

# Holy Cross Catholic Primary - Skills & Progression in Art and Design



	EYFS	Year 1&2 (Year A)	Year 1&2 (Year B)	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Creating through exploration: Safely explore and use a variety of materials, tools and techniques, experimenting with design, texture, form and function.</p> <p>Shaping own ideas: Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through art and stories.</p>	<p>Begin to explore the work of a range of artists, craft makers and designers. Be introduced to famous, notable artists and discuss what they notice in their work, focusing on colours, shapes, and subject matter. Start to share simple opinions about what they like or dislike.</p> <p>Recognise and name the work of some famous artists and designers. Talk about what they see in artworks using simple language. Express likes or dislikes using basic vocabulary. Attempt to recreate part of an artist's work using similar materials or techniques.</p>	<p>Continue to study the work of different artists, craft makers and designers from a broader range of times and cultures. Begin to compare and contrast styles, techniques, and purposes, and use this knowledge to influence own artwork.</p> <p>Describe the work of notable artists and designers using appropriate vocabulary. Identify similarities and differences between artworks. Explain how a particular artist's work has inspired their own. Use techniques and styles observed in artist studies to develop their own pieces.</p>	<p>Continue to explore the work of great artists, architects and designers in history. Build on knowledge by identifying key techniques and recognising distinctive styles. Begin to replicate specific elements of an artist's work, such as colour choices or brush techniques.</p> <p>Identify and describe the techniques used by a range of artists. Use inspiration from an artist's work to develop their own piece. Begin to explain how the artist's style or technique influenced their decisions. Express an opinion using simple artistic vocabulary.</p>	<p>Deepen understanding of great artists, architects and designers. Compare and contrast different works, discussing themes, materials and approaches. Own artwork is increasingly informed by their analysis of others' work, and they begin to evaluate how effectively they have adopted specific techniques.</p> <p>Make comparisons between artists, styles and movements. Replicate techniques more confidently and with greater accuracy. Reflect on how the artist's techniques influenced their own work and how it could be improved. Use appropriate art vocabulary to express a personal response to a range of artists.</p>	<p>Continue to learn from the works of notable artists, architects and designers. Explore a broader variety of well-known figures from different time periods and cultures. Describe and compare different works of art, using subject-specific vocabulary. Identify key pieces of work and begin to explain the context in which they were created.</p> <p>Describe the work of notable artists, architects and designers in detail. Make comparisons between different artists' styles and techniques. Explain how an artist's work reflects the time or culture it was created in.</p>	<p>Consolidate knowledge of great artists, architects and designers by studying their influence and legacy. Engage in more critical analysis, offering well-reasoned opinions about artwork, supported by references to artistic techniques and historical context. Confidently identify and describe a range of significant works and discuss how these have shaped the world of art and design.</p> <p>Offer detailed and thoughtful observations about notable artists' techniques and impact. Explain how historical and cultural factors influenced an artist's work. Confidently express and justify their personal opinions about a wide range of artwork.</p>
Sketchbooks	<p>Talk about their ideas and explore different ways to record them.</p> <p>Experiment with mark-making in an exploratory way.</p>	<p>Use sketchbooks to explore ideas in an open-ended way.</p>	<p>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p>	<p>Use sketchbooks for different purposes, including recording observations, planning and shaping ideas.</p>	<p>Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).</p>	<p>Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p>	<p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).</p>
Evaluating	<p>Talk about their artwork, stating what they like about it.</p>	<p>Recognise and describe key features of their own and others' work.</p>	<p>Explain their ideas and opinions about their own and other's artwork, giving reasons. (for example, "I like that because...") Begin to talk about how they could improve their own work.</p>	<p>Take time to reflect upon what they like and dislike about their work in order to improve it. (for instance, they think carefully before explaining to the teacher what they like and what they will do next.) Use sketchbooks as part of their evaluation process and make changes to improve their work.</p>	<p>Regularly reflect upon their own work, and use comparison with the work of others (pupils and artists) to identify how to improve.</p>	<p>Regularly analyse and reflect upon their progress, taking account of what they hoped to achieve.</p>	<p>Provide a reasoned evaluation of both their own and professionals' work, which takes account of the starting point, intentions and context behind the work.</p>

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<b>Drawing</b>	<p>Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Work on a range of materials of different textures (e.g. playground, paper, sugar paper).</p> <p>Begin to develop observational skills (e.g. using mirrors to include the main features of faces in their drawings).</p>	<p>Explore basic drawing tools, including pencils, felt tips, crayons and chalk.</p> <p>Make marks using a variety of lines – thick, thin, wavy, straight.</p> <p>Use simple dots, lines and shapes to create basic patterns and textures.</p> <p>Begin drawing from observation (e.g. simple objects or basic self-portraits).</p> <p>Use drawing as a means to express their imagination and ideas.</p> <p>Begin using key vocabulary: line, shape, colour, pattern, texture, portrait, bold.</p>	<p>Select from a wider range of materials (e.g. pastels, charcoal, chalk, felt tips).</p> <p>Use lines with purpose to suggest texture and form (e.g. soft for fur, jagged for spikes).</p> <p>Develop control in mark making to create tone and detail through light and dark shading.</p> <p>Combine line and pattern to begin forming representational drawings (e.g. buildings, faces).</p> <p>Use drawing to tell a story or respond to a theme (e.g. cityscape, emotions, nature).</p> <p>Use more confident vocabulary: detail, line drawing, landscape, cityscape, space, size, shading.</p>	<p>Select appropriate drawing tools for a task, including pencils of varying hardness (e.g. HB, 2B).</p> <p>Begin to show line variation in their drawings (e.g. broken, continuous, expressive lines).</p> <p>Use shading techniques (e.g. hatching, cross-hatching) to begin representing light and dark.</p> <p>Experiment with texture and tone using different drawing media (chalk, charcoal, pastel).</p> <p>Start using space and placement purposefully within a composition.</p> <p>Develop their observational drawing skills by studying objects and images closely.</p> <p>Use vocabulary with growing confidence: light, dark, tone, texture, form, shadow, outline.</p>	<p>Demonstrate greater control over drawing tools, selecting pencil grades deliberately for tone.</p> <p>Use shading more confidently to represent light sources and shadow in drawings.</p> <p>Use drawing techniques to suggest texture, movement and surface.</p> <p>Begin to draw with greater realism or stylisation (e.g. more accurate proportions in portraits).</p> <p>Make purposeful choices about line, pattern and layout to enhance their ideas.</p> <p>Use different media for expressive or technical effect (e.g. charcoal for dramatic light/dark).</p> <p>Accurately use and apply key vocabulary in discussion and critique: portrait, tone, form, shape, pattern, space, outline.</p>	<p>Use a range of techniques with increasing control, including:</p> <ul style="list-style-type: none"> <li>– Hatching and cross-hatching;</li> <li>– Blending and smudging;</li> <li>– Shading to create form and depth.</li> </ul> <p>Begin to depict simple perspective, using foreground, middle ground and background.</p> <p>Experiment with texture, line weight and tone to suggest movement and mood.</p> <p>Make confident choices when selecting drawing media (e.g. graphite, pastel, pen, chalk).</p> <p>Use vocabulary more fluently and precisely: smudge, blend, tone, form, texture, pattern, shadow, graffiti.</p>	<p>Use a range of advanced drawing techniques to create intentional effects (e.g. shadows, contrast, atmosphere).</p> <p>Confidently depict perspective, depth and proportion, using vanishing points where appropriate.</p> <p>Represent movement, light and reflection with sophistication.</p> <p>Use drawing as a tool for narrative, symbolism or abstraction in response to a stimulus.</p> <p>Combine tools and techniques for expressive or realistic outcomes (e.g. layering pen over pencil, dramatic tonal contrast).</p> <p>Apply precise vocabulary in critique and analysis: mural, fresco, portrait, proportion, composition, mark making.</p>
<b>Painting</b>	<p>Select colours to create their desired effect.</p> <p>Mix colours to make new colours, commenting on the change they see.</p> <p>Begin to see the effect of adding white and darker colours to their base colour.</p>	<p>Identify and name the primary colours (red, blue, yellow).</p> <p>Use a variety of brushes to explore mark-making (e.g. sweep, dab, stipple).</p> <p>Mix primary colours to begin creating secondary colours (orange, green, purple).</p> <p>Apply paint using broad and fine strokes to explore coverage and texture.</p> <p>Begin to use white to create lighter tones.</p> <p>Express simple ideas and imaginative responses through painting.</p> <p>Use key vocabulary: primary colours, brush, mix, stroke, colour, light, bold, smooth.</p>	<p>Mix a wider range of secondary colours with more accuracy.</p> <p>Begin exploring tints (adding white) and shades (adding black) to create tone.</p> <p>Use different brushes and tools purposefully for specific effects.</p> <p>Combine warm and cool colours with intention in compositions.</p> <p>Apply a watercolour wash and explore techniques like layering.</p> <p>Paint from observation and imagination, showing more control and intent.</p> <p>Use refined vocabulary: secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, dab, sweep, bold brushstroke, acrylic.</p>	<p>Experiment with a variety of different brushes to explore effects and mark-making.</p> <p>Begin to use the language of colour accurately when mixing (e.g. primary, secondary, shade, tint).</p> <p>Explore colour mixing to create mood and effect, applying colours thoughtfully.</p> <p>Start to apply varied brush techniques to create simple shapes, textures, and patterns.</p> <p>Use key vocabulary to talk about their work, including: colour, mix, shade, tint, primary, secondary, line, texture.</p>	<p>Select appropriate brushes and tools to achieve specific textures, lines and effects.</p> <p>Mix colours more confidently and for a purpose, using accurate terminology (e.g. blend, tone, warm, cool).</p> <p>Apply colour with increasing understanding of visual impact, emotion, and atmosphere.</p> <p>Create layered compositions with a sense of foreground, middle ground and background.</p> <p>Use and apply key vocabulary with greater independence, including: abstract, emotion, warm, blend, foreground, middle ground, background, fresco.</p>	<p>Explore a variety of brushes and tools to produce specific textures and effects.</p> <p>Use inspiration from both natural and non-natural sources to develop their own colour palettes.</p> <p>Begin associating colour choices with emotional and thematic intent (e.g. calm, energy, tension).</p> <p>Experiment with different types of paint (e.g. watercolours, acrylics) and understand their properties.</p> <p>Mix colours with increasing accuracy and control to create subtle tones and shades.</p> <p>Use and apply vocabulary such as: blend, mix, tone, shape, abstract, colour, impressionism.</p>	<p>Independently create and refine colour palettes, selecting colours to match mood, narrative or theme.</p> <p>Use a range of paint types (e.g. acrylic, oil, watercolour) intentionally to achieve specific effects.</p> <p>Apply blending and layering techniques skilfully to create depth, tone and visual interest.</p> <p>Evaluate and adapt their painting choices, justifying them with reference to style, impact and artistic intention.</p> <p>Show a secure understanding and use of key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists..</p>

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Sculpture	<p>Use a range of materials, including junk modelling/ recycling and clay to shape and recreate a range of shapes, artefact and models. Experiment with shaping clay and malleable materials with a range of tools and techniques including rolling and squeezing.</p>	<p>Explore using a range of materials for sculpting (e.g. clay, playdough, recycled objects). Experiment with basic techniques such as rolling, pinching and stacking. Begin to create simple 3D forms using shapes and lines. Use sculpture to share ideas from stories, nature or personal experiences. Use key vocabulary, such as: sculpture, model, 3D, shape, materials, statue, work of art.</p>	<p>Use a wider range of sculpting materials with greater confidence, including natural, recycled and manufactured items (e.g. straw, foil, card, clay). Apply a broader range of techniques, including cutting, joining, pinching, and carving. Begin to consider texture and form in their creations, introducing elements of abstract and geometric design. Use sculpture to express moods, ideas and themes more purposefully. Use key vocabulary more accurately to explain their work, including: installation, land art, pyramid, geometric, abstract, sculptor.</p>	<p>Experiment with joining and construction, asking and answering questions such as, "How can it be more stable?" or "What will make it stand out?". Use a variety of tools to practise and refine techniques such as cutting, shaping and joining. Begin to decorate sculptures using surface texture and simple embellishments. Explore how expression and meaning can be conveyed through shape and form. Use key vocabulary to describe their work and process: shape, form, texture, 2D shape, light, shadow, architect.</p>	<p>Cut, make and combine shapes more confidently to create recognisable and imaginative 3D forms. Use a wider range of malleable materials (e.g. clay, wire, papier-mâché) with increasing control. Practise joining techniques for durability and effect (e.g. slip, scoring, layering). Add materials and surface features to create detail, decoration, and visual interest. Begin to work with purpose, inspired by real-world objects, architecture, or cultural artefacts. Confidently use vocabulary such as: rectangular, terrace, buckle, edging, trimmings, brim, peak, marionette puppet.</p>	<p>Plan and design sculptures with increasing awareness of shape, texture and form. Experiment with different clay techniques such as using coils, slabs, and slips to join and build. Explore a wider range of tools and materials to carve, shape, add detail and texture. Begin to use materials other than clay (e.g. modroc, wire, recycled materials) to explore form in different ways. Demonstrate a growing understanding of sculptural structure and artistic intention; Use vocabulary such as: form, structure, texture, shape, soft, mark, join.</p>	<p>Independently plan and design complex sculptures, showing clear links to purpose or inspiration (e.g. architecture, cultural traditions, abstract form). Use a range of sculptural techniques fluently (e.g. carving, joining, casting, moulding). Combine different materials to construct more elaborate and visually interesting 3D forms. Reflect critically on their work, adapting it during the process to improve structure, balance or detail. Use and apply precise subject vocabulary with confidence, including: cast, tram, form, structure, texture, mark, join.</p>
Collage	<p>Represent their own ideas by exploring a range of materials and by combining and joining them in different ways. Explore with cutting, tearing, shaping, gluing materials, papers, natural items e.g. sticks, flowers and leaves to represent their own ideas. Experiment with how they place materials so that their desired effect is achieved. Give time and thought to add finishing touches to enhance their work.</p>	<p>Explore creating images using a range of materials (e.g. paper, magazines, tissue, foil). Experiment with cutting, tearing, and gluing to create layered compositions. Begin to sort and arrange materials with simple intent (e.g. by colour, size or shape). Add texture by combining different materials; Begin to talk about their work using key vocabulary such as: collage, cut, tear, place, arrange, shape, material.</p>	<p>Create more deliberate collage compositions with a focus on design and layout. Use a combination of materials to add visual interest and texture (e.g. fabric, paper, card, found objects). Sort, arrange and layer materials with attention to space, contrast and composition. Refine their work during the process, evaluating and adjusting as needed. Use a wider range of subject-specific vocabulary accurately, including: collage, squares, gaps, mosaic, features, texture, arrange, overlap, background, foreground.</p>	<p>Continue exploring collage using a range of materials (e.g. paper, card, magazines, fabric). Sort and arrange materials with specific effects or outcomes in mind (e.g. to show contrast or pattern). Are introduced to techniques such as overlapping, mosaic and simple montage. Begin to select colours and textures deliberately to communicate an idea or emotion. Refine their work during the process, making adjustments to improve composition. Use key vocabulary with increasing confidence: texture, shape, form, pattern, mosaic, overlap, arrange.</p>	<p>Select materials and colours independently to suit the mood, theme or purpose of the collage. Apply a wider range of techniques such as tessellation, layering, montage and blending of texture. Refine and adapt their work with greater accuracy to ensure visual balance and clarity of design. Begin to link their work to artists or styles (e.g. mosaics from Roman art or modern montage). Confidently use key vocabulary: texture, shape, form, pattern, mosaic, tessellation, montage, contrast, layer.</p>	<p>Experiment with mixing textures and materials to create depth and interest. Add collage elements purposefully to painted or printed backgrounds. Create and arrange precise patterns, using repetition and symmetry. Explore combining collage with other art forms (e.g. drawing, painting, digital media). Begin to plan and design their collages with attention to colour, shape and layout. Use and apply subject vocabulary such as: shape, form, arrange, fix, texture, pattern, layer, contrast.</p>	<p>Plan and create sophisticated collages that communicate mood, theme or narrative. Combine a variety of media with confidence, including textiles, photographs, print and drawing. Use accurate and deliberate placement of materials to enhance visual impact. Manipulate texture, form and contrast to convey expression or perspective. Evaluate their work throughout the process, refining it for balance, cohesion and effectiveness. Confidently use subject-specific vocabulary: shape, form, arrange, fix, composition, foreground, background, harmony, emphasis.</p>

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Textiles	<p>Have opportunities to feel, cut and use a variety of fabrics in their work, including felt.</p> <p>Have opportunities to use thread (wool and cotton) to sew – using a needle to make lines/shapes.</p> <p>Explore with joining materials with glue to create desired effect/items.</p>	<p>Explore and handle different fabrics and materials to notice texture and appearance.</p> <p>Begin to learn simple weaving techniques (e.g. over and under) using paper or fabric strips.</p> <p>Experiment with simple dyeing processes (e.g. adding colour to fabric using food colouring or watered-down paint).</p> <p>Decorate textiles using glue-on embellishments (e.g. sequins, felt shapes, buttons).</p> <p>Are introduced to key vocabulary such as: textiles, fabric, weaving, loom, over, under, decoration, dye.</p>	<p>Practise more refined weaving techniques using a basic loom or card frame.</p> <p>Apply simple dyeing techniques with growing understanding of how colour and pattern can be created (e.g. folding, tying, dipping).</p> <p>Decorate textiles with more accuracy, using glue and beginning to experiment with basic stitching or threading.</p> <p>Choose materials for embellishment to enhance colour, texture and effect in a purposeful way.</p> <p>Use and apply a broader range of vocabulary with increasing confidence: textiles, woven, placemat, loom, alternate, decorative, batik dye, resist, apply, set, crayons, ink.</p>	<p>Develop confidence in weaving and dyeing techniques, experimenting with different fibres and colours.</p> <p>Are introduced to basic stitching (e.g. running stitch) to join or decorate fabrics.</p> <p>Explore the use of texture and pattern by combining techniques such as dyeing and printing.</p> <p>Begin to select materials for specific purposes, considering texture and suitability</p> <p>use key vocabulary with growing confidence: pattern, texture, thread, needle, weaving, fabric, stitching, decoration, textiles, colour.</p>	<p>Use stitching, cutting and joining techniques with greater control (e.g. backstitch, simple embroidery).</p> <p>Experiment with layering fabrics, stuffing, turning, and embellishing to create 3D textile outcomes (e.g. pouches, puppets).</p> <p>Use print, dye and fabric manipulation techniques in combination for decorative effect.</p> <p>Make independent decisions when selecting and combining materials based on texture, strength, and visual appeal.</p> <p>Confidently use and apply vocabulary such as: shape, turn, stuffing, thread, needle, textiles, decoration, pattern, line, joining techniques.</p>	<p>Experiment confidently with overlapping, layering and combining fabrics to create texture and visual effect.</p> <p>Explore using both traditional and non-traditional fabrics (e.g. hessian, plastics, paper, wire mesh).</p> <p>Begin to plan and apply decoration with consideration of aesthetic impact (e.g. embroidery, applique, embellishments).</p> <p>Evaluate how texture, colour and form interact to enhance their design intentions.</p> <p>Use and apply key vocabulary: weave, overlap, layer, texture, effect, fabric, pattern, colour, surface, embellish.</p>	<p>Plan, design and create textile pieces that combine multiple media, showing depth, form and purpose.</p> <p>Confidently select and combine traditional and unconventional fabrics and materials to create texture and expression.</p> <p>Apply techniques such as layering, stitching, and surface decoration with precision and intent.</p> <p>Analyse and evaluate their own and others' work to refine ideas and improve outcomes.</p> <p>Use a broad and sophisticated textile vocabulary fluently: fabric, weave, pattern, embellish, overlay, textile manipulation, composition, contrast, aesthetic.</p>
Printing	<p>Use a variety of tools to print to make pictures, repeating patterns and to express their own ideas. (sponges, shapes, numicon, shaped vegetables, polystyrene, hands and feet etc)</p> <p>Explore printing with different paints, inks, water, mud and other suitable mediums in the indoor and outdoor classroom and observe the different finishes created when pressing lightly and hard.</p>	<p>Experiment with simple printing techniques using everyday materials (e.g. sponges, fruit, hands).</p> <p>Explore shape and pattern through repeating prints.</p> <p>Copy a basic print design or pattern from a model.</p> <p>Use techniques such as stamping, pressing, and rubbing to make marks.</p> <p>Begin to talk about the process using key vocabulary: print, shape, colour, pattern, press, stamp, object.</p>	<p>Use a wider variety of printing materials and tools (e.g. blocks, stencils, found objects).</p> <p>Create their own simple printing blocks for repeated patterns.</p> <p>Explore printing onto different surfaces (e.g. fabric, textured paper).</p> <p>Combine colours and layering to add interest and depth to prints.</p> <p>Use more precise language to describe their work: printmaking, woodcut, relief printing, pattern, texture, design, repeat.</p>	<p>Design and create simple printing blocks using materials such as string, foam or card.</p> <p>Explore the impact of different textures and surfaces when making their own printing tools.</p> <p>Use more than one colour to build up layers in a print, learning how colours interact.</p> <p>Replicate simple patterns and motifs observed in nature or artwork.</p> <p>Begin to print with accuracy, aligning repeated prints purposefully.</p> <p>Use key vocabulary with increasing accuracy: texture, line, shape, block printing ink, roller, print block, layer.</p>	<p>Create more detailed printing blocks (e.g. using polystyrene tiles or lino alternatives).</p> <p>Layer colours with increased accuracy and purpose, considering contrast and tone.</p> <p>Explore symmetry, rotation, and alignment in repeat patterns.</p> <p>Analyse and replicate complex patterns from observation (e.g. textiles, architecture).</p> <p>Use tools such as inking rollers and printing trays with control and understanding.</p> <p>Confidently use vocabulary such as: pattern, texture, colour, polystyrene printing tile, inking roller, repetition, alignment, relief.</p>	<p>Design and create detailed printing blocks and tiles using a range of materials (e.g. foam, string, card, polystyrene).</p> <p>Explore traditional and cultural techniques such as Hapa Zome and collograph printing.</p> <p>Make informed choices about colour, shape and layout to achieve visual impact.</p> <p>Practise mono, block and relief printing with growing confidence and control.</p> <p>Begin to create and arrange patterns with attention to symmetry, spacing and repetition.</p> <p>Use and apply subject-specific vocabulary: Hapa-Zome, hammering, pattern, tile, colour, relief, mono-print, shape, collograph, arrange.</p>	<p>Refine their block and tile designs to include detail, precision and layered texture.</p> <p>Confidently use multiple printing methods (mono, block, relief, collograph) to suit their intended effect.</p> <p>Plan and create intricate patterns, considering composition, alignment, and colour harmony.</p> <p>Combine printing with other techniques (e.g. collage, drawing, mixed media) for expressive outcomes.</p> <p>Reflect critically on their work, refining and adapting prints during the process.</p> <p>Use a sophisticated range of vocabulary: collograph, Hapa-Zome, overlay, relief, mono-print, composition, contrast, texture, arrange, aesthetic.</p>

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Digital Art		Use simple apps or software to draw with basic shapes and lines; explore colouring tools.	Use digital techniques to repeat a pattern. Explore reflection and pattern through digital media. Save and retrieve work.	Create simple digital pictures using different brush tools, fill tools and textures.	Use a graphics programme to create compositions; introduce layering and digital photo editing basics.	Combine images and text for effect; use digital tools to manipulate size, position and colour; begin using vector shapes.	Use advanced features in digital painting tools (layers, opacity); begin to create digital collage.
Forest School	Explore colour and texture using natural materials. Develop fine motor skills through simple mark making. Notice patterns and shapes in nature.	Combine natural materials creatively. Experiment with natural paintbrushes. Talk about what they see and make.	Make patterns and repeating shapes from nature. Develop confidence explaining choices. Compare colours and textures in the natural world.	Explore scale in outdoor art. Experiment with 3D forms. Use sketchbooks to plan outdoor art.	Combine natural and human-made found materials. Consider sustainability and impact. Use a wider range of tools safely outdoors.	Experiment with environmental messages in art. Refine 3D construction skills. Use art to tell a story about nature.	Plan and lead a group art installation. Link outdoor art to social or ecological issues. Evaluate and reflect on their outcomes.