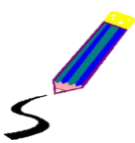



Progression in Art Skills	Foundation Stage 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Drawing</b></p>  <p><b>Pre School</b></p> <p>Enjoy using large and small scale graphic tools – paint sticks, rollers, stampers, fingers, hands, chalk, crayon, pen and pencils.</p> <p>Use and begin to develop control with a range of media. Draw on different levels, surfaces and materials.</p> <p>Produce purposeful, definite marks and lines of different size and thickness.</p> <p>Explore materials and tools to create simple patterns and textures.</p> <p>Begin to talk about what they have produced, making reference to the tools and media they have used.</p>	<p>Enjoy using graphic tools, fingers, hands, chalk, pen and pencils.</p> <p>Use and begin to control a range of media. Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tine using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Start to record simple media explorations.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists that have worked in a similar way to their own work.</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p>


Progression in Art Skills	Foundation Stage 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Painting</b></p>  <p><b>Pre School</b></p> <p>Explore making marks using a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Begin to talk about what they have produced</p>	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Paint on different surfaces with a range of media.</p> <p>Start to record simple media explorations.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Begin to mix colour shades and tones.</p> <p>Plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Explore a range of great artists, architects and designers in history.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to look at working in the style of a selected artist (not copying).</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Understanding which works well in their work and why.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook. Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p>


# Practical Knowledge Progression – Pre-School– Year 6

**Subject: Art and Design**

**Leaders: Hayley Tacy**

**Year: 2023 - 2024**

Progression in Art Skills	Foundation Stage 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Printing</b></p>  <p><b>Pre School</b></p> <p>Explore using different objects to produce simple prints</p> <p>Explore printing patterns using simple stencils and tools</p> <p>Begin to talk about what they have produced</p>	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: String and card.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Make simple marks on rollers and printing palettes.</p> <p>Take simple prints i.e. mono-printing.</p> <p>Plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Use knowledge and understanding of artists and techniques when expressing thoughts and opinions.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p> <p>Identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of mono print techniques.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Develop their own style using tonal contrast and mixed media.</p>


Progression in Art Skills	Foundation Stage 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Textiles</b></p>  <p><b>Pre School</b></p> <p>Explore playing with different textiles and fabric, beginning to notice the properties</p> <p>Explore a variety of weaving opportunities on a large scale with fabric, paper etc</p> <p>Explore ways to layer fabric and materials to create collage effect</p> <p>Begin to talk about what they have produced</p>	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Begin to identify different forms of textiles.</p> <p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Use more than one type of stitch.</p> <p>Explain how to thread a needle and have a go.</p> <p>Have some experience of weaving and understand the process and some techniques.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Plan and develop simple ideas and making simple informed choices in media.</p> <p>Change and modify threads and fabrics: cutting, snipping, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Show awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Explore using resist paste and batik.</p> <p>Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p> <p>Use knowledge and understanding of artists and techniques.</p> <p>Identify changes they might make.</p>	<p>Plan a design in a sketchbook and execute it.</p> <p>Use a technique as a basis for stitch embroidery.</p> <p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Become confident in applying colour with printing, tie dye.</p> <p>Create and use dyes.</p> <p>Use resist paste and batik.</p> <p>Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Change and modify threads and fabrics.</p> <p>Use language appropriate to skill and technique.</p> <p>Identify modifications/ changes and see how they can be developed further.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Continue to gain experience in batik- use more than one colour.</p> <p>Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</p> <p>Show awareness of the skills involved in aspects such as knitting, lace making.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p>Experiment with a variety of techniques exploiting ideas from sketchbook.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Explain their views and identify/ explain modifications/ changes and see how they can be developed further.</p>


# Practical Knowledge Progression – Pre-School– Year 6

**Subject: Art and Design**

**Leaders: Hayley Tacy**

**Year: 2023 - 2024**

Progression in Art Skills	Foundation Stage 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>3D Art</b></p>  <p><b>Pre School</b></p> <p>Enjoy using malleable materials such as playdough</p> <p>Explore ways to impress and apply simple decoration.</p> <p>Make snips using scissors and begin to cut along lines.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Begin to talk about what they have produced</p>	<p>Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted and applied.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Use equipment and media with confidence.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Use knowledge and understanding of artists and techniques.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Show awareness of the effect of time upon sculptures.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Gain experience in modelling over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work. Plan how to join parts of the sculpture.</p> <p>Confidently carve a simple form.</p> <p>Compare the style of different styles and approaches: Moore, Aztec.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them.</p>	<p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Annotate work in sketchbook.</p> <p>Solve problems as they occur.</p>


Progression in Art Skills	Foundation Stage 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Collage</b></p>  <p><b>Pre School</b></p> <p>Explore using glue to join materials</p> <p>Develop skills to begin to fold and crumple paper</p> <p>Explore colour, shape and texture through play activities.</p>	<p>Begin to create images from a selection of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p>Enjoy exploring using glue with materials to create a background.</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Explore colour, shape and texture.</p> <p>Explore beginning to create and arrange shapes.</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Work on different scales.</p> <p>Collect, sort, name match colours appropriate for an image.</p> <p>Think about colour, shape and texture.</p> <p>Create and arrange shapes appropriately.</p> <p>Create, select and use textured paper for an image.</p> <p>Select, collect, assemble, cut, tear, stick and collage from a variety of found resources.</p>	<p>Arrange and glue materials to form different backgrounds.</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Design, create and work on different scales.</p> <p>Collect, sort, name match colours appropriate for an image</p> <p>Create and arrange shapes with more accuracy.</p>	<p>Experiment with a range of collage techniques such as: tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p>Use a sketchbook to plan and design final look of a collage.</p> <p>Create and arrange shapes with accuracy.</p> <p>Select, collect, assemble, cut, tear, stick and collage from a variety of found resources and created resources.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>		<p>Add collage to a painted, printed or drawn background.</p> <p>Use a wide range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p> <p>Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them.</p>	

## Practical Knowledge Progression – Pre-School– Year 6

**Subject:** Art and Design

**Leaders:** Hayley Tacy

**Year:** 2023 - 2024

Progression in Art Skills	Foundation Stage 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p><b>Digital Media</b></p> <p><b>Pre School</b></p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Begin to explore ideas using digital sources i.e. internet, iPads.</p> <p>Explore visual information using digital cameras, video recorders, iPads.</p> <p>Experiment with a simple graphics packages to: Create basic images. Select different tool/ colours.</p>	<p>Explore ideas using digital sources i.e. internet, iPads.</p> <p>Record visual information using digital cameras, video recorders, iPads.</p> <p>Use a simple graphics package to: Create images and effects with lines by changing the size of brushes in response to ideas. Create shapes using eraser, shape and fill tools. Create colours and texture using simple filters to manipulate and create images.</p> <p>Use basic selection and cropping tools.</p> <p>Capture and manipulate images through photography and digital media to create and make new images.</p>	<p>Record and collect visual information using digital cameras, iPads and video recorders.</p> <p>Present recorded visual images using software e.g. Photostory/ PowerPoint.</p> <p>Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision. Changing the type of brush to an appropriate style e.g. charcoal. Create shapes by making selections to cut, duplicate and repeat.</p> <p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</p> <p>Begin to explore a range of great artists and photographers in history.</p> <p>Use a sketchbook to plan and draft ideas.</p>	<p>Record, collect and store visual information using digital cameras, video recorders and iPads.</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas (sketch books etc.)</p>			



## Practical Knowledge Progression – Pre-School– Year 6

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Progression in Art Skills	Foundation Stage 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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