

Rookery Art Policy

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Aims of the Policy

At Rookery the Art curriculum engages children emotionally, physically and intellectually. This enables them to understand and appreciate the real and imagined visual and tactile worlds they inhabit.

Spiritually and Emotionally

Children's responses are nurtured and directed so that they express an appreciation of beauty. They are challenged through the art they experience and produce to express a range of emotions.

Intellectually

Through Art, children develop skills of description, evaluation, debate, discussion and justification.

Personal Effectiveness

They develop confidence, independence and decision making through directing and organising individual and group projects. They meet and work alongside practising artists, crafts people and those involved in using visual skills in their every day work. This helps them to better understand the relevance of art in the real world.

Cultural

The Rookery Art Curriculum ensures that children are aware of national, international and locally significant artists and artistic traditions.

Manipulative

Children are knowledgeable about a range of media. They become confident and competent and skilled in choosing and using media appropriate to purpose.

Parents and Community

The importance of the process and outcomes of art are valued by engaging children and their parents in art workshops and exhibitions.

Objectives

Our main objectives are to:

Profile and assess children's progress in art

Plan for continuity and progression in the teaching of art.

Deliver appropriate learning and teaching experiences

Provide working spaces which are conducive to learning in art

Provide a full range of tools, materials and resources which are accessible to learners

Provide children with environments inside and out which promote visual literacy.

Take children to galleries and exhibitions

Involve children's parents and carers in their children's learning.

Value children's work by displaying it thoughtfully

Curriculum Plan for Art

At Rookery Art skills and knowledge are taught through specific art lessons. The starting points and cultural contexts of artists and works of art studied are drawn from the cross curricular plan.

Foundation Stage and Year 1

Children explore and develop and communicate their skills and knowledge in art daily in the Foundation Phase.

In Year 1 children continue to explore a range of media and techniques. From Years 2 to 5 children focus on one technique for an extended study and outcome (Appendix 1). There are suggested stimuli for the focus technique on the curriculum plan. It is decided upon in negotiation with teachers and pupils. This ensures innovative outcomes year on year.

In Year 6 children select from the range of techniques they have experienced in order to develop a final innovative piece.

Drawing

Children develop drawing and painting skills throughout Key Stages 1 and 2. this is achieved through half- termly sketchbook work.

Developing a response to art.

Each half- term children are presented with a variety of images. These link to the development of drawing and painting skills of line, tone, pattern, texture , colour and space. An overview of specified artists to be used and sketchbook outcomes by year group is listed in Appendix 2. Teachers adapt a thinking skills frame in order to structure this response. (Appendix 3)

Sketchbooks

Sketchbooks are used from Years 1 to 6. They are a variety of sizes depending on purpose (Appendix 4). They are to be handed up yearly to the next teacher.

Purposes of Sketchbooks:

1. To practise drawing and painting
2. Record ideas and observations about the art they make and see
3. Provide evidence for assessment , moderation and monitoring

For examples of what sketchbooks might include see appendix 4

Enrichment of the Art Curriculum

Enrichment is ensured through:

1. Working with professionals
2. Visiting Galleries and Exhibitions
3. Participating in specialist workshops
4. Participating in local and national initiatives

For a current list of Enrichment activities see Appendix 5

Planning and Assessing for Progression in Art

Detailed planning for Art is to be included on the half- termly curriculum plan. Progression for planning, teaching and assessment of drawing and painting is included in Appendix 6.

Short term assessment and planning sheets for each year group can be found in Appendix 7

Progression for planning, teaching and assessment of textiles, 3D work and Printing is included in Appendix 8.

Assessment of Art

Formative assessment:

Assessment for Learning

Teachers use the progression in drawing and painting guidelines to assess children and plan the next teaching interventions. These are continuous assessments during the half- term.

Teachers use Rookery Key Skills Lists to assess children's evaluative responses and plan the next teaching interventions. These are continuous assessments during the half- term.

Teachers use the progression for focussed techniques guidelines to assess children and plan the next teaching interventions. These are continuous assessments made during the half- term the focussed technique is taught.

Peer and Self- Assessment

Evaluative skills are central to learning in Art. Children contribute to evaluating and setting targets for their next piece of work.

Summative Assessment

Teachers make a summative assessment in Art using the outcomes of the above assessments. This is reported annually to parents along with pupil progress in Art.

Appendix 1

Overview of Techniques

Year Group	Technique
1	Range of all techniques
2	Painting
3	Textiles
4	3 Dimensional Forms
5	Printing
6	Choose to develop a response using chosen form(s)

Appendix 2

Folders for artists specified in this scheme can be found on the staff public area in the folder named ART

The following pages specify artists to be studied and sketchbook outcomes by year group.

Year	Visual Element	Knowledge and Understanding	Sketchbook Outcomes
1	Line	Paul Klee, Vincent Van Gogh Art and design from different cultures linked to Geography, History and Story Fashion magazines, newspapers, photographs	Making marks with a variety of materials Scribbling, doodling, working to music Drawing from observation- looking for lines in surroundings And everyday objects and artefacts linked to projects.
	Tone	L.S.Lowry, Caravaggio, Samuel Palmer, Picasso. Black and white photographs, magazine and newspaper images.	Tonal pictures – using black, white and grey. From observation – looking for lines in surroundings draw subjects such as dandelion, dried flowers, shells, urchins , pebbles
	Pattern and Texture	William Morris Laura Ashley Edouard Vuillard, Ferdinand Leger,	Look for patterns and textures in observed objects. Match textures using appropriate marks eg. Fur. Make rubbings of different textures and patterns. Collect and sort images/ objects for pattern and texture
	Colour	Pointillists, Fauvists, Gaugin, Titian Mark Rothko	Observational and expressive drawing using colour and mixed media. Recording colours of natural and made objects. Collect and sort for colour
	Shape, Form and Space	Henry Moore , Henri Matisse , Giacocometti Alexander Calder	Body shapes hands,feet, fingers. Shapes of objects, letters , words. Geometric shapes, silhouettes. Decorated words and letters

Appendix 2

Knowledge and Understanding and Sketchbook Ideas For Visual Elements of Art

Year	Visual Element	Knowledge and Understanding	Sketchbook Outcomes
2	Line	Art and Design from different periods; perhaps Aboriginal , Celtic ornament . Fashion magazines, newspapers, books photographs	Compare drawings of the same thing made from memory. Collect and sort images/objects for line. Imaginary drawing- fantastic fashion, hairstyles/ hair/ body adornment- reference to other cultures
	Tone	Picasso Bill Brandt, Bridget Riley, Kathe Kollwitz. Black and white photographs magazine and newspaper images	Draw larger than life – use a magnifying glass. Use a spotlight to look for strong light and shadow. Collect and sort images for tone. Experiment with a range of materials and techniques including charcoal and soft pencils
	Pattern and Texture	Islamic, Celtic, Indian, Egyptian Art. Fabrics, wrapping papers, wallpapers, rugs, carpets, cushions	Make a scrapbook collection of different patterns to stimulate pattern drawing. Draw fabric and tile patterns. Design wallpaper/wrapping paper/ fabrics
	Colour	Frank Stella, Joan Eardley, David Hockney Magazine pictures, graphics, colour photographs, book illustrations	Recording colours of the seasons, the weather. Exploring colours in mixed media Imaginative work: book covers and illustrations Use of colour in pattern making
	Shape, Form and Space	Bernard Leach, Christo, Christopher Wren Book illustration , illuminated letters, photographs, graphics, artefacts	Shape and form in structure and nature Looking for shapes inside shapes

Appendix 2

Knowledge and Understanding and Sketchbook Ideas for Visual Elements of Art

Year	Visual Element	Knowledge and Understanding	Sketchbook Outcomes
3	Line	Henri Matisse David Hockney	Use the knowledge gained in drawing for a variety of purposes, using a variety of marks and materials
	Tone	Pieter Breugel Robert Motherwell	Tonal pictures- using black and white and a range of tones. Use spotlight to enhance tonal contrasts.
	Pattern and Texture	Aubrey Beardsley Laura Ashely	Patterns in structures and nature. Look at sections of a drawing for pattern. Make abstract patterns.
	Colour	Oskar Kokoscha Edvard Munch	Observational and expressive drawing using colour and mixed media.
	Shape, Form and Space	Paula- Modersohn - Becker	Geometric shapes and natural forms. Illustrated letters, portrait profiles, trees, leaves shells

Appendix 2

Knowledge and Understanding and Sketchbook Ideas for Visual Elements of Art

Year	Visual Element	Knowledge and Understanding	Sketchbook Outcomes
4	Line	Quentin Blake Gerald Scarfe	Drawing from first hand observation- focus in linear qualities
	Tone	Cubists: Georges Braque Picasso	Work from black and white photographs- copied upside down. Extend half a picture by Toanl drawing
	Pattern and Texture	Art and Craft from Benin	Draw objects on a patterned tablecloth. Use rubbings for texture and backgrounds. Develop control of rulers and compasses in pattern
	Colour	Wassily Kandinsky, Franz Marc	Exploring colour association with moods, feelings. Imaginative work e.g. story illustration, imaginary landscape, atmospheric pictures. Drawing used to plan larger scale work
	Shape,Form and Space	Elizabeth Frink Picasso	Composition, simple perspective

Knowledge and Understanding and Sketchbook Ideas for Visual Elements of Art

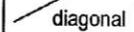
Year	Visual Element	Knowledge and Understanding	Sketchbook Outcomes
5	Line	Aubrey Beardsley , Art Nouveau Design & architecture	
	Tone	Rembrandt	Use a viewfinder for selective focusing. Use a magnifying glass for close observation
	Pattern and Texture	William Morris	Teach when to use tracing paper and stencils. Design a repeat pattern for a fabric
	Colour	Pre- Raphaelites	Prepare a range of colourways for design work using the computer as appropriate
	Shape, Form and Space	Art and design from different periods, including sculpture	Landscapes, interiors, showing background, middle ground and foreground

Appendix 2

Knowledge and Understanding and Sketchbook Ideas for Visual Elements of Art

Year	Visual Element	Knowledge and Understanding	Sketchbook Outcomes
6	Line	Design and architecture photographs, book illustrations, prints. Magazine cuttings, advertisements	Drawing from imagination – doodling; developing into considered designs in a variety of media
	Tone	Black and white photographs, newspaper and magazine pictures	Observe and record reflective surfaces e.g.kettle, spoon, mirrors
	Pattern and Texture	Design, Fashion , book covers and illustrations, pottery, fabrics, photographs, architecture	Use of computer in design work.
	Colour	Colour photographs and magazine pictures, book illustrations, prints	Collect examples of colour, mix and match colours. Keep examples and experiments in sketchbook
	Shape,Form and Space	Art and design from different periods & cultures, including sculpture , monuments, architecture, photographs	Objects appearing smaller as they recede. Overlapping shapes. Development of ideas in sketchbook

Arts Investigation lane clark ©

Discoveries diversity 		Dominance  What is the first thing you see?	Colour What colours do you see? primary  secondary  tertiary  neutral 	Line What kind of lines do you see? horizontal  diagonal  thick  vertical 	Shape What kind of shapes do you see? rectangle  circle  square  triangle  polygon 	Technique How did the artist work with the medium/media? •experiment with the technique and include samples •research actual technique applied 	Feelings/ Message What do you feel when you look at the work of art?  What does the image 'say' to you? 
name of piece? / artist	WHY?	WHY?	WHY?	WHY?	WHY?	WHY?	WHY?
	prediction					actual	
	audience?	message?	feeling?				
	WHY that dominance?	WHY those colours?	WHY those lines?	WHY those shapes?	WHY that technique?	WHY?	
S  strengths							
W  weaknesses							
SW  so what™ ideas for my picture							
What have you learned about your inquiry from the image you explored?							

extras/organisers©

Appendix 4

A Sketchbook might include the following:

- Drawings
- Photocopies/scans of drawings and paintings made by the children
- Photographs
- Reproductions of works of art
- Comments and notes about things they have made
- Sketches and working drawings fro the things they want to make
- Notes on technical processes
- Personal comments about and descriptions of things they have made
- Responses to other artist's work they have seen

Appendix 6 Progression in Painting and Drawing Key Stage 1

Visual Elements & Techniques					
	Line	Tone	Pattern and Texture	Colour	Shape, Form and Space
1a	Experiment with mark-making. Unbroken line, making scribbles, free expressive lines ,using outline.	Making dots, making marks, varying the gap, thickness and pressure, hatching and cross hatching.	Adding pattern to drawings – dots, stripes, checks etc. Match textures and patterns . Copy patterns and textures.	Experimenting with coloured drawing media. Drawing using dots and lines of different colours. Hatching, cross hatching. Mixing and blending with soft pastels.	Use an outline to define shape Drawing with wire and string Draw around objects Overlapping shapes to create shapes
2c	Varying the gap between the lines, the thickness and pressure. Using a ruler for pattern work	Spattering , spraying ,stippling with ink . Tonal contrasts – light, dark.	Design and make patterns. Rubbings made of natural forms.Use a variety of tools and materials	Blowing ink with straw to mix colour Make patterns with colour Using different coloured papers Combining media	Making spaces between shapes Simple perspective- changes in size and overlap of shapes
2b	Experiment with a variety of drawing materials and surfaces.	Linear tone , blocked tone, simple blending. Depth and solidity of tone.	Drawing on a range of surfaces.eg. textured papers, in printing in clay	Using different coloured papers Combining media	Simple perspective- changes in size and overlap of shapes
2a	Drawing with ink using soft, fine brushes or pen nibs. Blowing ink with a straw. Drawing with wool/string	Combining media. Working on different coloured papers	Combining media Recreating pattern and texture seen in man-made and natural forms.	Experiment further with colour using a wider range of drawing media.	Picture Space and composition Experiment further with shape, form and space
3c	Experiment further with mark-making developing greater control of drawing tools . Varying the sensitivity of line	Experiment with depth and solidity of tone.	Creating texture using different media and combinations.	Experiment further with colour using a wider range of drawing media. Colour mixing and blending with soft pastels.	Use of light and shadow to indicate depth and volume

Appendix 6 Progression in Painting and Drawing Key Stage 2

Visual Elements & Techniques					
	Line	Tone	Pattern and Texture	Colour	Shape, Form and Space
3c	Experiment further with mark-making developing greater control of drawing tools . Varying the sensitivity of line	Experiment with depth and solidity of tone.	Creating texture using different media and combinations.	Experiment further with colour using a wider range of drawing media. Colour mixing and blending	Use of light and shadow to indicate depth and volume
3b	Applying Knowledge of descriptive and expressive qualities of line. Use line to show volume, depth or distance.	Applying dots with marks which show tonal contrasts, shadows and hilights. Spattering, stippling and spraying.	Re- creating pattern and texture seen in natural and made forms.	With soft pastels overlapping patches of colour , hatching and cross hatching.	Use of light and shadow to indicate depth and volume.
3a	Drawing geometric shapes and straight lines free hand.	Using hatching and cross hatching to indicate tone.	Developing the use of pattern in drawings.	Matching colour to direct observations.	Combining visual elements to create form,
4c	Optical effects of line and distortion	Blending, smudging and shading with different media.	Creating texture using different media and combinations.	Using different coloured papers.	Positive and negative shapes.
4b	Wax Etching	Developing a tonal scale using dot, line and shade.	Use of scale – enlargements use of magnifying glass. Patterns using repeated shapes	Applying colour expressively and imaginatively	Drawing from different viewpoints- above , below, sideview.
4a	Select the appropriate line for representation or expression	Erasing and heightening tone.	Tessellation, rotation , symmetry, brick repeat, full, halfdrop, mirror image counter change	Using colour expressively and imaginatively.	Perspective
5	Use an appropriate range of lines in the development of an extended individual project.	Use linear and blocked tone in the development of an extended individual project.	Use appropriate range of pattern and texture in the development of an extended individual project		Picture space and composition

Appendix 7 Year 1: Painting and Drawing

	Target	Date to be taught	Outcome (What this will be assessed against)	Children achieving	Notes
1 a	<p>Line:I use unbroken lines to make outlines and show ideas and feelings</p> <p>Tone:I change the pressure when I use tools I make dots and lines I hatch and cross hatch</p> <p>Pattern and Texture:I add pattern to my drawings I match patterns and textures I copy patterns and textures</p> <p>Colour:I use different colours of media I mix and blend pastels</p> <p>Shape, form and Space I draw with wire and string I draw around objects I overlap shapes to make new shapes</p>				
2 c	<p>Line: I change the distance between my lines I use a ruler to make patterns</p> <p>Tone: I use ink to spatter, spray and stipple with ink I use the contrast of light and dark</p> <p>Pattern and Texture: I design and make patterns I make rubbings of natural objects I know the names of tools and media I use</p> <p>Colour: I blow ink to mix colours I make pattern using colour I use different coloured papers I use different media of the same/ contrasting colour</p> <p>Shape, form and space: I am beginning to understand perspective I make spaces between shapes I change the size of a shape to make it look closer or further away I overlap shapes to show one is in front of, behind or beside each other</p>				

Appendix 7

Year 2: Painting and Drawing

	Target	Date to be taught	Outcome (What this will be assessed against)	Children achieving	Notes
2 b	Line: I draw with a variety drawing materials on different surfaces				
	Tone: I use lines to show changes in tone in steps I use different pencils to show changes in tone in steps I use blending to show gradual changes in tone I experiment with tone to show where an object I experiment with tone to show an object is 3 dimensional				
	Pattern&Texture: I draw on different surfaces				
	Colour : I choose different coloured papers to draw on I combine different media to create the colours I want				
	Shape,Form and Space : I am beginning to see the spaces between objects when I draw				
2 a	Line: I draw with ink using soft, fine brushes, pen nibs, straws, wool/string				
	Tone: I experiment with different media to create tone				
	Pattern & Texture: I use different media to recreate patterns and texture of natural and man-made objects				
	Colour: I use different media to create the colours I want				
	Shape, Form and Space: I draw using all the techniques I have learned so far				
3 c	Line: I have good control of all of the tools have used I decide on the type of line I need I choose the correct tool to make the line I need I choose the correct technique to make the line I need				
	Tone: I experiment with tone in my drawings				
	Pattern & Texture: I create texture in my drawings using different combinations of media				
	Colour: I mix and blend soft pastels to create the colours I want				
	Shape, Form and Space: I use light and shadow to show the position of an object I use light and shadow to show an object is three dimensional				

Appendix 7

Year 3: Painting and Drawing

	Target	Date to be taught	Outcome (What this will be assessed against)	Children achieving	Notes
3 b	<p>Line:I am beginning to understand and make lines which are expressive (show feeling)and descriptive (give information) I make lines to show volume, depth and distance</p>				
	<p>Tone:I make dots to show contrast of dark and light I use dots to make shadows and highlights I splatter, stipple and spray.</p>				
	<p>Pattern and Texture:I create my own pattern and texture inspired by natural and man-made objects</p>				
	<p>Colour:I overlap colours using pastels I hatch and cross hatch with pastels</p>				
	<p>Shape, form and Space: I make light and dark areas to show an object is three dimensional</p>				

Appendix 7

Year 4: Painting and Drawing

	Target	Date to be taught	Outcome (What this will be assessed against)	Children achieving	Notes
3 a	Line: I draw shapes and lines free hand				
	Tone: I hatch and cross hatch to make light and dark areas				
	Pattern&Texture: I use pattern in my drawings				
	Colour : I look closely at colours and I can match colours				
	Shape,Form and Space : I can show the form (height, weight and depth of objects) using the techniques I have learnt so far				
4 c	Line: I draw lines to experiment with perspective I distort lines				
	Tone: I blend, smudge and shade with different media				
	Pattern & Texture: I use different media I use two or more media together				
	Colour: I use different coloured papers				
	Shape, Form and Space: I draw the space around an object or shapes between an object. I observe and draw the background space around an object				

Appendix 7

Year 5: Painting and Drawing

	Target	Date to be taught	Outcome (What this will be assessed against)	Children achieving	Notes
4 b	<p>Line: I create a wax etching (I scratch an image into a layer of coloured wax crayon covered with a layer of black wax crayon)</p> <p>Tone: I develop a scale of light to dark tones using dot, line and shade</p> <p>Pattern and Texture: I experiment with scale I enlarge my patterns using a magnifying glass I create patterns with repeating shapes</p> <p>Colour: I apply colour freely to express emotions I apply colour using my own imagination</p> <p>Shape, form and Space I draw from different viewpoints I draw the same object from above, below and from the side</p>				
4 a	<p>Line: I choose an appropriate line for creating feeling or representing an object</p> <p>Tone: I use a rubber or putty to remove dark areas in my drawing I use a pale or white colour over dark areas to add tone</p> <p>Pattern and Texture: I repeat geometric shapes which fit together to create a pattern I create patterns by rotating shapes I create symmetrical patterns I rotate shapes to create brick repeat, full and half drop patterns I create mirror image patterns</p> <p>Colour: I chose colours to express emotions I chose colours using my own imagination</p> <p>Shape, form and space: I use perspective techniques to create a 3D feeling on a 2D surface I make spaces between shapes I change the size of a shape to make it look closer or further away I overlap shapes to show one is in front of, behind or beside each other</p>				

Appendix 7Year 6: Painting and Drawing

	Target	Date to be taught	Outcome (What this will be assessed against)	Children achieving	Notes
5	<p>Line: I devise an individual project I use an appropriate range of lines in my work to describe an object or to express a feeling</p> <p>Tone: I devise an individual project I use linear tones (shading in one direction) and blocked tone</p> <p>Pattern&Texture: I devise an individual project I chose an appropriate range of pattern and texture for my subject matter</p> <p>Colour : I make deliberate choices about colour in my work</p> <p>Shape,Form and Space : I am beginning to understand the arrangement of objects in a drawing I am thinking about the proportion of objects in relation to each other</p>				

Appendix 8
Progression in Painting

Year Group	Levels	Outcomes
1	1	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales
	2	Experiment with tools and techniques e.g. layering, mixing media, scrapping through Name different types of paint and their properties <u>Colour</u> Identify primary colours by name Mix primary shades and tones <u>Texture</u> Create textured paint by adding sand , plaster
2	3	<u>Colour</u> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music
	4	<u>Colour</u> Mix and match colours to create atmosphere and light effects
6	5	Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours

Appendix 8
Progression in Textiles

Year Group	Levels	Outcomes
1	1	Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips
	2	Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration <u>Colour</u> Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee <u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel
3	3	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist.
	4	Use fabrics to create 3D structures Use different grades of threads and needles
Year 6	5	Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

Appendix 8
Progression in 3D

Year Group	Levels	Objectives
1	1	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools
	2	<u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form <u>Texture</u> Change the surface of a malleable material e.g. build a textured tile
4	3	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object
	4	Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures
	5	Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media

Appendix 8
Progression in Print

Year Group	Levels	Outcomes
Year 1	1	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils
	2	Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns <u>Colour</u> Experiment with overprinting motifs and colour <u>Texture</u> Make rubbings to collect textures and patterns
Year 5	3	Create printing blocks by simplifying an initial sketch book idea Create printing blocks using a relief or impressed method Create repeating patterns
	4	Print with two colour overlays
	5	Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints

