

The Nar Valley Federation of Church Academies: Art & Design Skills Progression



Drawing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoys making marks in a variety of contexts and environments</p> <p>Is spontaneously expressive using marks, lines and curves</p> <p>Uses lines, shape and colour to represent objects seen, remembered or imagined</p>	<p>Is spontaneously expressive using marks, lines and curves</p> <p>Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints</p> <p>Explores tone using different grades of pencil, pastel and chalk</p>	<p>Explores tone using different grades of pencil, pastel and chalk</p> <p>Uses lines, tones and shading to represent objects from experience or imagination</p> <p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>To control the range of marks, lines, tones and shading when drawing and representing shape.</p>	<p>To control the range of marks, lines, tones and shading when drawing and representing shape</p> <p>Explores shading and tone using a range of media including light and dark.</p> <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their images, as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and form.</p> <p>Draw familiar objects from a range of viewpoints</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their images as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Use different media to achieve variations in line, texture tone, colour, shape and form.</p> <p>Draw familiar objects from a range of viewpoints.</p> <p>Alter and refine drawings and describe changes.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture</p>	<p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture</p> <p>Is confident in using a range of materials e.g. grades of pencil, ball point pens, graphite, and charcoal to create line, tone, hue, shade, pattern, texture, colour and shape.</p> <p>Uses a variety of source material in their work</p> <p>Works in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas</p> <p>Identify artists that have worked in a similar way to their own work.</p> <p>Demonstrates a wide variety of ways to make different marks with dry and wet media.</p> <p>Independently selects appropriate media and techniques to create a specific outcome.</p>	<p>Is confident in using a range of materials e.g. grades of pencil, ball point pens, graphite, and charcoal to create line, tone, hue, shade, pattern, texture, colour and shape.</p> <p>Uses a variety of source material in their work</p> <p>Works in a sustained and independent way from observation, experience and imagination</p> <p>Use a sketchbook to develop ideas</p> <p>Independently selects appropriate media and techniques to create a specific outcome.</p> <p>Demonstrates a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists that have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form space, colour and shape and to use related language appropriately.</p>

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						Independently identifies a mixture of techniques and media to create a specific outcome. Can justify their choices
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Painting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explores making marks in a variety of contexts and environments</p> <p>Uses a range of materials to spread paint in addition to brushes e.g. straws, matchsticks</p> <p>Experiments and enjoys mixing colours -Work on different scales</p> <p>Mix secondary colours and shades using different types of paint.</p>	<p>Experiments and enjoys mixing colours -Work on different scales</p> <p>Work on different scales. Mix secondary colours and shades using different types of paint</p> <p>Creates different patterns using a range of colours and tools e.g. combs, sponges, lolly sticks, different thicknesses of brushes</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through</p> <p>Name different types of paint and their properties</p>	<p>Experiment with tools and techniques, inc. layering, mixing media, scraping through</p> <p>Name different types of paint and their properties.</p> <p>Uses colour to express moods and feelings overlapping and overlaying. e.g. mod rok, papier mâché</p> <p>Make a simple mosaic</p> <p>Create textured collages from a variety of media.</p> <p>Stitch, knot and use other manipulative skills</p> <p>Develops an awareness in contrasts of texture and colour</p>	<p>Represent own ideas, experiences and imagination using colour to express moods and feelings.</p> <p>Explores the effect of other media on paint e.g. adding water, sand and glue.</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes and thickened paint.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes and thickened paint</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc</p> <p>Make and match colours with increasing accuracy.</p> <p>Use specific colour language such as tint, tone, shade and hue</p> <p>Plan and create different effects and textures with paint according to what they need for the task</p> <p>Begin to use a range of effects such as dots, splashes and scratches</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Begin to use a range of effects such as dots, splashes and scratches</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> <p>Creates shade tints using black and white.</p> <p>Explores the effect of light and shadow on natural and manmade objects.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> <p>Creates shades tints using black and white</p> <p>Explores the effect of light and shadow on natural and manmade objects</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies to test media, materials and mix appropriate colours.</p> <p>Work from a variety of sources including those researched independently.</p> <p>Show an awareness of how paintings are created (composition)</p> <p>Confidently use a range of techniques, colours and</p>

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						effects to represent things seen, remembered, imagined and experienced. Identifies tertiary colours
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Collage						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handles different materials</p> <p>Selects and sorts materials into given criteria/qualities e.g. warm/cold shiny/smooth</p> <p>Engages in a range of more complex activities e.g. cutting, sewing and threading with a range of materials</p>	<p>Selects and sorts materials into given criteria/qualities e.g. warm/cold shiny/smooth</p> <p>Engages in a range of more complex activities e.g. cutting, sewing and threading with a range of materials.</p> <p>Use a wide variety of media inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.</p> <p>Has an idea of adhesives and decides which might be most effective for the task</p>	<p>Has an idea of adhesives and decides which might be most effective for the task</p> <p>Creates images independently using collage from imagination, experience and observation.</p> <p>Develops skills involving overlapping and overlaying. e.g. mod rok, papier mâché</p> <p>Make a simple mosaic</p> <p>Create textured collages from a variety of media.</p> <p>Stitch, knot and use other manipulative skills</p> <p>Develops an awareness in contrasts of texture and colour</p>	<p>Experiments with creating mood, feeling and movement.</p> <p>Match the tool to the material</p> <p>Use a variety of techniques inc. dying and paper and plastic trappings with some support</p> <p>Name the tools they have used</p> <p>Develop skills in cutting and joining.</p> <p>Experiment with a range of media when overlapping and layering</p> <p>Use a variety of techniques inc. dying, and paper and plastic trappings more independently</p>	<p>Use a variety of techniques inc. dying and paper and plastic trappings with some support</p> <p>Name the tools they have used</p> <p>Develop skills in cutting and joining.</p> <p>Experiment with a range of media when overlapping and layering</p> <p>Use a variety of techniques inc. dying, and paper and plastic trappings more independently</p> <p>interprets stories, music, poems and other stimuli using collage.</p> <p>Use collage as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an artistic vocabulary</p> <p>Experiment with paste resist.</p> <p>Independently selects and chooses materials to have a specific outcome.</p>	<p>Begins to look at pattern and colour in 3D structures and transfers this knowledge to their own structures.</p> <p>Explores how stimuli is used as a starting point</p> <p>Join fabrics in different ways including stitching.</p> <p>Uses different grades of threads.</p> <p>Extend their work within a specific technique.</p> <p>Use different techniques, colours and textures when designing and making pieces of work</p> <p>Develops and applies knowledge of embellishing techniques such as stitching and printing as a form of expression</p>	<p>Join fabrics in different ways including stitching.</p> <p>Uses different grades of threads.</p> <p>Extend their work within a specific technique.</p> <p>Develops and applies knowledge of embellishing techniques such as stitching and printing as a form of expression.</p> <p>Use different techniques, colours and textures when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work and provide evidence in sketchbooks</p> <p>Design an artefact using knowledge of techniques for a specific outcome.</p> <p>Makes use of previous learning by revisiting ideas and using sketchbooks</p>

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3D Work						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handles, feels and manipulates rigid and malleable materials</p> <p>Pulls apart and reconstructs basic shapes</p> <p>Becoming more aware of the form, feel, texture and pattern of objects</p>	<p>Pulls apart and reconstructs basic shapes</p> <p>Becoming more aware of the form, feel, texture and pattern of objects</p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping</p> <p>Explore sculpture with a range of malleable media, especially clay</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form</p>	<p>Explore sculpture with a range of malleable media, especially clay</p> <p>Explore shape and form</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models</p> <p>Understand the safety and basic care of materials and tools</p> <p>Is able to create texture and specific effects using a range of tools</p>	<p>Is able to create texture and specific effects using a range of tools</p> <p>Is able to create a 3D piece from a 2D stimulus with increasing independency.</p> <p>Join clay adequately and work mostly independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Make a simple papier mâché object independently</p> <p>Plan, design and make models with evidence in their scrapbooks</p> <p>Shows awareness of texture, shape and form by recreating an image in 3D form.</p>	<p>Join clay adequately and work mostly independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Make a simple papier mâché object independently</p> <p>Plan, design and make models with evidence in their scrapbooks.</p> <p>Shows awareness of texture, shape and form by recreating an image in 3D form.</p> <p>Make informed choices about the 3D technique chosen. Plan, design, make and adapt models with evidence in their scrapbook.</p> <p>Talk about their work and show understanding of how it has been sculpted, modelled or constructed.</p> <p>Begins to look at pattern and colour in 3D structures and transfers this knowledge to their own structures.</p> <p>Explores how stimuli is used as a starting point</p>	<p>Independently selects and chooses materials to have a specific outcome.</p> <p>Describe the different qualities involved with modelling, sculpture and construction.</p> <p>Use recycled and man-made materials in sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Looks at 3D work from a variety of genres and cultures to generate and develop own responses and opinions.</p> <p>Develop skills in using clay inc. slabs, coils, slips etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculptures and constructions with increasing independence.</p> <p>Use sketchbooks to review and revisit previous learning and use these ideas in new projects</p> <p>Independently use sketchbooks to review and revisit previous learning and use these ideas, tools, techniques and resources in new projects</p>	<p>Describe the different qualities involved with modelling, sculpture and construction.</p> <p>Use recycled and man-made materials in sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Looks at 3D work from a variety of genres and cultures to generate and develop own responses and opinions.</p> <p>Develop skills in using clay inc. slabs, coils, slips etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculptures and constructions with increasing independence.</p> <p>Use sketchbooks to review and revisit previous learning and use these ideas, tools, techniques and resources in new projects</p>

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Printing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Random experimental printing with hands, feet or any found materials</p> <p>Uses one colour of paint or ink to create patterns: random or organised</p> <p>Extends repeating patterns overlapping two contrasting colours.</p>	<p>Uses one colour of paint or ink to create patterns: random or organised</p> <p>Make marks with a variety of objects including natural and made objects</p> <p>Use basic tools to create an effect on an object (e.g. potato)</p> <p>Create repeating patterns</p> <p>Explores and recreates patterns and textures with an extended range of materials e.g. sponges, leaves and fruit, block, relief, fabric and mono printing</p>	<p>Explores and recreates patterns and textures with an extended range of materials e.g. sponges, leaves and fruit, block, relief and mono printing</p> <p>Creates a range of prints on rigid and flexible materials e.g. foam board, block printing mono printing and can identify prints in the environment</p> <p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings</p> <p>Use basic tools to create an effect on an object</p> <p>Know the names of tools, techniques and elements that he/she uses</p> <p>Design patterns of increasing complexity and repetition</p>	<p>Design patterns of increasing complexity and repetition</p> <p>Explores images and recreates texture using wallpaper, string and polystyrene</p> <p>Explores colour mixing through printing using two colours and a variety of materials e.g. wallpaper, string, polystyrene and</p> <p>Uses printing to represent the natural environment. Refine and alter ideas and explain choices using an artistic vocabulary</p>	<p>Explores colour mixing through printing using two colours and a variety of materials e.g. wallpaper, string, polystyrene</p> <p>Uses printing to represent the natural environment. Refine and alter ideas and explain choices using an artistic vocabulary</p> <p>Compares own image and pattern to that of a well-known artist or crafts person e.g. William Morris</p>	<p>Compares own image and pattern to that of a well-known artist or crafts person e.g. William Morris</p> <p>Explain a few techniques inc. the use of polyblocks, relief, mono and resist printing.</p> <p>Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</p> <p>Describe and critique a variety of printing techniques such as poly-blocks, relief, mono, resist and screen printing.</p> <p>Demonstrate confidence when printing on paper and fabric.</p> <p>Recreates images/scenes through relief printing using card/polystyrene</p> <p>Describe and critique a variety of printing techniques such as poly-blocks, relief, mono, resist and screen printing.</p> <p>Demonstrate confidence when printing on paper and fabric.</p> <p>Recreates images/scenes through relief printing using card/polystyrene</p>	<p>Explain a few techniques inc. the use of polyblocks, relief, mono and resist printing.</p> <p>Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</p> <p>Describe and critique a variety of printing techniques such as poly-blocks, relief, mono, resist and screen printing.</p> <p>Demonstrate confidence when printing on paper and fabric.</p> <p>Recreates images/scenes through relief printing using card/polystyrene. Designs prints for wallpaper, fabric and books etc.</p> <p>Alter and modify work and the processes used. Work relatively independently</p> <p>Experiments with approaches used by other artists.</p> <p>Takes inspiration from the work of famous artists</p>

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Textiles

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handles and manipulates materials such as threads, wool, raffia, grass</p> <p>Is aware of colour, texture and shape</p> <p>Sorts, discusses and pulls apart cloths and threads</p>	<p>Is aware of colour, texture and shape</p> <p>Sorts, discusses and pulls apart cloths and threads</p> <p>Use a variety of techniques e. g weaving, finger knitting, sewing fabric crayons and binca (cross stitch fabric)</p> <p>Stitches and cuts threads and fibres</p>	<p>Stiches and cuts threads and fibres</p> <p>Is able to thread a needle, cut, glue and trim material.</p> <p>Simple weaving with strong wool through stiff card using two colours</p> <p>Uses a variety of techniques inc. weaving, French knitting, tie-dying, fabric crayons, applique and embroidery</p> <p>Create textured collages using a variety of media.</p> <p>Stitch, knot and use other manipulative skills with confidence and accuracy</p>	<p>Stitch, knot and use other manipulative skills with confidence and accuracy.</p> <p>Is able to discriminate between materials to create a specific texture.</p> <p>Develop skills in stitching</p> <p>Use a variety of techniques inc. dyeing, quilting, weaving, embroidery and applique with support</p> <p>Use a variety of techniques inc. dyeing, quilting, weaving, embroidery and applique more independently</p> <p>Use textiles as a means of extending work already achieved.</p>	<p>Develop skills in stitching</p> <p>Use a variety of techniques inc. dyeing, quilting, weaving, embroidery and applique with support</p> <p>Use a variety of techniques inc. dyeing, quilting, weaving, embroidery and applique more independently</p> <p>Use textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an artistic vocabulary</p> <p>Uses contrasting colours in stitching and weaving and shows understanding of pattern through discussion and written evaluation</p>	<p>Uses contrasting colours in stitching and weaving and shows understanding of pattern through discussion and written evaluation.</p> <p>Uses a range of plaiting, pinning, stitching and sewing techniques.</p> <p>Join fabrics in different ways including stitching.</p> <p>Uses different grades of threads.</p> <p>Experiment with using batik safely.</p> <p>Experiments with soft sculpture, cuts, joining patterns and embellishing.</p> <p>Develops and applies knowledge of embellishing techniques such as stitching and printing as a form of expression.</p> <p>Experiments with soft sculpture, cuts, joining patterns and embellishing.</p> <p>Develops and applies knowledge of embellishing techniques such as stitching and printing as a form of expression.</p>	<p>Uses a range of plaiting, pinning, stitching and sewing techniques.</p> <p>Join fabrics in different ways including stitching.</p> <p>Uses different grades of threads.</p> <p>Experiment with using batik safely.</p> <p>Experiments with soft sculpture, cuts, joining patterns and embellishing.</p> <p>Develops and applies knowledge of embellishing techniques such as stitching and printing as a form of expression.</p> <p>To be expressive and analytical to adapt, extend and justify their work and provide evidence in sketchbooks</p> <p>Designs shapes, tie dyes and prints for a specific outcome.</p> <p>Takes inspiration from the work of famous artists</p>

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Exploring and Developing Ideas (Ongoing) / Evaluating and Developing Ideas (Ongoing)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Exploring and Developing Ideas (Ongoing)</p> <p>To have their own ideas for artwork Say what they think and feel about their own work. Review what they and others have done and say what they think and feel about it</p> <p>Evaluating and Developing Ideas (Ongoing)</p> <p>To identify and use their favourite colour To identify things, they like in their surroundings Say what they like about their own work Say what they like about their own work and another child's work</p>	<p>Exploring and Developing Ideas (Ongoing)</p> <p>Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook. Identify what they might change in their current work or develop in the future and annotate in their sketch book</p> <p>Evaluating and Developing Ideas (Ongoing)</p> <p>Say what they like about their own work, another child's work and the work of artists and crafts makers. Make a simple plan/design about how to create a piece of artwork. Identifies how their own, peers and other artists' or crafts makers work makes them feel. Make comparisons between the work of famous artists and craft makers.</p>	<p>Exploring and Developing Ideas (Ongoing)</p> <p>Record and explore ideas from first-hand observation, experience and imagination Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures Answer questions about the starting point for their work and the processes they have made Ask their own questions about the starting point for their work and the processes they have made</p> <p>Evaluating and Developing Ideas (Ongoing)</p> <p>Make comparisons between the work of famous artists and craft makers. Describe similarities and differences between different practises and disciplines. Annotate work in sketchbooks Identify what they might change in their own work next time</p>	<p>Exploring and Developing Ideas (Ongoing)</p> <p>Ask their own questions about the starting point for their work and the processes they have made. Record from first-hand observation, experience and imagination Select and record from first-hand observation, experience and imagination Explore ideas for different purposes. Make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Evaluating and Developing Ideas (Ongoing)</p> <p>Compare ideas in their own work and the work of others and say what they think and feel about them. Annotate work in their sketchbook</p>	<p>Exploring and Developing Ideas (Ongoing)</p> <p>Select and record from first hand observation, experience and imagination and explore ideas for different purposes. Make thoughtful observations about starting points and select ideas to use in their work Question and make thoughtful observations about starting points and select ideas to use in their work Question and make thoughtful observations about starting points and processes of famous artists and craftspeople and select ideas to use in their work</p> <p>Evaluating and Developing Ideas (Ongoing)</p> <p>Compare ideas, methods and approaches in their own work and the work of others and say what they think and feel about them. Suggest how to adapt their work and describe how they might develop it further</p>	<p>Exploring and Developing Ideas (Ongoing)</p> <p>Question and make thoughtful observations about starting points and processes of famous artists and craftspeople and select ideas to use in their work Explore the rolls and purposes of artists, craftspeople and designers working in different times and cultures and produce written critiques. Use the ideas of famous and local artists, crafts people and designers to influence their own work and justify choices. Revisit first-hand observations and prior learning in relation to skills and processes learnt and use these to inform new projects and ideas with some support Revisit first-hand observations and prior learning in relation to skills and processes learnt and use these to inform new projects and ideas while working with some support</p> <p>Evaluating and Developing Ideas (Ongoing)</p> <p>Create written critiques of the ideas, methods and approaches used by themselves and the work</p>	<p>Exploring and Developing Ideas (Ongoing)</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures and produce written critiques. Use the ideas of famous and local artists, crafts people and designers to influence their own work and justify choices. Revisit first-hand observations and prior learning in relation to skills and processes learnt and use these to inform new projects and ideas with some support Revisit first-hand observations and prior learning in relation to skills and processes learnt and use these to inform new projects and ideas while working independently. Provide reasoning for choices made</p> <p>Evaluating and Developing Ideas (Ongoing)</p>

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		<p>Review what they and others (inc artists and crafts people) have done and say what they think and feel about it. Say what they might develop in their own work in the future</p>	<p>Compare ideas, methods and approaches in their own work and the work of others and say what they think and feel about them. Suggest how to adapt their work and describe how they might develop it further Annotate work in their sketchbook</p> <p>Compare ideas, methods and approaches in their own work and the work of others and say what they think and feel about them. Adapt their work according to their views and describe changes or improvements. Annotate work in their sketchbook</p>	<p>Annotate work in their sketchbook</p> <p>Compare ideas, methods and approaches in their own work and the work of others and say what they think and feel about them. Adapt their work according to their views and describe changes or improvements. Annotate work in their sketchbook</p> <p>Create written critiques of the ideas, methods and approaches used by themselves and the work of well-known artists and crafts people</p>	<p>of well-known artists and crafts people.</p> <p>To explain why they have chosen a specific media, style or technique and evaluate the impact it has on the outcome. To generate a written explanation of why they like specific features of an artist's work</p> <p>To critically evaluate their own work and use the evaluations to impact positively on generating a final outcome / piece of work</p> <p>To generate a written explanation of why they like specific features of an artist's work/techniques and say how they might use some features in their own work</p>	<p>To explain why they have chosen a specific media, style or technique and evaluate the impact it has on the final outcome.</p> <p>To critically evaluate their own work and use the evaluations to impact positively on generating a final outcome/piece of work</p> <p>To generate a written explanation of why they like specific features of an artist's work/techniques and say how they might use some features in their own work</p> <p>To critically evaluate their own work and use the evaluations to impact positively on generating a final outcome/ piece of work while working independently</p>
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