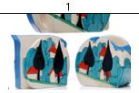
Art and Design at St Mawes Primary School

OUR INTENT

It is our intent that Art inspires, engages and challenges pupils; equipping them with the knowledge and skills to experiment, invent, create, develop and refine their own works of art, craft and design. Art and Design at St Mawes Primary is of a high-quality, and this creative part of our curriculum engages, inspires and challenges our children, equipping them with the knowledge and skills to experiment, invent and create their own works of art and design.

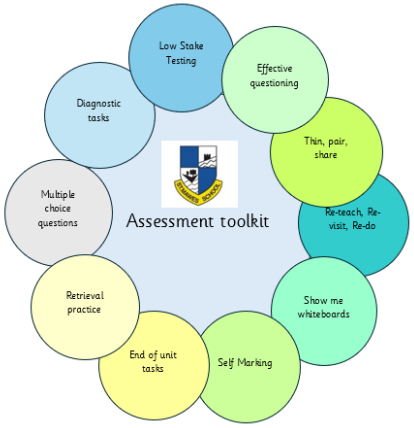
SEQUENCING

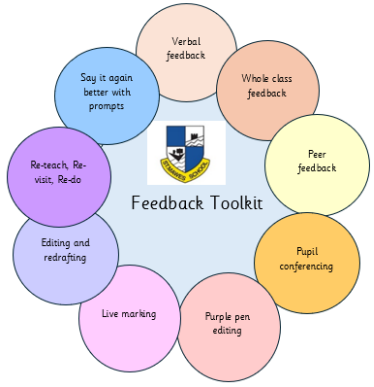
Castle Class Year A	Castle Class Year B	Sail Class Year A
 **Exploring Colour** Mark Rothko (1903–70), White Centre (Yellow, Pink, and Lavender on Rose)	 **Home and Away (linked with plants)** Georgia O'Keefe Jimson Weed/White Flower Number 1	 **Cornwall** John Dyer- St Mawes
 **Printing (linked with fabric designs)** William Morris British Art in the 20th century.	 **The Big Build** Clarice Cliff Pottery Designs	 **Ancient Greeks** Venus de Milo Sculpture by Alexandros of Antioch
 **The Circle of Life** 'The Equatorial Jungle' by Henri Rousseau	 **All Aboard (Linked with the coast)** Transient Art – Tony Plant	 **Modern and Future Art** Picasso, Femme Au Béret Et À La Robe Quadrillée (Marie-thérèse Walter

Sail Class Year B	Sail Class Year C	Sail Class Year D
 **Britain in the Blitz** Silhouettes- Remembrance day	 **Sculpture** Ballon dog -Jeff Koons	 **Roman Mosaics and Tessellation** Maurits Cornelis Escher- Metamorphosis II, 1939-40
 **Stone Age to Iron Age** Cave paintings of Lascaux	 **Natural pigments in art** From Ancient Egyptian Art to Leonardo da Vinci- Mona Lisa	 **The Coast** Natural art by Andy Goldsworthy
 **Circle of Life (Use of Fruits and Flowers in art)** Still life to Surrealism Magritte and Dali	 **Transport and Perspective** JMW Turner- Train in the rain	 **The Dark Ages** Saxon Brooch designs Inspired by Tiffany patterns

FEEDBACK, PRACTICE AND RETRIEVAL

The purpose of feedback and assessment at St Mawes is to ensure children move forward in their learning, deepen their understanding and gain fluency. To ensure pupils make good progress, improve their confidence with a range of knowledge and skills and remember more of what they learn, regular practice and retrieval opportunities are planned for.





CROSS-CURRICULAR LINKS

Links are made between subjects to offer a creative way to develop children's knowledge, skills and understanding through a study of interconnected topics. Links are an effective way to teach children transferable problem solving skills, and to give real-world meaning to learning. Please see year group overviews for further details.

IMPACT

The children will learn the necessary skills and build up an understanding of the way in which materials and media behave. The art curriculum will stimulate and enable all children to develop the confidence to explore and enjoy all of which the visual arts and its unique experiences have to offer and in doing so build on and develop skills which are essential to lifelong learning.

ENRICHMENT

Castle Class:

- Local walks
- St Mawes castle
- Truro Museum workshops

Sail Class:

- Local walks walk
- St Mawes castle
- Local Heritage group visitors
- Truro Museum workshops
- 4/5/6 residential will include art based visits

SUPPORT

All children have access to the Art and Design curriculum at St Mawes.

Where specific support and guidance is needed, this is taken from the child's IPM or EHCP.

Knowledge Progression	Autumn	Spring	Summer
Whole School Year A	**Paintings of Cornwall** **Focus Artist- John Dyer** KS1- John Dyer is an English painter who focuses on colourful landscapes. Born in 1968 in Cornwall. KS2- John Dyer is the artist in residence for the world famous Eden Project. John has painted many images of Cornwall but has also created paintings of Brazil as part of a project with the Eden Project Colours and light are essential to any piece of art' (John Dyer) **Key vocabulary**- Form, shape, tone, primary colour, secondary colour , media and medium, observational art	**Freeform Sculpture with Clay** **Focus Art Piece- Venus de Milo by Alexandros of Antioch** KS1- A sculpture is a piece of art in 3D (three dimensions). People who designed and created them are called sculptors and they have been used throughout human history. KS2-Sculptures can be made by carving, modelling or placing materials together. They can be made out of stone, wood, clay or any other material the artist wants to use! Venus de Milo is an ancient marble statue generally thought to represent the Greek goddess of love and beauty, Aphrodite **Key vocabulary**- Sculpture, papier mache, marble, pattern, repeated patterns, symmetry, band pattern, motif	**Modern art Cubism** **Focus Artist- Pablo Picasso** KS1- Pablo Ruiz Picasso was a Spanish painter, sculptor, printmaker, poet, playwright who spent most of his adult life in France. Picasso could draw and paint when he was very young. KS2- He is best known as the co-founder of cubism. Instead of painting something from just one angle, Picasso showed objects, faces, and figures from multiple angles at the exact same time using geometric shapes like cubes, triangles, and rectangles His first word was lápiz, the Spanish word for "pencil". At the age of eight, Picasso created his first oil painting called "The Picador" Picasso famously said that *"every child is an artist"* and joked that it took him four years to paint like a master (like Raphael), but a lifetime to learn to paint like a child **Key vocabulary**- Cubism, co-founder, contrasts replicate, geometric
Whole School Year B	**Silhouettes** **Focus Link- Remembrance** KS1- Silhouette is an outline, shadow drawing of an object, in one solid colour Silhouettes have been used in art throughout history to represent events and people. KS2 Silhouette images can portray the subject as a dark, block shape, usually contrasted against a much brighter background. A side-on view of a person's head and shoulders, which is the most common angle used for silhouette portraits because facial features are easiest to recognize. The strong visual difference between the dark foreground shape and the bright or colourful background Moving an object closer to a light source makes its shadow larger, while moving it further away makes the shadow smaller **Key vocabulary**- outline, shadow, block, contrast, represent	**History of Art** **Focus Art Piece-Cave paintings of Lascaux** KS1-Early humans may have used art as a way of helping themselves in their struggle for survival. Paintings of animals on cave walls are common. Art may have been used as a form of communication. Scientists estimate the paintings are roughly 17,000 years old KS2- The Stone Age was a period of history before we had written or photographic records of life. Lascaux is the name given to a cave in the Vézère Valley of southwestern France. The Lascaux cave is famous for its cave paintings. The paintings show how early humans communicated, used natural materials, and viewed the world around them **Key vocabulary**- drawing, charcoal, pastels, shading, communicate, natural, materials	**From Still Life to Surrealism-** **Focus Artists- Magritte/Dali** KS1-Still life means to paint or draw something that isn't going to move like humans might Surrealism means 'beyond reality'- NOT REAL. Surrealist art often does not appear to make sense because of the focus on dreams and subconscious thought. KS2- Still life means drawing or painting what you can see in detail rather than what you think you can see, Surrealism is a 1920s art movement inspired by dreams, imagination, and the unconscious mind. Founded in Paris after World War One by French writer André Breton, the style breaks free from everyday rules to create weird, surprising, and dreamlike scenes. Surrealist artists include Salvador Dali, Frida Kahlo and Max Ernst and Rene Magritte. René Magritte was born in Belgium. A common theme in his paintings is hidden faces Salvador Dali is the most famous artist in surrealism. **Key vocabulary**- still life, surrealism, movement, subconscious, refine

Whole School Year C	**Sculpture with Papier Mache-** **Focus Artist- Jeff Koons** KS1- Jeffrey Lynn Koons (born January 21, 1955) is a famous American artist. He is known for creating art inspired by popular culture and everyday objects. His sculptures often look like balloon animals, but they are made from shiny stainless steel. Koons gets his ideas from ordinary items people see every day, such as party balloons, pool toys, Easter eggs, and Play-Doh. He is often linked to Pop Art because he uses bright colours and objects from popular culture, like cartoon characters and famous singers. Although his sculptures look soft, bouncy, or lightweight, they are actually made from heavy, solid stainless steel. Koons believes that size matters in art, so he makes tiny objects huge to make people look at them in a new way. Koons employs a large team of skilled assistants in his studio to help build and paint his designs to perfection. **Key vocabulary**- sculpture,, natural materials, man-made materials, paper mâché, shape, form, join, pop art	**Natural Pigments** **Focus Artist- Leonardo da Vinci** KS1- Ancient Civilisations created paintings, sculptures and carvings as a way of granting immortal life, by appealing to different gods. A pigment is a fine, dry coloured powder made by grinding up natural materials KS2- The Ancient Egyptians, along with many artists since, used natural pigments to create meaningful colours. Leonardo da Vinci also used natural pigments in his paintings. The 'Mona Lisa', and 'The Last Supper' both contain evidence that he used and experimented with lead oxides. Natural pigments come from rocks, plants, and animals, whereas modern synthetic pigments are made in laboratories Some historical mineral pigments (such as lead white or copper-based greens) were toxic **Key vocabulary**- natural pigment, texture, tone, blending, hemutyu, pigment, natural,	**Perspective Drawing** **Focus Artist- JMW Turner** KS1-the horizon line is the point where the land meets the ground or the sea J,M,W Turner was born in London in 1775 to a barber and wig-maker KS2- There are three types of linear perspective: one-point perspective, two-point perspective and three-point perspective. Atmospheric perspective is mostly used in artworks that depict landscapes. One point is aa single vanishing point placed directly on the horizon line. Two-Point Perspective uses two different vanishing points on the horizon line (one to the left, one to the right) and is good for drawing the corners of buildings. Turner became known as 'The Painter of Light'. Turner showed artistic talent early on and entered the Royal Academy of Arts at just 14 years old Turner travelled extensively across Britain and Europe—including Venice and the Alps—filling hundreds of sketchbooks with quick drawings of skies, mountains, and water, He was a leading figure in Romanticism, an art style that focused on strong emotions, imagination, and the awe-inspiring power of nature. **Key vocabulary**- vanishing point, perspective, one point, two point, linear, horizon, Romanticism

Whole School Year D	**Mosaics and Tessellation (CAD)** **Focus Artist- M.C Escher** KS1-Tessellation is a repeating pattern of one or more shapes. Tessellation is often used in building design and can also be observed in nature. M.C Escher was inspired by the buildings he saw when travelling and his love of maths. KS2-a tessellation is a repeating pattern made of one or more shapes that fit together completely with no gaps and no overlaps Vertex (Corner) is the point where the corners of the shapes meet Only three regular polygons tessellate on their own because their interior angles divide evenly into 360° **Key vocabulary**- mosaic, line. shape, rotate, repeat, curve	**Natural Art** **Focus Artist- Andy Goldsworthy** KS1-Andy Goldsworthy (born July 26, 1956) is a British sculptor, photographer, and environmental artist who creates art directly in the outdoors using natural materials His work focuses on nature, time, and the changing landscape KS2-Land art, or Earth art, is art that is made within the landscape. Land art is usually captured using photography because it is temporary and often made on a large scale . Land art can be made from many materials. Some artists sculpt the land into pieces called earthworks. Other artists use natural materials, such as twigs and rocks, to make sculptures within the landscape **Key vocabulary**- temporary, transient, installation, relief sculpture, freestanding, earthwork	**Art and Fashion** **Focus Artist- Tiffany** KS1- Many tribes and ancient civilisations wore jewellery, including brooches, beaded necklaces and bracelets, made from gold, silver, bronze and copper. These adornments were important status symbols, worn to show their wealth and rank. Louis Comfort Tiffany (1848–1933) was an American artist, designer, and decorator. KS2- Louis Comfort Tiffany was the son of Charles Tiffany who was a jeweller Louis became the company's first official Design Director in 1902. He was a leading artist in the Art Nouveau movement, which focused on flowing lines and natural shapes. His designs were heavily inspired by the natural world, featuring patterns of dragonflies, flowers (like wisteria and poppies), peacock feathers, and tree branches **Key vocabulary**- pattern, shape, technique, design, Art Nouveau

Whole School Year E	**Exploring Colour** **Focus Artist- Mark Rothko** KS1- Mark Rothkp was born in Russia in1903. He moved to America when he was 10. He used colour to show his feelings. He painted in simple blocks and lines on very big canvases. This type of painting is called 'Colour Field' KS2- Rothko is famous for a modern art style called Abstract Expressionism—specifically a subset known as Colour Field painting Instead of painting realistic pictures of people, houses, or landscapes, Rothko painted huge canvases filled with soft-edged, floating rectangles and blocks of contrasting colour His canvases were often massive—sometimes taking up an entire wall. He wanted viewers to stand close (about 18 inches away) so the colours would surround them and make them feel like they were "inside" the art **Key vocabulary**- shape, line, tone, colour field, block, primary, secondary, tertiary	**Printing** **Focus Artist- William Morris** KS1-William Morris was a British artist born in London in 1834 and died in 1896. He is famous for his patterns and designs inspired by flowers and plants. His designs were printed and repeated many times and use to make wallpapers and fabrics KS2- During the Industrial Revolution, factories started making cheap items quickly using machines. Morris hated this because he believed machine-made goods lacked soul and ruined the creativity of workers. He championed traditional craftsmanship—making things by hand with care, skill, and pride When he married Jane Burden, they built and decorated a home called the *Red House* in Kent. Wanting beautiful furnishings, he decided to design them himself, which led to starting his own decorative arts company, *Morris & Co.*, in 1861. He used woodblock printing for fabrics and experimented with natural plant dyes (like indigo for deep blues) rather than harsh chemical dyes **Key vocabulary**- shade, colour, pattern, repeat, printmaking, wood block, traditional, craftmanship	**The Circle of Life** **Focus Artist- Henri Rousseau** KS1- Henri Rousseau (1844—1910) was born in France in 1844. Rousseau was a self-taught painter and did not become a full-time artist until he turned 49. Although many of his paintings were jungle scenes, Rousseau never actually went to the jungle. His inspiration came from visiting Parisian gardens and he used skills and techniques pictures and illustrations in books. KS2- Before he was a full-time artist, Rousseau worked as a toll and tax collector in Paris, which earned him the nickname *Le Douanier* (the customs officer). He didn't start painting seriously until his 40s and retired at age 49 to paint full-time Despite painting lush, tropical rainforests filled with tigers, lions, and snakes, Rousseau never left France His style is known as Naïve art or Primitivism—meaning he didn't follow traditional academic rules of perspective or realism, instead using bold shapes, flat layers, and vivid, rich colours to show emotion and imagination **Key vocabulary**- Tint. tone. media, technique line, texture, background, foreground , primitive, perspective, realisim

Whole School Year F	**Large Scale Painting** **Focus Artist- Georgia O'Keefe** KS1-Georgia O'Keeffe (1887–1986) was an American modernist painter often called the "Mother of American Modernism She is known for her paintings of flowers. Used bright, bold colours and large, flowing shapes and was inspired by nature. Zoomed in on flowers to show their details. KS2- O'Keeffe is most famous for painting giant, close-up views of flowers (like *Black Iris* or *Oriental Poppies*). By painting a tiny flower petal as huge as a front door, she forced people to notice details they usually walk right past Later in life, she moved to the American Southwest (New Mexico). She loved the wide-open desert, colourful rocks, and sun-bleached animal skulls and bones, which became central themes in her art, **Key vocabulary**- primary colour, secondary colour, mixing, shape, paintbrush width, brushstroke experimenting, modern art, abstraction	**Pottery Design using clay-** **Focus Artist- Clarice Cliff** KS1- Clay is a soft, earthy material that has been used for thousands of years. Clay can be manipulated when it is soft and hard. Clarice Cliff 1899-1972 was a famous female ceramic pioneer. Her designs were known as art deco, famous for their bright colours and bold geometric shapes. KS2- Clarice Cliff (1899–1972) was a famous English ceramic artist and designer from the Staffordshire Potteries who became a leading figure of the Art Deco design movement. She started working in local pottery factories at just 13 years old, learning how to paint and enamel ceramics by hand. She later studied at the Burslem School of Art and the Royal College of Art She eventually became the art director at Newport Pottery and Wilkinson Pottery, leading a large team of decorators (known as the "Bizarre Girls") who hand-painted her designs. **Key vocabulary**- Mix, ceramics, shade, Art Deco, pottery, bizarre girls, geometric	**Transient Art** **Focus Artist- Tony Plant** KS1- Tony Plant is a Cornwall-based sculptor working with tide, duration and site. Transient art means "moveable art". It means creating a design out of loose pieces that are not fixed, to create something that is not permanent. KS2- Tony Plant was born in Redruth, Cornwall, in 1962. He studied painting at the Chelsea School of Art before returning to live and work by the Cornish coast. His large-scale Tidal Drawings are temporary sculptures made by walking in wet sand within a single tide cycle. His sand drawings are ephemeral (temporary) because the incoming tide washes them away after just a few hours. He records the process using time-lapse photography and films from high cliffs before the ocean erases the lines **Key vocabulary**-transient, temporary, natural, single, tidal, cycle, sculpture, ephemeral, time lapse

Developing Ideas	Skills Progression
EYFS	Work purposefully, responding to colours, shapes, materials, etc. Create simple representations of people and other things. Think about what art is and share ideas with others. Talk about the stories and ideas in their art work, sharing with others how and why they generated their ideas.
Year 1 and 2	Record and explore ideas from first-hand observation. Ask and answer questions about the starting points for their work. Explore different methods and materials. Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
Year 3 and 4	Select and record ideas from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make observations about starting points throughout the curriculum. Record and explore ideas in a variety of ways, using sketch books. Discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures. Discuss artwork using visual language.
Year 5 and 6	Collect ideas, information and sketches from first-hand observation and experience; present ideas imaginatively in a sketch book for different purposes. Develop and imaginatively extend ideas from starting points throughout the curriculum. Carefully select materials based on qualities to enhance work.

	Explore and discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language.
Artists	**Skills Progression**
EYFS	Describe a picture created by an artist. Experiment with a technique that an artist uses.
Year 1	Describe the work of notable artists, designers and artisans: • Colour fields- Mark Rothko • Painting and collage- Henri Rousseau • Transient Art Tony Plant • Large scale painting- Georgia O'Keefe • Printing and repeating pattern- William Morris • Bold patterns- Clarice Cliff Use some of the ideas of artists studied to create pieces.
Year 2	Describe the work of notable artists, designers and artisans: • Colour fields- Mark Rothko • Painting and collage- Henri Rousseau • Transient Art Tony Plant • Large scale painting- Georgia O'Keefe • Printing and repeating pattern- William Morris • Bold patterns- Clarice Cliff Use some of the ideas of artists studied to create pieces.
Year 3 and 4	Replicate some of the techniques used by notable artists, designers and artisans. In discussion draw on past experience. Give details (including own sketches) about the style of some notable artists, designers and artisans. In discussion refer to past explorations and works seen : • Cornish Landscapes- John Dyer • Natural art- Andy Goldsworthy • Ancient sculpture- Venus de Milo(Alexandros of Antioch) • Modern art- Pablo Picasso • Cave painting – Lescaux • Still life to Surrealism- Rene Magritte and Salvador Dali • Roman mosaics- M.C Escher • Natural pigments- Leonardo da Vinci • Modern sculpture Balloon Dog- Jeff Koons • Silhouettes- Remembrance day inspired • Transport and perspective- J.M.W Turner • Saxon brooch designs- Tiffany inspiration
Year 5 and 6	Replicate some of the techniques used by notable artists, designers and artisans. In discussion draw on past experience.

	Give details (including own sketches) about the style of some notable artists, designers and artisans. In discussion refer to past explorations and works seen : • Cornish Landscapes- John Dyer • Natural art- Andy Goldsworthy • Ancient sculpture- Venus de Milo(Alexandros of Antioch) • Modern art- Pablo Picasso • Cave painting – Lescaux • Still life to Surrealism- Rene Magritte and Salvador Dali • Roman mosaics- M.C Escher • Natural pigments- Leonardo da Vinci • Modern sculpture Balloon Dog- Jeff Koons • Silhouettes- Remembrance day inspired • Transport and perspective- J.M.W Turner • Saxon brooch designs- Tiffany inspiration

Mastering Techniques- Drawing	**Skills Progression**
EYFS	Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk). Use drawings to tell a story (retelling or imagination). Investigate different lines (thick, thin, wavy, and straight). Explore different textures. -Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers). Represent their own ideas, thoughts and feelings through art.
Year 1 and 2	Use sketchbooks to gather and collect artwork, as well as planning ideas. Extend the variety of drawing tools and surfaces. Draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Explore the use of pattern, line, shape and colour. Observe and draw landscapes, patterns, faces and objects. Colour neatly, following the lines when appropriate Know what a plan and elevation is. Explore with a sense of perspective thinking about foreground and background.
Year 3 and 4	Use sketchbooks to collect and record observations, and to develop their own ideas. Annotate sketches to explain and elaborate ideas. Plan, refine and alter sketches as necessary. Use different grades of pencils to show line, tone and texture. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Develop shading to show light and shadow.

	Use hatching and cross to show tone and texture. Use a view finder to select an area of a subject for drawing. Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy. Draw for a sustained period of time at their own level. Draw with a basic sense of perspective and know horizon, vertical and horizontal.
Year 5 and 6	Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas. Work in a sustained and independent way from observation, experience and imagination. Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape. Show confidence in using a variety of drawing mediums. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Develop the effect of light on objects and people from different directions, using tone. Develop accuracy and expression in observational drawings, including the human figure. Be aware of scale and how to compare when drawing. Choose and combine different drawing materials as appropriate to task and purpose. Draw with an understanding of vanishing points in landscape art.
Mastering Techniques- Painting	**Skills Progression**
EYFS	Experiment with primary colours. Experiment with mixing colours independently. Name colours. Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue). Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers
Year 1 and 2	Use a variety of tools, including thick and thin brushes. Mix primary colours to make secondary. Create colour wheels. Add white to colours to make tints and black to colours to make tones (create colour charts). Mix and match colours to pictures and objects when appropriate Create different textures (e.g. using sand, sawdust, flour). Ensure they can name colours.
Year 3 and 4	Introduce different types of brushes for specific purposes. Mix colours effectively, knowing which primary colours make secondary. Colour mixing and matching; tint, tone, shade (match using colour charts). Use watercolour paint to produce washes for backgrounds, then to add detail. Experiment with creating mood with colour. Experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint). Techniques –apply colour, using dotting, scratching, splashing. Make sensible choices about the areas to paint in sequence
Year 5 and 6	Sketch (lightly) before painting to combine line and colour if needed Use brush techniques and the quality of paint to create texture. Create a colour palette based upon colours observed in the natural or built world. Identify key aspects such as complementary colours, colour as tone, warm and cold colours.

	Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Accurately mix colour. Consider artists' use of colour (colour wheel) and application of it.
Mastering Techniques- Textiles and Collage	**Skills Progression**
EYFS	Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials. Create simple collages using fabric, paper, pasta, beans and larger tactile things. Simple weaving. Experiment with different textures, including sensory experience. Explore how media and materials can be combined and changed.
Year 1 and 2	Use a variety of techniques (e.g. tie dyeing, weaving, plaiting, wax or oil resist, sewing and binca). Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. Learn how to thread a needle, knot, cut, glue and trim material. Create images from imagination, experience and observation. Collect visual information from a variety of sources, describing the visual and tactile elements. Make a simple mosaic
Year 3 and 4	Use a variety of techniques (build on KS1). Name the materials and tools they have used. Develop skills in stitching, cutting and joining. Colour on fabric. Create weavings with a good sense of colour Use overlapping, layering, coiling, tessellation, mosaic and mo**n**tage Collect visual information from a variety of sources, describing the visual and tactile elements.
Year 5 and 6	Independently different textures, colours and techniques when designing and making pieces of work to express the intent Combine visual and tactile qualities when designing and making pieces of work to have an affect on the viewer Show precision in techniques and awareness of the whole composition Join fabric in different ways for an affective composition thinking about contrasts and harmony Combine previously learned techniques to create pieces independently. To be expressive and analytical to adapt, extend and justify their work.
Mastering Techniques- Sculpture	**Skills Progression**
EYFS	Handle, feel and manipulate, pull apart and reconstruct .materials. Construct and build from simple objects. Shape and model from observation and imagination. -Impress and apply simple decoration. Simple language created through feel, size, look, smell, etc.

Year 1 and 2	Use techniques such as rolling, cutting, moulding, carving and marking using simple tools. Use materials to make objects for a purpose, (ie, junk models, assemblages). Make simple joins by manipulating modelling material or pasting. Use a range of decorative techniques: applied, impressed, painted, etc. Discuss work of sculptors.
Year 3 and 4	Shape, form, model and construct. Understand qualities and potential of materials as a way of problem solving and expression. Plan and develop ideas in sketchbook and make simple choices about media. Understanding of different adhesives and methods of construction. Use tools more confidently. Simple discussion about Discuss own work and compare work of other sculptors (i.e. aesthetics/size).
Year 5 and 6	Use sketchbook to inform, plan and develop ideas. Investigate and analyse different forms. -Take into account the properties of media being used. Shape, form, model and join with confidence. Combine visual and tactile qualities. Work directly from observation or imagination with confidence. Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. Discuss and evaluate own work and that of other sculptors in detail.
Mastering Techniques- Printing	**Skills Progression**
EYFS	Make rubbings showing a range of textures and patterns. Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects. Work from imagination and observation. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.
Year 1 and 2	Print with block colours. Use a variety of tools, materials and objects to create prints. Carry out different printing techniques (e.g. monoprint, block, relief and resist printing). Press, roll, rub and stamp to make prints. Make rubbings. Design repeating patterns and overlapping shape patterns. Mimic print from the environment (e.g. wallpapers, curtains, fabric).
Year 3 and 4	Make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block). Experiment with resist printing including marbling, silkscreen and cold-water paste Replicate patterns observed in natural or built environments. Explore pattern and shape, creating designs for printing. Accurate repeat pattern -Talk about the processes used to produce a simple print.
Year 5 and 6	Describe techniques, including the use of layering, poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to the task.

	Build up layers of colours and textures. Be confident with printing onto paper and fabric. Organise work in terms of pattern, symmetry or random printing styles. Use a range of visual elements to reflect the purpose of the work. Good spatial design
Mastering Techniques- Digital Media	**Skills Progression**
EYFS	Use ICT to experiment with drawing lines and shapes. Use ICT to experiment with different colours and patterns.
Year 1 and 2	Use a wide range of tools to create different textures, lines, ones, colours and shapes.
Year 3 and 4	Create images, video and sound recordings and explain why they were created.
Year 5 and 6	Enhance digital media by editing (including sound, video, animation, still images and installations).
Evaluating	**Skills Progression**
EYFS	Recognise and describe key features of their own and others' work.
Year 1 and 2	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.
Year 3 and 4	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketch books.
Year 5 and 6	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.