

Art

Milestones

End of Early Years Foundation Stage	End of Key Stage 1
Painting	Painting
Use and explore a variety of materials, tools and techniques, experimenting with	Add white to colours to make tints and black to colours to make tones. Create a
colour, design, texture, form and function.	range of prints, understanding the transfer process and the effect of multiple
	prints.
	Create a print design displaying a variety of repeating patterns.
	Create colour wheels and mix primary colours to make secondary.
Drawing	Use thick and thin brushes to create e different effects
Use a range of materials (pencil, chalks, dry marker pens, crayons) to create and	Paint using a range of colour mixing techniques and apply the appropriate shade to
design their own drawings looking at shape and form.	their portrait.
	Create different effects with a range of media- paint and pastels.
	<u>Drawing</u>
3D	Use a wide range of tools to create different textures, lines and draw lines of
Use a range of materials (clay, dough, junk modelling, paper, natural materials,	different sizes and thickness.
straws, pipe cleaners) to create and design their own 3D models looking at shape	Colour (own work) neatly following the lines.
and form.	Show pattern and texture by adding dots and lines.
	Show different tones by using coloured pencils. Draw a face and add features from first hand observations
	Can discuss the style of Picasso and Goldsworthy and be inspired by their work Use
	lines and shapes to form an observational drawing.
	Group materials for a purpose and stick them to a background to create an effect.
	Sketch an outline of a form using a mannequin
	Discuss how an artist has inspired them and what skills they have learnt.
	Recognise that sculpture is 3D and can be made from different media.
	Discuss lines, shapes and colours and apply it to a collage.
	Discuss lines, shapes and colours and apply it to a collage.

Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. Manipulate malleable materials to produce a sculpture. Use different joining techniques.

Painting	End of Lower Key Stage 2	End of Upper Key Stage 2
Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Combine colours, tones and tints to enhance the mood of a piece. Combine colours, tones and tints to enhance the mood of a piece. Combine colours, tones and tints to enhance the mood of a piece. Down and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Can create an abstract drawing of either an animal or person. Apply watercolour paint to create an abstract landscape. Shows a developing understanding of perspective when painting landscapes. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing Drawing Drawing Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, diffection). Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw a human face in proportion. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and co	Painting	Painting
Experiment with creating mood with colour. use shading to show space and perspective in a sketch. mix/match a range of primary and secondary colours develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Can create an abstract drawing of either an animal or person. Apply watercolour paint to create an abstract landscape. Shows a developing understanding of perspective when painting landscapes. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing Use shading to show space and perspective when painting landscapes. Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awarranes of how painting suitable for the work (e.g. realistic or impressionistic). Use different hardness of pencils to show line, tone and texture. Draw 3D buildings to scale and in proportion. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities.	Use waterselour paint to produce washes for backgrounds then add detail	·
pieces. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Can create an abstract drawing of either an animal or person. Apply watercolour paint to create an abstract landscape. Shows a developing understanding of perspective when painting landscapes. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing Drawing	Ose watercolour paint to produce washes for backgrounds then add detail.	· · · · · · · · · · · · · · · · · · ·
use shading to show space and perspective in a sketch. mix/match a range of primary and secondary colours develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Can create an abstract drawing of either an animal or person. Apply watercolour paint to create an abstract landscape. Shows a developing understanding of perspective when painting landscapes, textures, patterns and lines. Wise a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing	Experiment with creating mood with colour.	
primary and secondary colours develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Can create an abstract drawing of either an animal or person. Apply watercolour paint to create an abstract landscape. Shows a developing understanding of perspective when painting landscapes. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing Use a knoice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use different hardness of pencils to show line, tone and texture. Draw a human face in proportion. Use different hardness of pencils to show lone, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. Use bush family and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. Use branch techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a harding to develop in understanding of perspective when painting to depict movement, perspective, shadows, and reflection. Choice a style of drawing suitable for the work (e.g. realistic or impressionistic). Use flaming the techniques to depict movement, perspective, s	use shading to show space and perspective in a sketch, mix/match a range of	· ·
Develop a personal style of painting, drawing upon ideas from other artists. Build up layers of colours. Create an abstract drawing of either an animal or person. Apply watercolour paint to create an abstract landscape. Shows a developing understanding of perspective when painting landscapes. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing Drawing Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing Drawing Use a human face in proportion. Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use hatching and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. Develop a personal style of painting, drawing upon ideas from other artists. Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a target of techniques to depict movement, perspective, shadows, direction of sunlight). Use different in a sketch. Mix/match a range of primary and secondary colours. Draw a buman face in pro		•
Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Can create an abstract drawing of either an animal or person. Apply watercolour paint to create an abstract landscape. Shows a developing understanding of perspective when painting landscapes. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw a human face in proportion. Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. 3Dow life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use tools to carve and add shapes, texture and pattern. Combine visual elements to redet the purpose of the work.	primary and secondary colours develop an awareness of now paintings are created.	
Draw 3D buildings to scale and in proportion. Can create an abstract drawing of either an animal or person. Apply watercolour paint to create an abstract landscape. Shows a developing understanding of perspective when painting landscapes. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw a human face in proportion. Sketch lightly (no need to use a rubber to correct mistakes). Sketch lightly (no need to use a rubber to correct mistakes). Sketch lightly (no need to use a rubber to correct mistakes). Sketch lightly (no need to use a rubber to correct mistakes). Use hatching and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.	Sketch and plan out a city landscape using one vanishing point.	
Use a range of visual elements to reflect the purpose of the work. Can create an abstract drawing of either an animal or person. Apply watercolour paint to create an abstract landscape. Shows a developing understanding of perspective when painting landscapes. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw a human face in proportion. Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Overlay a series of stencils to create multi-coloured self-portraits. Use fameworks (such as wire or moulds) to provide stability and form.	Description of the section of the section	• •
Apply watercolour paint to create an abstract landscape. Shows a developing understanding of perspective when painting landscapes. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Wise a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw a Duildings to scale and in proportion. Sketch lightly (no need to use a rubber to correct mistakes). Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. Derawing Use a dnice of techniques to add interesting effects (e.g. realistic or impressionistic). Use a choice of techniques to depict movement, choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Use shading to show life qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. C	Draw 3D buildings to scale and in proportion.	·
Apply watercolour paint to create an abstract landscape. Shows a developing understanding of perspective when painting landscapes. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing Drawing Draw a human face in proportion. Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use hatching and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. Use fame work of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw a human face in proportion. Draw a human face in proportion. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Use hatching and cross hatching to show tone and texture. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.	Can create an abstract drawing of either an animal or person.	
Shows a developing understanding of perspective when painting landscapes. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing Drawing Drawing Draw a human face in proportion. Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use hacthing and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Draw a human face in proportion. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use shading to show light and shadow. Use shading to show light and shadow. Use long to remain the proportion or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.	Annh materials in a sint to an about a short and a source.	
Use a choice of techniques to depict movement, perspective, shadows and reflection. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing Drawing Drawing Draw a human face in proportion. Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use hatching and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. Use farmeworks (such as wire or moulds) to provide stability and form.	Apply watercolour paint to create an abstract landscape.	
Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Drawing	Shows a developing understanding of perspective when painting landscapes.	<i>.</i>
textures, patterns and lines. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Draw a human face in proportion. Annotate sketches to explain and elaborate ideas. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Jap Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use hatching and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. Use frameworks (such as wire or moulds) to provide stability and form.		
Use lines to represent movement. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch (lightly) before painting to combine line and colour. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. Use frameworks (such as wire or moulds) to provide stability and form.		
Mix colours effectively. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. Can use their imagination to draw a map of what the map may have looked like 500 years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Sketch (lightly) before painting to combine line and colour. 3D Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Overlay a series of stencils to create multi-coloured self-portraits. Use frameworks (such as wire or moulds) to provide stability and form.	textures, patterns and lines.	
years ago. Use shading to show space and perspective in a sketch. Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Draw a human face in proportion. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. Vse frameworks (such as wire or moulds) to provide stability and form.	Mix colours effectively.	·
Drawing Mix/match a range of primary and secondary colours. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Draw 3D buildings to scale and in proportion. Draw 3D buildings to scale and in proportion. Draw a human face in proportion. Sketch (lightly) before painting to combine line and colour. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Overlay a series of stencils to create multi-coloured self-portraits. Use frameworks (such as wire or moulds) to provide stability and form.		
Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Draw a human face in proportion. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Use hatching and cross hatching to create multi-coloured self-portraits. Develop an awareness of how paintings are created. Sketch low paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.		Use shading to show space and perspective in a sketch.
Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Draw a human face in proportion. Draw a human face in proportion. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Develop an awareness of how paintings are created. Sketch and plan out a city landscape using one vanishing point. Draw 3D buildings to scale and in proportion. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Overlay a series of stencils to create multi-coloured self-portraits. Use frameworks (such as wire or moulds) to provide stability and form.	Drawing	
Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use hatching and cross hatching to show tone and texture. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Overlay a series of stencils to create multi-coloured self-portraits. Use frameworks (such as wire or moulds) to provide stability and form.		, , ,
Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch (lightly) before painting to combine line and colour. Sketch (lightly) before painting to combine line and colour. 3D Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use hatching and cross hatching to show tone and texture. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Overlay a series of stencils to create multi-coloured self-portraits. Use frameworks (such as wire or moulds) to provide stability and form.	Draw a human face in proportion.	, , , , , , , , , , , , , , , , , , , ,
Annotate sketches to explain and elaborate ideas. Sketch (lightly) before painting to combine line and colour. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Overlay a series of stencils to create multi-coloured self-portraits. Use frameworks (such as wire or moulds) to provide stability and form.	Use different hardness of pencils to show line, tone and texture.	, ,
Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Use hatching and series of stencils to create multi-coloured self-portraits. 3D Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.	ose amerene naraness or pensis to show line, tone and texture.	, ,
Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Use hatching and cross of stencils to create multi-coloured self-portraits. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.	Annotate sketches to explain and elaborate ideas.	Sketch (lightly) before painting to combine line and colour.
Use hatching and cross hatching to show tone and texture. Use hatching and cross hatching to show tone and texture. Overlay a series of stencils to create multi-coloured self-portraits. different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.	Sketch lightly (no need to use a rubber to correct mistakes).	
Use hatching and cross hatching to show tone and texture. Use hatching and cross hatching to show tone and texture. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.	Use shading to show light and shadow	
Overlay a series of stencils to create multi-coloured self-portraits. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.	ose shading to show light and shadow.	· ·
Overlay a series of stencils to create multi-coloured self-portraits. Use frameworks (such as wire or moulds) to provide stability and form.	Use hatching and cross hatching to show tone and texture.	
	Overlay a series of stansils to create multi-coloured self-portraits	·
Use a range of ceramic tools to create 'pull- outs' and 'add-ons' to the sculpture.	Overlay a series of stericlis to create multi-coloured sen-portraits.	· · · · · · · · · · · · · · · · · · ·

<u>3D</u>

Use a range of joining techniques to add structure

Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).

Include texture that conveys feelings, expression or movement.

Use clay and other mouldable materials.

Add materials to provide interesting detail.

Create 3d objects from 2d materials.

Strengthen a structure by adding layers of papier-Mache.

Use clay to sculpt a model

Use a range of ceramic tools to create 'pull- outs' and 'add-ons' to the sculpture. Use tools to apply patterns and textures to the clay.

Make precise repeating patterns.

Select and arrange materials for a striking effect.

Use coiling, overlapping, tessellation, mosaic and montage.

Use layers of two or more colours.

Replicate patterns observed in natural or built environments.

Make printing blocks (e.g. from coiled string glued to a block).

Use tools to apply patterns and textures to the clay.

Mix textures (rough and smooth, plain and patterned).

Combine visual and tactile qualities, using ceramic mosaic materials and techniques.

Apply collage techniques to combine a range of media to create a map of the local area.

Create the warp threads on a weaving loom.

Create a weave by threading the weft through the warp.

Create interesting weaving patterns and effects using a range of materials.

Show precision in techniques and choose from a range of stitching techniques.

Combine previously learned techniques to create pieces.