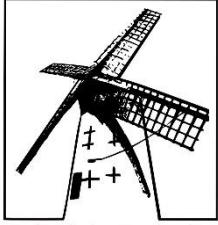


'Achieving Together'

# Skills & Knowledge Progression: Art & Design

Year group	Drawing	Painting	Collage	3D
Nursery		<ul style="list-style-type: none"> <li>• Splatter Painting - to explore paint freely with brushes and other tools.</li> <li>• To create a splatter/drip firework painting.</li> <li>• To be introduced to the work of Jackson Pollock.</li> </ul>	<ul style="list-style-type: none"> <li>• Animal Collages - to explore colour and shape.</li> <li>• To make a collage of a wild animal using paper shapes.</li> <li>• To be introduced to the work of Henri Matisse.</li> </ul>	<ul style="list-style-type: none"> <li>• Transient Art - to explore pattern, shape, texture and line.</li> <li>• To make simple sculptures using natural materials e.g. wood, clay, stone, flowers, grass, leaves.</li> <li>• To be introduced to the work of Andy Goldsworthy.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Self Portraits - to use black fine liner pens to create a self-portrait.</li> <li>• To draw with increasing complexity and detail using observational skills.</li> <li>• To look at a range of self-portraits from different artists and comment on their work; expressing their thoughts and feelings (e.g. Van Gogh, Klimt, Andy Gellenberg)</li> </ul>	<ul style="list-style-type: none"> <li>• Colour Mixing &amp; Shapes - to explore mixing colours, tints and shades.</li> <li>• To create a circles painting using colour mixing skills.</li> <li>• To learn about the work of Wassily Kandinsky.</li> <li>• To be able to give an interesting fact about the work of Kandinsky.</li> </ul>		<ul style="list-style-type: none"> <li>• Making Marks with Food - to explore colour, texture, form and design.</li> <li>• To create a portrait of a person using fruit and vegetables.</li> <li>• To learn about the work of Giuseppe Arcimboldo.</li> </ul>



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# Skills & Knowledge Progression: Art & Design

Year group	Sketchbooks	Drawing	Painting and Collage	Making	Purpose/Visual Literacy/Articulation
	Purple = Substantive Knowledge		Green = Implicit Knowledge/Skills		
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. <a href="#">Spirals</a></li> <li>Make a simple elastic band sketchbook. Personalise it. <a href="#">Spirals</a></li> <li>Develop experience of primary and secondary colours <a href="#">Spirals</a> <a href="#">Flora &amp; Fauna</a></li> <li>Practice observational drawing <a href="#">Spirals</a> <a href="#">Flora &amp; Fauna</a></li> <li>Explore mark making <a href="#">Spirals</a> <a href="#">Flora &amp; Fauna</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand drawing is a physical activity. <a href="#">Spirals</a></li> <li>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. <a href="#">Spirals</a></li> <li>Use colour (pastels, chalks) intuitively to develop spiral drawings. <a href="#">Spirals</a></li> <li>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. <a href="#">Flora &amp; Fauna</a></li> <li>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. <a href="#">Flora &amp; Fauna</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand collage is the art of using elements of paper to make images. <a href="#">Flora &amp; Fauna</a></li> <li>Understand we can create our own papers with which to collage. <a href="#">Flora &amp; Fauna</a></li> <li>Collage with painted papers exploring colour, shape and composition. <a href="#">Flora &amp; Fauna</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. <a href="#">Playful Making_Birds</a></li> <li>Understand the meaning of "Design through Making" <a href="#">Playful Making_Birds</a></li> <li>Use a combination of two or more materials to make sculpture. <a href="#">Playful Making</a></li> <li>Use construction methods to build. <a href="#">Playful Making</a></li> <li>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. <a href="#">Playful Making</a></li> </ul>	<ul style="list-style-type: none"> <li>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</li> <li>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</li> <li>Reflect upon the artists' work, and share your response verbally ("I liked...").</li> <li>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</li> <li>Some children may feel able to share their response about classmates work.</li> </ul> <p><a href="#">All Pathways for Year 1</a></p>

## Year 2

- Continue to build understanding that sketchbooks are places for personal experimentation.
- Understand that the way each persons' sketchbook looks is unique to them. [All Pathways for Year 2](#)
- Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. [Explore & Draw](#)

- Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. [Explore & Draw](#)

Work in sketchbooks to:

- Explore the qualities of different media. [Explore & Draw](#)
- Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. [Explore & Draw](#)
- Explore colour and colour mixing. [Expressive Painting](#)
- Make visual notes about artists studied. [Explore & Draw](#)

- Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. [Explore & Draw](#)
- Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. [Explore & Draw](#)

- Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. [Explore & Draw](#)

- Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. [Explore & Draw](#)

- Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. [Explore & Draw](#)

- Create final collaged drawings (see column 5 "collage") which explore composition. [Explore & Draw](#)

- Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. [Expressive Painting](#)

- Understand that the properties of the paint that you use, and how you use it, will affect your mark making. [Expressive Painting](#)

- Understand that primary colours can be mixed together to make secondary colours of different hues. [Expressive Painting](#)

- Understand the concept of still life. [Expressive Painting](#)

- Understand that we can combine collage with other disciplines such as drawing, printmaking and making. [Explore & Draw](#)

- Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools. [Expressive Painting](#)

- Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. [Expressive Painting](#)

- Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. [Explore & Draw](#)

- Collage with drawings to create invented forms. Combine with making if appropriate. [Explore & Draw Music & Art](#)

- Understand when we make sculpture by adding materials it is called Construction. [Stick Transformation Project](#)

- Use Design through Making philosophy to playfully construct towards a loose brief. [Stick Transformation Project Music & Art](#)

- Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. [Stick Transformation Project](#)

- Understand artists take their inspiration from around them, collecting and transforming.

- Understand that in art we can experiment and discover things for ourselves.

- Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.

- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.

[All Pathways for Year 2](#)

- Reflect upon the artists' work, and share your response verbally ("I liked...").

- Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").

Talk about intention.

- Share responses to classmates work, appreciating similarities and differences.

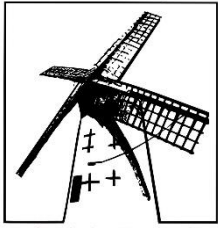
- Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

- [All Pathways for Year 2](#)

### End of Key Stage 1 Expectations:

Pupils should be taught:-

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About 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.



'Achieving Together'

# Skills & Knowledge Progression: Art & Design

Year group	Sketchbooks	Drawing	Painting & Collage	Making	Purpose/Visual Literacy/Articulation
	Purple = Substantive Knowledge		Green = Implicit Knowledge/Skills		
Year 3	<ul style="list-style-type: none"> <li>Continue to build understanding that sketchbooks are places for personal experimentation. <a href="#">All Pathways for Year 3</a></li> <li>Understand that the way each persons' sketchbook looks is unique to them. <a href="#">All Pathways for Year 3</a></li> <li>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. <a href="#">All Pathways for Year 3</a></li> </ul> <p>Work in sketchbooks to:</p> <ul style="list-style-type: none"> <li>Explore the qualities of charcoal. <a href="#">Gestural Drawing with Charcoal</a></li> <li>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. <a href="#">Gestural Drawing with Charcoal</a>, <a href="#">Cloth</a>, <a href="#">Thread</a>, <a href="#">Paint</a>, <a href="#">Animated Drawings</a></li> <li>Develop mark-making skills. <a href="#">Gestural Drawing with Charcoal</a>, <a href="#">Cloth</a>, <a href="#">Thread</a>, <a href="#">Paint</a>, <a href="#">Animated Drawings</a></li> <li>Brainstorm animation ideas. <a href="#">Animated Drawings</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. <a href="#">Gestural Drawing with Charcoal</a></li> <li>Understand charcoal and earth pigment were our first drawing tools as humans. <a href="#">Gestural Drawing with Charcoal</a></li> <li>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. <a href="#">Gestural Drawing with Charcoal</a></li> <li>Understand that animators make drawings that move.</li> </ul> <ul style="list-style-type: none"> <li>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. <a href="#">Gestural Drawing with Charcoal</a></li> <li>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). <a href="#">Gestural Drawing with Charcoal</a></li> <li>Option to explore making gestural drawings with charcoal using the whole body (link to dance). <a href="#">Gestural Drawing with Charcoal</a></li> <li>Develop mark-making skills by deconstructing the work of artists. <a href="#">Cloth</a>, <a href="#">Thread</a>, <a href="#">Paint</a></li> <li>Use imaginative and observational drawing skills to make drawings of people/animals, which can be animated. Consider background, foreground and subject. <a href="#">Animated Drawings</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand that paint acts differently on different surfaces. <a href="#">Cloth</a>, <a href="#">Thread</a>, <a href="#">Paint</a></li> <li>Understand the concept of still life and landscape painting. <a href="#">Cloth</a>, <a href="#">Thread</a>, <a href="#">Paint</a></li> </ul> <ul style="list-style-type: none"> <li>Continue to develop colour-mixing skills. <a href="#">Cloth</a>, <a href="#">Thread</a>, <a href="#">Paint</a>, <a href="#">Natural Materials</a></li> <li>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. <a href="#">Cloth</a>, <a href="#">Thread</a>, <a href="#">Paint</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand that articulated drawings can be animated. <a href="#">Animated Drawings</a></li> </ul> <ul style="list-style-type: none"> <li>Cut out drawings and make simple articulations to make drawings, which can be animated. Combine with digital media to make animations. <a href="#">Animated Drawings</a></li> </ul>	<ul style="list-style-type: none"> <li>To understand that visual artists look to other art forms for inspiration.</li> <li>Look at the work of an artist who uses gestural marks, which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</li> <li>Understand artists often collaborate on projects, bringing different skills together.</li> <li>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</li> <li>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 3</a></li> <li>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</li> <li>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention.</li> <li>Work collaboratively to present outcomes to others where appropriate. Present as a team.</li> <li>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</li> <li>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective. <a href="#">All Pathways for Year 3</a></li> </ul>

## Year 4

- Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. [All Pathways for Year 4](#)

Use sketchbooks to:

- Practise drawing skills. [Storytelling Through Drawing](#) [Exploring Still Life Sculpture & Structure](#)
- Make visual notes to record ideas and processes discovered through looking at other artists. [Storytelling Through Drawing](#) [Exploring Still Life Sculpture & Structure](#)
- Test and experiment with materials. [Storytelling Through Drawing](#) [Exploring Still Life Sculpture & Structure](#)
- Brainstorm pattern, colour, line and shape. [Exploring Still Life](#)
- Reflect. [Storytelling Through Drawing](#) [Exploring Still Life Sculpture & Structure](#)

- Understand that artists and illustrators interpret narrative texts and create sequenced drawings. [Storytelling Through Drawing](#)

- Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk, which convey drama and mood. Use light and portray light/shadow. [Storytelling Through Drawing](#)
- Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. [Storytelling Through Drawing](#)
- Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. [Storytelling Through Drawing](#)

- Understand that still life name given to the genre of painting (or making) a collection of objects/elements. [Exploring Still Life](#)
- That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. [Exploring Still Life](#)

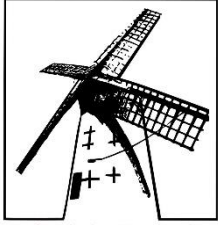
- To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. [Exploring Still Life](#)
- To use close observation and try different hues and tones to capture 3D form in two dimensions. (Option to use collage from painted sheets). [Exploring Still Life](#)
- Options to work in clay, making reliefs inspired by fruit still lives, or make 3D graphic still lives using ink and foamboard. [Exploring Still Life](#)

- To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. [Sculpture & Structure](#)

- Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. [Sculpture & Structure](#)

- Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.

- Understand artists often collaborate on projects, bringing different skills together.
- Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.
- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. [All Pathways for Year 4](#)
- Reflect upon the artists' work, and share your response verbally ("I liked... I did not understand... it reminded me of... It links to...").
- Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I was inspired by...."). Talk about intention.
- Work collaboratively to present outcomes to others where appropriate. Present as a team.
- Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.
- Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. [All Pathways for Year 4](#)



'Achieving Together'

# Skills & Knowledge Progression: Art & Design

Year group	Sketchbooks	Drawing	Painting	Printmaking/Making	Purpose/Visual Literacy/Articulation
<p>Purple = Substantive Knowledge      Green = Implicit Knowledge/Skills</p>					
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Explore mark making. <a href="#">Typography &amp; Maps Fashion Design</a></li> <li>• Make visual notes to capture, consolidate and reflect upon the artists studied. <a href="#">Typography &amp; Maps Architecture: Big or Small Fashion Design</a></li> <li>• Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. <a href="#">Architecture: Big or Small Fashion Design</a></li> <li>• Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. <a href="#">Fashion Design</a></li> </ul>	<ul style="list-style-type: none"> <li>• Understand that designers create fonts and work with Typography. <a href="#">Typography &amp; Maps</a></li> <li>• Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. <a href="#">Typography &amp; Maps</a></li> <li>• Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. <a href="#">Typography &amp; Maps</a></li> <li>• Draw over maps/existing marks to explore how you can make mark making more visually powerful. <a href="#">Typography &amp; Maps</a></li> <li>• Combine drawing with making to create pictorial / three dimension maps, which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2D can become 3D through manipulation of paper. <a href="#">Typography &amp; Maps</a></li> </ul>	<ul style="list-style-type: none"> <li>• Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2D patterned sheets into 3D forms or collaged elements to explore fashion design (see column 6 "making"). <a href="#">Fashion Design</a></li> </ul>	<ul style="list-style-type: none"> <li>• Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. <a href="#">Architecture: Big or Small Fashion Design</a></li> <li>• Use Design through Making and scale models to create a piece of architecture, which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. <a href="#">Architecture: Big or Small</a></li> <li>• Option to work in 3D to devise fashion constructed from patterned papers. <a href="#">Fashion Design</a></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the work of designers, artists, animators, architects.</li> <li>• Understand the processes, intentions an outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</li> <li>• Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. <a href="#">All Pathways for Year 5</a></li> <li>• Reflect upon the artists' work, and share your response verbally ("I liked... I did not understand... it reminded me of... It links to...").</li> <li>• Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I was inspired by...."). Talk about intention.</li> <li>• Work collaboratively to present outcomes to others where appropriate. Present as a team.</li> <li>• Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</li> <li>• Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting &amp; perspective.</li> <li>• Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? <a href="#">All Pathways for Year 5</a></li> </ul>

## Year 6

Use sketchbooks to:

- Practise seeing negative and positive shapes. [2D to 3D](#)
- Using the grid method to scale up an image. [2D to 3D](#)
- Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? [Exploring Identity](#)
- Explore combinations and layering of media. [Exploring Identity](#)
- Develop Mark Making [2D to 3D Exploring Identity](#)
- Make visual notes to capture, consolidate and reflect upon the artists studied. [2D to 3D Exploring Identity Take a Seat](#)

- Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. [2D to 3D](#)
- Understand that graphic designers use typography and image to create packaging, which we aspire to use. [2D to 3D](#)
- Understand that there are technical processes we can use to help us see, draw and scale up our work. [2D to 3D](#)

- Explore using negative and positive space to "see" and draw a simple element/object. [2D to 3D](#)
- Use the grid system to scale up the image above, transferring the image onto card. [2D to 3D](#)
- Use collage to add tonal marks to the "flat image". [2D to 3D](#)

- Understand that someone has designed the fabrics used to make clothes. That there is a relationship between 2D shape and pattern and 3D form and function.

- Explore how we can use layers (physical or digital) to explore and build portraits of ourselves, which explore aspects of our background, experience, culture, and personality. [Exploring Identity](#)
- Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. [Exploring Identity](#)

- Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. [Exploring Identity Take a Seat](#)
- Understand that artists and designers add colour, texture, meaning and richness to our life. [Exploring Identity Take a Seat](#)
- Understand that artists reinvent. Understand that as artists, we can take the work of others and reform it to suit us. That we can be inspired by the past and make things for the future. [Take a Seat](#)

- Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. [Take a Seat](#)
- Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. [Exploring Identity](#)

- Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.

- Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.

- Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. [All Pathways for Year 6](#)

- Reflect upon the artists' work, and share your response verbally ("I liked... I did not understand... it reminded me of... It links to...").

- Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might. I was inspired by..."). Talk about intention.

- Work collaboratively to present outcomes to others where appropriate. Present as a team.

- Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.

- Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. [All Pathways for Year 6](#)

### End of Key Stage 2 Expectations:

Pupils should be taught: -

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
- To create sketch books to record their observations and use them to review and revisit ideas.
- About great artists, architects and designers in history.