

Progression of Art skills Document

This document has been designed and created to show how we will cover the relevant skills and knowledge across our school in Art through the different units (see curriculum).

<u>Area of learning</u>	<u>EYFS</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
Thread taken from the National Curriculum/Early Years Framework	<p>Early Learning Goals (Expressive Arts and Design)</p> <p style="text-align: center;"><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p style="text-align: center;"><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of wee-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <p style="text-align: center;"><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • Children explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art 	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Look at the range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> • To use sketch books to create their own observations and use them to review and revisit their own ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.

Exploring and developing ideas

<u>EYFS</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
<p style="text-align: center;">Expressive Arts and Design: Exploring and using media and materials.</p> <ul style="list-style-type: none"> Children explore what happens when they mix colours. Experiment to create different textures. Understand different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Select appropriate resources and adapt work where necessary. 40-60 months <p style="text-align: center;">Children explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function</p>	<p style="text-align: center;">KS1 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To produce creative work, exploring their ideas and recording experiences. <p>Children can:</p> <ul style="list-style-type: none"> Respond positively to ideas and starting points; Explore ideas and collect information; Describe differences and similarities and make links to their own work; Try different materials and methods to improve. Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p style="text-align: center;">KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. <p>Children can:</p> <ul style="list-style-type: none"> Review and revisit ideas in their sketchbooks; Offer feedback using technical vocabulary; think critically about their art and design work; Use digital technology as sources for developing ideas; Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

Looking at a range of different artists, architects and craftspeople

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key Stage 1 Expectations</u>
<ul style="list-style-type: none"> To know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. To know how to explain what they are doing when they make art. <p>Nursery: Damien Hirst Reception: Piet Mondrian</p>	<ul style="list-style-type: none"> To know how to recognise and describe some simple characteristics of different kinds of art, craft and design. To know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. 	<ul style="list-style-type: none"> To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names 	<ul style="list-style-type: none"> To know about the work of a range of artists, craft makers and designers. To describe the differences and similarities between different practices and disciplines, and making links to their own work.

	Andy Warhol, Jon Gowdy, Hannah Hoch.	of the tools and colours they use). Bridget Riley, Andy Warhol (revisit), Barbara Hepworth, Henry Moore, Andy Goldsworthy and Lowry.		
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<ul style="list-style-type: none"> To know about and describe the work of some artists, craftspeople, architects and designers. To be able to explain how to use some of the tools and techniques they have chosen to work with. <p>Cassius Marcellus Coolidge, William Wegman, Monet, Turner, Afremov, Simon Hennessey, Van Gough.</p>	<ul style="list-style-type: none"> To know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. To know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. <p>Clarice Cliff, Maria Iliou, Michael Monaco, Pieter Bruegel, Judy Joel, Tim Roper.</p>	<ul style="list-style-type: none"> To research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. To describe the process they are using and how they hope to achieve high quality outcomes. <p>Holbein, Arcimboldo, Frida Kahlo, William Morris, Andy Warhol (revisit prints), Louise Moillon.</p>	<ul style="list-style-type: none"> To describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. To know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. <p>Claude Monet, Pierre Renoir, George Stubbs, Henri Rousseau, Kandinsky, Chagall, LS Lowry (revisit perspective), Pablo Picasso, Salvador Dali.</p>	<ul style="list-style-type: none"> To know about great artists, architects and designers in history. To make comparisons to different artists and designers.

Drawing

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key Stage 1 Expectations</u>		
<u>Nursery</u>	<ul style="list-style-type: none"> To experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. To control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses. To name, match and draw lines/marks from observations To investigate textures by describing, naming, rubbing, copying. 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. 	<ul style="list-style-type: none"> To invent new lines and create patterns and textures. To draw on different surfaces with a range of media To observe and draw shapes from observations To draw shapes in between objects and to invent new shapes. To investigate tone by drawing light/dark lines, light /dark patterns, light/dark shapes. 	<p>To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk and felt tips 		
<p style="text-align: center;"><u>Reception</u></p> <p>Use drawings to tell a story and investigate different lines.</p> <ul style="list-style-type: none"> Encourage accurate drawings of objects and people that include all visible parts of the body (head, hands, fingers). Ascribe meaning to marks in further detail. Draw on different surfaces with a range of media. Use a range of drawing tools Begin to make observational drawings Repeat their own ideas, thoughts and feelings through art. Colour neatly, following the lines. 					
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 Expectations</u>	
<ul style="list-style-type: none"> To experiment with ways in which surface detail can be added to drawings. To use sketchbooks to collect and record visual information from different sources. 	<ul style="list-style-type: none"> To draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other 	<ul style="list-style-type: none"> Use a sketchbook to collect and develop ideas. Develop close observation skills using a variety of view finders. 	<ul style="list-style-type: none"> Work from a variety of sources including observation, 	<p>To become proficient in drawing techniques. To improve their mastery of art and design techniques,</p>	

<ul style="list-style-type: none"> • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil (e.g. HB, 2B, 4B) and other implements to create lines and marks. • Create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing. • Begin to show consideration in the choice of pencil grade they use. • To start experimenting and introducing perspective. 	<p>implements to draw different forms and shapes.</p> <ul style="list-style-type: none"> • Begin to show an awareness of objects having a third dimension, for example to use shading to show light and shadow effects. • Experiment with different grades of pencil and other implements to achieve variations in tone. • Develop perspective and introduce the term composition. 	<ul style="list-style-type: none"> • Use dry and wet media to make different marks, lines, patterns and shapes within a drawing. • Work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work: line, tone, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. • 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. • Use drawing techniques to work from a variety of sources including observation. 	<p>photographs and digital images.</p> <ul style="list-style-type: none"> • Explore colour mixing and blending techniques with coloured pencils. • Develop their own style using tonal contrast and mixed media. • Begin to use simple perspective in their work using a single focal point and horizon. 	<p>including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and crosshatching; • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate
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Painting

EYFS	Year 1	Year 2	End of Key Stage 1 Expectations
<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> Experiment and explore mixing primary colours Name different colours Learn the name of different tools that bring colour (e.g. pastels, paints, chalk, crayons etc) Experiment and explore a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers) <p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> Begin to mix colours for a purpose using colour mixing sequencing cards. Choose particular colours for a purpose Learn the different names of the tools (e.g. paint brushes, felt tips, crayons etc) Ensure they can name all of the colours. Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. To identify primary colours by name To mix and match colours to artefacts and objects and to find collections of colours. To work on different scales. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. 	<ul style="list-style-type: none"> To experiment with tools and techniques e.g. layering, mixing media, scraping through layers. To name different types of paint and their properties. To investigate colour by mixing primary colour shades To mix colours and know which primary colours make secondary colours, for example making colours wheels. To investigate making as many tones of one colour as possible (using white) To investigate how to darken colours without using black. 	<p>To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades.

Year 3	Year 4	Year 5	Year 6	End of Key Stage 2 Expectations
<ul style="list-style-type: none"> • Use light and dark within painting and begin to explore complimentary colours. • To work on a range of scales e.g. thin brush on small picture etc. • Use light and dark within painting and begin to explore complimentary colours. • Mix colours, shades and tones with increased confidence. • To introduce different types of brush techniques- apply colour using dotting, scratching, splashing. • To experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects 	<ul style="list-style-type: none"> • To be able to identify and use primary secondary, complementary and contrasting colours. • To create different effects and textures with paint according to what they need for the task. • To use more specific colour language. • To mix and use tints and shades and observe changes in colour. • To choose suitable equipment for the task. • To use colour to reflect mood. 	<ul style="list-style-type: none"> • To understand the language of hue, tint, tone, shades. • To use colour for mood and select colour for specific reasons • To develop a painting from a drawing • To carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • To be able to identify and use primary secondary, complementary and contrasting colours. • Mix colour, shades and tones with confidence building on previous knowledge. • Start to develop their own style using tonal contrast and mixed media. 	<ul style="list-style-type: none"> • To use the language of hue, tint, tone and shades to describe colour. • To use colour to convey feelings and select colour for specific reasons. • To create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music • To mix and match colours to create atmosphere and light effects. • To be able to identify and use primary secondary, complementary and contrasting colours and comment on what works well in their own work. 	<p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.

3D Sculpture

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key Stage 1 Expectations</u>	
<ul style="list-style-type: none"> • Uses various construction materials. • Realise that tools can be used for a purpose. • Experiment to create different textures. • Manipulates materials to achieve a planned effect. • Uses simple tools to effect changes to materials. • Design and make 3D figurines using a range of materials that the children can choose. • Cut shapes using scissors and other modelling tools. • Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. 	<ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier-mache, salt dough, Modroc • Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Impress and apply simple decoration techniques, including painting. • Use tools and equipment safely and in the correct way 	<ul style="list-style-type: none"> • Use equipment and media with increasing confidence. • Use clay, Modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... • Explore carving as a form of 3D art. • To understand the safety and basic care of materials and tools. 	<p>To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; 	
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage 2 Expectations</u>
<ul style="list-style-type: none"> • Use equipment and media with confidence. • Begin to show an awareness of objects having a third dimension and perspective. • Learn to secure work to continue at a later date. • Join two parts successfully. 	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Make a slip to join to pieces of clay. 	<p>Key Stage 2 objectives completed in Year 6.</p>	<ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Model and develop work through a 	<p>To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p>

<ul style="list-style-type: none"> • Construct a simple base for extending and modelling other shapes. • Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. • Produce more intricate surface patterns/ textures and use them when appropriate. • Produce larger ware using pinch/ slab/ coil techniques. - Continue to explore carving as a form of 3D art. • Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> • Model over an armature: newspaper frame for Modroc. • Use recycled, natural and man- made materials to create sculptures. • Adapt work as and when necessary and explain why. • Gain more confidence in carving as a form of 3D art. • Use language appropriate to skill and technique • Demonstrate awareness in environmental sculpture and found object art. • Show awareness of the effect of time upon sculptures. 		<p>combination of pinch, slab, and coil.</p> <ul style="list-style-type: none"> • Work around armatures or over constructed foundations. • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Demonstrate experience in relief and freestanding work using a range of media • Recognise sculptural forms in the environment: Furniture, buildings • Confidently carve a simple form. • Solve problems as they occur. • Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture.
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Printing

<u>EYFS</u> <u>Nursery</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key Stage 1 Expectations</u>	
<ul style="list-style-type: none"> • Print with a variety of manmade and natural objects (vegetables, hand, finger, leaves, flowers) • Explore with rollers in sand, dough, paint etc • Imprint a range of textures e.g. newspaper, coloured paper, plain paper, clay, playdough. <p style="text-align: center;"><u>Reception</u></p> <ul style="list-style-type: none"> • Make rubbings with a range of textures and patterns • Produce simple pictures by printing objects • Print with sponges • Print with block colours • Create simple patterns 	<ul style="list-style-type: none"> • Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Experience impressed printing: e.g. printing from objects. • Use equipment and media correctly and be able to produce a clean printed image. • Explore printing in relief: e.g. String and card. • Begin to identify forms of printing: Books, posters pictures, fabrics. • Use printmaking to create a repeating pattern and use a second colour on top. 	<ul style="list-style-type: none"> • To build repeating patterns and recognise pattern in the environment. • To build repeating patterns and recognise pattern in the environment. • To create own repeating patterns. 	<p>To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. 	
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage 2 Expectations</u>
Objectives covered in UKS2		<ul style="list-style-type: none"> • Increase awareness of mono and relief printing. • Demonstrate experience in fabric printing. • Expand experience in 3 colour printing. • Experience in combining prints taken from different objects to produce an end piece. • Create repeating patterns. • Understand how printing can be used to make numerous designs. 		<p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles;

	<ul style="list-style-type: none"> • Transfer a drawing into a print. Create stencil cut work. 	<ul style="list-style-type: none"> • develop techniques in mono, block and relief printing; arrange accurate patterns; • create and arrange accurate patterns
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<u>Collage</u>			
EYFS	Year 1	Year 2	End of Key Stage 1 Expectations
<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • To handle, manipulate and enjoy using materials • To acknowledge the sensory experience of exploring materials. <p style="text-align: center;"><u>Reception</u></p> <ul style="list-style-type: none"> • Cut and tear paper and card for their collages. • Scrunch paper to build an image. • Handel, manipulate and enjoying using materials • Create simple collages, using paper, pasta, beans and larger tactile things. • Selects, sorts, tears and glues items down. • To create simple collages. 	<ul style="list-style-type: none"> • To create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc . • To arrange and glue materials to different backgrounds. • To sort and group materials for different purposes e.g. colour texture. • To fold, crumple, tear and overlap papers. • To work on different scales. • To collect, sort, name match colours appropriate for an image. 	<p>KS1 objectives covered in Year 1</p>	<p>Children can:</p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.

<p><u>Year 3</u></p> <p>LKS2 objectives covered in Year 4</p>	<p><u>Year 4</u></p> <ul style="list-style-type: none"> To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. To use collage as a means of collecting ideas and information and building a visual vocabulary. To create and arrange shapes appropriately. Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> To add collage to a painted, printed or drawn background. To use a range of media to create collages. To use different techniques, colours and textures etc when designing and making pieces of work. To use collage as a means of extending work from initial idea 	<p><u>Year 6</u></p> <p>UKS2 objectives covered in Year 5</p>	<p><u>End of Key Stage 2 Expectations</u></p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; <ul style="list-style-type: none"> plan and design a collage; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.
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<u>Textiles and Texture</u>			
<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key Stage 1 Expectations</u>
<ul style="list-style-type: none"> To handle, manipulate and enjoy using materials. To investigate sensory experience. To make simple collages To make a simple weaving 	<ul style="list-style-type: none"> To cut and shape fabric using scissors/snips To apply shapes with glue or by stitching, making simple appliqué work. 	<p>KS1 objectives covered in Year 1</p>	<p>To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> show pattern by layering; use a dyeing technique to alter a textile’s colour and pattern; decorate textiles with glue or stitching, to add colour and detail;

<u>Year 3</u> Objectives covered in Year 4	<u>Year 4</u> Objectives covered in DT unit (Textiles, Stocking) <ul style="list-style-type: none"> To experiment with batik techniques. To experiment with a range of media to overlap and layer creating interesting colours and textures and effects. 	<u>Year 5</u> Objectives covered in DT unit (Fashion and Textiles, bags)	<u>Year 6</u> Objectives covered in Y5	<u>End of Key Stage 2 Expectations</u> To improve their mastery of art and design techniques with a range of materials – textiles. Children can: <ul style="list-style-type: none"> experiment with a range of media by overlapping and layering in order to create texture, effect and colour; develop skills in stitching, cutting and joining;
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<u>Digital Media</u>				
<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key Stage 1 Expectations</u>	
	Key Stage 1 objectives completed in Year 2.	<ul style="list-style-type: none"> know how the visual images in posters also try to help persuade different audiences. know how to use images, fonts and slogans to create own poster. 		
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage 2 Expectations</u>

Covered in UKS2

- To record, collect and store visual information using iPads.
- Use PowerPoint to create and manipulate new images.
- To be able to Import an image (taken, copied, saved) into PowerPoint and manipulate it onto an image.
- To understand that a digital image is created by layering.
- To create layered images from original ideas.

- To record, collect and store visual information using iPads.
- Use these images to develop ideas and make observations on these images which inform future designs and ideas.