unique.</p> <p>I can create a unique sculpture that demonstrates clear thought has been given to form, structure, material and texture.</p>
	<p>I know that exploring the sculptures of other artists helps me to develop the sense of similarity and difference.</p> <p>I can look at sculptures made by artists and see ways in which they are different and similar to each other and to the original character.</p>	<p>I know that we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.</p> <p>I can find inspiration in others ideas and within collective pieces.</p>	<p>I know when we view sculpture (or other art), the context (way it is presented) affects how we react to it.</p> <p>I can consider and discuss how the displaying of a piece of art affects me.</p>	<p>I know to use my own views and opinions of the work of artists and animators to inform my own pieces of art.</p> <p>I can reflect upon the artists' work, and share my responses verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p>	<p>I know the art I produce can reflect my personality and can be enjoyed by others.</p> <p>I can use the Design Through Making technique to make a model which expresses an aspect of my personality.</p>
	<p>I know that art is influenced and created through the emotions and feelings of the artist throughout the composing of the piece.</p> <p>I can reflect and share how the way I made my sculpture helps capture my feelings.</p>	<p>I know that we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.</p> <p>I can make a sculpture of food, understanding that by working in 3d</p>	<p>I know that we can give thought to how we display the art we make, to help us understand how people will view my work.</p> <p>I can explore how we can re-see the objects around us and represent them as sculptures. That we can use</p>	<p>I know we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. I understand all responses are valid.</p> <p>I can present my own artwork (journey and any final outcome)</p>	<p>I know how to look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>I can document work using still image (photography) or by making a drawing of the work. I can take</p>

		my sculpture will be seen from different viewpoints.	scale to re-examine our relationship to the things around us.	valuing the views and opinions of others.	photographs of my work, thinking about focus, light and composition.
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	Nursery	Reception	Year R/1	Year 1/2	Year 2
Paint, Surface, Texture	<p>I know the names of different colours.</p> <p>I can explore colour and colour mixing.</p>	<p>Pathway: How Can We Explore Materials and Marks?</p> <p>I know that exploring colour and colour-mixing creates other colours.</p> <p>I can explore colour mixing with three primary colours and experimenting with shades.</p>	<p>Pathway: Exploring Watercolour</p> <p>I know and have explored artworks by water-colour artists.</p> <p>I can talk about the work of artists who use watercolour and share my thoughts about their work.</p>	<p>Pathway: Expressive Painting</p> <p>I know that artists sometimes use loose, gestural brush marks to create expressive painting.</p> <p>I can see colours and shapes made from the gestural brush marks within the still life.</p>	<p>Pathway: Expressive Painting in the style of...</p> <p>I know how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour.</p> <p>I can observe how artists, sometimes use paint in an expressive, loose way to create paintings full of life and colour.</p>
	<p>I know the different tools I can use to make marks.</p> <p>I can explore mark making with paint.</p>	<p>I know the different tools I can use to make marks.</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>I know that watercolour paint has special characteristics.</p> <p>I can explore watercolour and understand the different effects I can achieve.</p>	<p>I know expressive painting can be realistic or more abstract.</p> <p>I can use my gestural mark making with paint and can incorporate the colours and shapes in the still life to make an expressive painting.</p>	<p>I know expressive painting can be representational or abstract.</p> <p>I can use various homemade tools to apply paint in abstract patterns.</p>
	<p>I know where to find resources that are available to me.</p> <p>I can choose the right resources to carry out my plan.</p>	<p>I know how to hold and use a paintbrush to make marks.</p> <p>I can use a paintbrush to create lines and marks of different sizes and shapes.</p>	<p>I know that we can use the elements of surprise and accident to help us create art.</p> <p>I can work without an end goal in mind – letting the paint lead me.</p>	<p>I know that we can develop our painting by reflecting upon what we see by adding new lines and shapes to help develop imagery.</p> <p>I can work with different brush strokes to develop lines and shapes that create an image or scene.</p>	<p>I know artists use impasto and sgraffito to give texture to the painting.</p> <p>I can work with acrylic and gel to create impasto and sgraffito art giving texture and form to my paintings.</p>
	<p>I know what I can use to make marks.</p> <p>I can use large-muscle movements to paint and make marks.</p>	<p>I know a range of effects that I can use to create my artwork.</p> <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p>	<p>I know that we can develop our painting by reflecting upon what we see and adding new lines and shapes.</p> <p>I can understand that we all see different things in the artwork we make. I can understand that we all have a different response.</p>	<p>I know I can respond to the way paints, shape and marks exist on the page.</p> <p>I can copy the kinds of marks artists use in their work and can understand how these can express different aspects of art.</p>	<p>I know that we can appreciate and respond to the way paint and colour interact on the page.</p> <p>I can use my gestural mark making with paint and incorporate the colours and shapes in the still life to make an expressive painting.</p>
				<p>I know the three true primary colours are red, yellow and blue</p> <p>I can use primary colours, and begin to understand how colours mix to make secondary colours.</p>	<p>I know what the primary colours are and know how to mix to make secondary colours.</p> <p>I can recognise primary colours and can mix secondary colours.</p>

					<i>Sgraffito - a technique produced by applying layers of plaster</i>
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	Year 3	Year 3/4	Year 4/5	Year 5/6	Year 6
Paint, Surface, Texture	<p>Pathway: Cloth, Thread, Paint</p> <p>I know that artists can combine art and craft using painting and sewing together to make art.</p> <p>I have explored how artists combine media and use them in unusual ways to make art.</p>	<p>Pathway: Exploring Still Life</p> <p>I know that when artists make work in response to static objects around them it is called still life.</p> <p>I have explored the work of contemporary and more traditional artists who work within the still life genre.</p>	<p>Pathway: Using Natural Materials to Make Images</p> <p>I know that artists use the world around us as “ingredients” that can be manipulated and transformed into art.</p> <p>I can explore how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight.</p>	<p>Pathway: Mixed Media Land and Cityscapes</p> <p>I know that artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or cityscapes.</p> <p>I can explore how artists respond to land and cityscapes in various ways by using inventive mixed media combinations.</p>	<p>Pathway: Exploring Identity</p> <p>I know that artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.</p> <p>I can evaluate how artists explore their identity by creating layered and constructed images.</p>
	<p>I know that when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.</p> <p>I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</p>	<p>I know that still-life has been a genre for many hundreds of years and is it still relevant today.</p> <p>I can use the genre of still life to create my own pieces of still-life art work.</p>	<p>I can identify and understand the qualities of natural materials available to create photography.</p> <p>I can use different mediums including natural pigments from earth, plants, paper and light to create imagery.</p>	<p>I know that artists often work outside (plein air) so that all their senses can be used to inform the work.</p> <p>I can work outside amongst the land and use outside cityscapes to inspire me, using my senses to capture the spirit of a place.</p>	<p>I know that people are the sum of lots of different experiences, and that through art we can explore our identity.</p> <p>I can use my curiosity to think about how I might adapt techniques and processes to suit me.</p>
	<p>That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.</p> <p>I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</p>	<p>I know that when artists work with still life, they bring their own comments and meaning to the objects they portray.</p> <p>I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.</p>	<p>I know how natural materials can be transformed into a vision that is acted upon through the skills of the artist.</p> <p>I can create my own imagery, choosing one or more methods, to make artwork which is rooted in the materials and place in which it was made.</p>	<p>I know that artists use both natural materials and mixed media to create a sense of the outdoors through their work.</p> <p>I can work outside to create natural art using a variety of mediums and techniques to capture mood and environment.</p>	<p>I know that we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</p> <p>I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p>

	<p>I know that we can use paint materials in non-traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</p> <p>I can use materials and techniques in non-traditional ways to create art.</p>	<p>I know that we can make a still life creative response in many media: drawing, painting, collage, relief..</p> <p>I can make a still life creative response using a range of media.</p>	<p>I know that we can create site specific art, inspired by a variety of environments including coastal, woodland and urban environments using materials found at the location.</p> <p>I can experiment with light and different materials to create cyanotypes, anthotypes and images from inspiration around me.</p>	<p>I know that as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”.</p> <p>I can experiment with materials, combining materials and techniques, taking creative risks.</p>	<p>I know that as viewers we can “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</p> <p>I can create imagery by combining materials and techniques which can be understood by the viewer.</p>
	<p>I know contrasting colours include red and green, blue and orange, and yellow and purple (violet) and are opposite each other on the colour wheel.</p> <p>I can identify, mix and use contrasting coloured paints.</p>	<p>I know colours can be used to evoke warmth or coolness in a painting.</p> <p>I can identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p>	<p>I know that in photography when a light sensitive surface is exposed to light.</p> <p>I can use natural light and pigments to experiment with complimenting and contrasting colours (based on the natural environment) within photography.</p>	<p>I know tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</p> <p>I can mix and use tints and shades of colours using a range of different materials, including paint.</p>	<p>I know that different artistic movements often use colour in a distinctive way.</p> <p>I can use colour palettes and characteristics of an artistic movement or artist in my artwork.</p>

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Print, Colour and Collage	I know how to print using different materials. I can explore print using paint and different natural and manmade objects.	I know I can use every day and natural objects to print with. I can print with a variety of objects.	Pathway: Simple Printmaking I know that a “printing plate” is used to transfer images and text onto the surface you want to print on. I can make a “plate” from which to “print”.	Pathway: Flora and Fauna Inspired I know prints are made by transferring an image from one surface to another. I can use natural materials such as leaves, grass and tree bark to make prints.	Pathway: Exploring the World through monoprint I know that a monoprint is a form of printmaking in which an image is made from a smooth surface or ‘plate’ where only one final image is made. I can use carbon paper and/or oil paints to make my own monoprint.
	I know how to print using different materials. I can print with block colours.	I know that when I use the same object to print over and over it is called a repeating pattern. I can create a simple repeating pattern using paint.	I know that there is a relationship between plate and print: e.g. negative/positive. I can use a plate to print positive and negative prints using a range of materials including plasticine and printing foam.	I know collage is the art of using elements of paper to make images. I can collage with painted papers exploring colour, shape and composition.	I know when we make mono prints, we use mark making to create a one-off prints. I can experiment with the kinds of marks I make and think about how they will make my final print interesting.
	I know the names of the colours and can select them for a purpose. I can explore colour and colour mixing.	I know how to combine materials to create a collage. I can combine materials to create a collage.	I know that we can use print to create “multiples” from an original template. I can build up images by creating multiples from an original template.	I know that we can combine collage with other disciplines such as drawing and printmaking. I can use observational drawings combined with printing create a new artwork, thinking carefully about composition.	I know mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. I can transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.

	Year 3	Year 3/4	Year 4/5	Year 5/6	Year 6
Print, Colour and Collage	<p>Pathway: Working with Shape and Colour</p> <p>I know that positive shapes are the shapes of actual objects and negative shapes are the areas between these objects.</p> <p>I can use positive and negative shapes together to create the atmosphere of a composition.</p>	<p>Using Natural Materials to make Images</p> <p>I know that screen prints are made by forcing ink over a stencil.</p> <p>I can use mono print or screen print over collaged work to make a creative response to an original artwork.</p>	<p>Pathway: Exploring Pattern - Tessellation</p> <p>I have explored the work of an artist who creates artwork inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter.</p> <p>I can use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</p>	<p>Pathway: Making monotypes</p> <p>I know that Monotype is a process where we make images by transferring ink from one surface to another to make a single print.</p> <p>I can use the process of monotype to create single prints.</p>	<p>Pathway: Activism</p> <p>I know that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.</p> <p>I can explore what kinds of topics or themes I care about. Articulate my fears, hopes, dreams. Think about what I could create (possibly working collaboratively) to share my voice and passion with the world.</p>
	<p>I know that we can build up imagery through layering shapes.</p> <p>I can arrange shapes to create exciting compositions.</p>	<p>I know that mono print can be used effectively to create prints which use line.</p> <p>I can use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</p>	<p>I know that tessellation is when shapes fit together in a pattern with no gaps or overlaps.</p> <p>I can make a tessellated design and think about colour and shape, exploring positive and negative shapes.</p>	<p>I know some marks have names, some marks do not and understand how speed, pressure, tool and medium all affect the outcome of marks made.</p> <p>I can explore different forms of mark making experimenting with speed, pressure, tool and medium to understand final outcomes.</p>	<p>I know that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <p>I can use screen-printing and/or mono printing over collaged and painted sheets to create your piece of activist art.</p>
	<p>I know that the 'show me what you see' method encourages me to respond to what I am seeing through drawing.</p> <p>I can use close looking and the "Show Me What You See" technique to explore artwork from a particular artist, movement or era.</p>	<p>I know that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>I can cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative response to an original artwork.</p>	<p>I know that I can use a stencil template as the basis for my tessellated design, using it repeatedly to make a piece of artwork.</p> <p>I can create a tessellated design using a stencil that I have made.</p>	<p>I know that mono types are single monoprints.</p> <p>I can combine mono type with painting and collage to make an "artists book" inspired by poetry or prose</p>	<p>I know visuals and text can communicate a message.</p> <p>I can create visuals and text which communicate my message.</p>
	<p>I know how to use an original art piece to inspire and create meaningful composition that combines collage and simple printmaking methods.</p>	<p>I know that screen prints can be used to create prints which use thicker lines and / or shapes.</p> <p>I can explore positive and negative shapes, line, colour and composition.</p>	<p>I know working with pattern uses lots of different concepts including repetition, sequencing, and symmetry.</p>	<p>I know that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book.</p>	<p>I know that a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.</p>

	I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork.		I can brainstorm pattern, colour, line and shape.	I can use “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork.	I can use my skills, vision and creativity to create art that speaks on behalf of communities that can be used to bring about change.
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	Nursery	Reception	Year R/1	Year 1/2	Year 2
Sketchbook			I know my sketchbook can be used to record the things I explore. I can use my sketchbook to begin to record the things I explore.	I know my sketchbook can be used to record the things I explore. I can use my sketchbook to begin to record the things I explore.	I know how my sketchbook can be used to make visual lists of places and things I could explore and collect. I can use my sketchbook to make visual lists of places and things I explore and collect.
			I know I can use my sketchbook to make drawing of things that have inspired me and record my likes and dislikes. I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen.	I know my sketchbook provides a place to record and explore my ideas. I can use my sketchbook as a place to explore and test my creative ideas.	I know that my sketchbook can be used to create and test out my ideas. I can use my sketchbook to generate ideas and to test ideas.
			I know how my sketchbook can be used to help me begin to experiment with marks and lines. I can work in small in my sketchbook and on large sheets of paper, exploring how I can create marks and lines.	I know how my sketchbook can be used to help me begin to experiment with marks and lines. I can work on a small scale in my sketchbook, exploring how I can create marks and lines.	I know how my sketchbook can be used to help me explore art technique such as line, shape and colour. I can work on a smaller scale in my sketchbook, exploring how I can use line, shape and colour in my work.

	Year 3	Year 3/4	Year 4/5	Year 5/6	Year 6
Sketchbook	<p>I know the purpose of my sketchbook is to provide me with a place to experiment and develop my drawing skills.</p> <p>I can use my sketchbook as an effective place to practice my drawing skills and refining my techniques.</p>	<p>I know the purpose of my sketchbook is to provide me with a place to experiment and develop my drawing skills.</p> <p>I can use my sketchbook as an effective place to practice my drawing skills and refining my techniques.</p>	<p>I know my sketchbook supports me to build my ideas and to develop my skills to create a final piece.</p> <p>I can use a sketchbook to generate ideas, explaining how my sketchbook work helps build my knowledge and skills towards my final piece.</p>	<p>I know how to use my sketchbook to focus exploration and do not always need to create an “end result” – sometimes the exploratory journey is more than enough.</p> <p>I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.</p>	<p>I know a sketchbook can be used to explore techniques and generate ideas.</p> <p>I can use my sketchbook to record, generate ideas, test, reflect and record.</p>
	<p>I know how to build understanding that sketchbooks are places for personal experimentation.</p> <p>I can use my sketchbook to gather ideas from other artists and start to think about a simple moving drawing I might make.</p>	<p>I know how to build understanding that sketchbooks are places for personal experimentation.</p> <p>I can use my sketchbook to gather ideas from other artists and start to think about a simple moving drawing I might make.</p>	<p>I know that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>I can use my sketchbook to reflect and plan new ideas.</p>	<p>I know that, like an artist, my sketchbook is the place to experiment and test my ideas.</p> <p>I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work.</p>	<p>I know a sketchbook can be used to collect ideas and to test artistic approaches.</p> <p>I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</p>
	<p>I know how my sketchbook provides a place to experiment and explore mark making, shape and tone.</p> <p>I can use my sketchbook to experiment with mark making to create line, shape and tone.</p>	<p>I know how my sketchbook provides a space to experiment with a variety of media.</p> <p>I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food.</p>	<p>I know my sketchbook supports me to build my ideas and to develop my skills to create a final piece.</p> <p>I can use a sketchbook to generate ideas, explaining how my sketchbook work helps build my knowledge and skills towards my final piece.</p>	<p>I know my sketchbooks can be used for referencing, collecting and testing ideas.</p> <p>I can use my sketchbook to record ideas, jot down thoughts, test materials, record and reflect.</p>	<p>I know a sketchbook can be used to explore and test elements of art including colour, media and provides a place for exploring ideas and processes.</p> <p>I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.</p>