

Art and Design

Substantive Knowledge and Disciplinary Knowledge Progression Map

EYFS Statutory Educational Programme: Expressive Arts and Design:	National Curriculum Aims:
<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</p> <p>The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</p> <p>The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>To 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 design and technology, art, music, dance, role-play and stories.</p>	<p>GENERATING IDEAS</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences. <p>SKILLS AND MAKING</p> <ul style="list-style-type: none"> become proficient in drawing, painting, sculpture and other art and design techniques. <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> Understand the historical and cultural development of their art forms. Know about great artists, craft makers and designers. <p>EVALUATING AND ANALYSING</p> <ul style="list-style-type: none"> Evaluate and analyse creative works using the language of art, design and culture.

<u>Generating Ideas</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Sketchbooks	To be able to understand what sketchbooks are used for through use of class book.	To be able to use sketchbooks through accurate teacher modelling.	To be able to use a sketchbook more effectively through further teacher modelling.	To be able to use sketchbooks to generate ideas and record thoughts and observations through teacher modelling.	To be able to use a sketchbook for planning and refining work, and record observations and thoughts developing skill and technique

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					through teacher modelling.
<u>Skills and Making</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Drawing</u>	<p>To be able to control a range of media including how to hold a pencil / pen correctly.</p> <p>To be able to understand what a pattern is and identify use of pattern.</p> <p>To be able to understand how to produce lines of different thickness and tone.</p> <p>To be able to understand what texture is and describe different textures.</p>	<p>To be able to understand how to use a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>To be able to understand different sketching techniques to create tone such as: hatching, scribbling, stippling, and blending</p>	<p>To be able to understand how to show control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>To be able to understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>To be able understand how to create intricate patterns/ marks with a variety of media.</p> <p>To be able to understand then to use the choice of pencil grade and the effects it creates.</p> <p>To be able to begin to indicate facial expressions in drawings</p>	<p>To be able to develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>To be able to understand how to represent texture through the choice of marks and lines made.</p> <p>To be able to have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>To be able to understand how to</p>

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					show reflections in a drawing.
<i>Suggested Artists</i>	<i>Frida Kahlo</i>	<i>Van Gogh, Picasso</i>	<i>Julian Opie</i>	<i>Maud Purdy</i>	<i>Sargent</i>
<u>Painting</u>	<p>To be able to learn some basic housekeeping for painting activities e.g. wearing an apron, where to put finished pieces to dry.</p> <p>To be able to understand how to use a variety of tools, including how to hold a paintbrush correctly.</p> <p>To be able to know and recognise and name the primary colours being used.</p>	<p>To be able to control paint and brush.</p> <p>To be able to use thick and thin brushes.</p> <p>To be able to know and name primary and begin to predict what secondary colours are made.</p> <p>To be able to begin to understand how to mix secondary colours.</p>	<p>To be able to use smaller brushes and develop brush control.</p> <p>To be able to understand what happens when secondary colours are mixed.</p> <p>To be able to use light and dark within at painting.</p> <p>To be able to understand how to mix tints by adding white.</p> <p>To be able to</p>	<p>To be able to understand how to achieve different effects with different tools and brushes.</p> <p>To be able to know and recognise tertiary colours.</p> <p>To be able to understand what is meant by warm and cold colour.</p> <p>To be able to identify techniques used by artists.</p>	<p>To be able to paint with increasing accuracy showing control and experimenting with different effects.</p> <p>To be able to recognise and mix tertiary colours with confidence.</p> <p>To be able to understand how different colours effect out moods/feelings.</p>

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			understand how to mix tones by adding black.		
<i>Suggested Artists</i>	<i>Jackson Pollock, Kadinsky, Alma Thomas</i>	<i>Paul Klee</i>	<i>Aboriginal Art</i>	<i>O'Keefe, Lowry, Banksy</i>	<i>Hopper, Jean-Michelle Basquiat</i>
<u>Printmaking</u>	<p>To be able to know how to take rubbings: leaf, bark, and brick.</p> <p>To be able to print with block colours.</p> <p>To be able to print using objects, e.g sponges, cars, hands and potatoes.</p> <p>To be able to use a simple stencil to create pictures.</p>	<p>To be able to use equipment correctly and safely to produce a clean printed image.</p> <p>To be able to experience printing from a range of hard and soft materials.</p> <p>To be able to identify form of printing, books, pictures, fabrics.</p>	<p>To be able to print with a growing range of objects.</p> <p>To be able to understand what relief printing is.</p> <p>To be able to understand what mono printing is.</p>	<p>To be able to design and make own stencils to print from.</p> <p>To be able to understand what polyblock printing is.</p> <p>To be able to combine prints taken from different objects to create a final piece.</p>	<p>To be able to create designs to print, based on observation drawing.</p> <p>To be able to understand how polyblock prints can be different on different surfaces.</p>
<i>Suggested Artists</i>	<i>Atsuko Tanaka, Paul Klee</i>	<i>Andy Warhol</i>	<i>Hiroshige</i>	<i>William Morris, Fox Fisher</i>	<i>Kunisada, Rothenstein.</i>
<u>3D and Sculpture</u>	<p>To be able to understand simple sculpting techniques e.g rolling, squashing etc.</p> <p>To be able to cut shapes using scissors</p>	<p>To be able to understand sculpting techniques e.g rolling, pinching, kneading.</p> <p>To be able to use cutting, rolling, joining and coiling of materials in their finished work.</p>	<p>To be able to use sculpting techniques when using clay.</p> <p>To be able to join two pieces of clay together.</p>	<p>To be able to build on existing clay skills plus learn how to join and add more intricate surface patterns and textures.</p> <p>To be able to make a 3D free standing form.</p>	<p>To be able to develop clay skills: Make a pot and explore techniques for decorating.</p> <p>To be able to make slip to join pieces.</p>

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	<p>correctly and use other modelling tools.</p> <p>To be able to recognise different ways of joining.</p>	<p>To be able to use equipment safely.</p>	<p>To be able to shape, form and model from observation.</p> <p>To be able to use equipment safely and in the correct way.</p>		<p>To be able to work in a safe and organised way.</p>
<i>Suggested Artists</i>	<i>Arcimboldo</i>	<i>Louise Bourgeois</i>	<i>Louise Bourgeois</i>	<i>Kenyan Flip Flop Art,</i>	<i>El Anatsui</i>
<u>Textiles and Collage</u>	<p>To be able to show knowledge of fabric collage and layering fabric.</p> <p>To be able to understand simple weaving, e.g paper, twigs, ribbons etc.</p> <p>To be able to cut fabric using scissors.</p> <p>To be able to use appropriate language to describe texture.</p>	<p>To be able to identify different forms of textiles.</p> <p>To be able to begin to identify different types and textures of fabric and materials for collage.</p> <p>To be able to cut and shape fabric using scissors.</p> <p>To be able to use appropriate language to describe texture and colour.</p> <p>To be able to apply colour with printing, dipping, fabric crayon.</p> <p>To be able to create</p>	<p>To be able to begin to name different fabrics, e.g. felt, silk.</p> <p>To be able to join fabrics using glue or stitching.</p> <p>To be able to use a large-eye needle to make a running stitch.</p> <p>To be able to experience colouring in textiles, using dyes, crayons etc.</p>	<p>To be able to show an awareness and name a range of different fabrics.</p> <p>To be able to use a variety of techniques e.g printing, dyeing, weaving and stitching.</p> <p>To be able to develop skills in stitching, cutting and joining.</p>	<p>To be able to effectively use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects.</p> <p>To be able to use smaller-eye needles.</p> <p>To be able to develop confidence joining fabrics using 2 different stitches.</p>

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		and use dyes, e.g tea, coffee, onion skins. To be able to apply decoration with glue e.g. beads, buttons feathers etc.	To be able to apply decoration for a purpose with glue and simple stitches.		
<i>Suggested Artists</i>	<i>Kente Cloth</i>	<i>Matisse,</i>	<i>Janet Bolton</i>	<i>Romare Bearden</i>	<i>Rosie Lee Tompkins</i>
<u>Digital Art</u>	To be able to use 2simple software.	To be able to use a computer paint programme to create a picture. To be able to take pictures clearly.	To be able to use IT programs to create a piece of artwork. To be able to understand close up perspective and understand how to 'zoom'.	To be able to use IT programs to create a piece of artwork that includes their own work and that of others (e.g using the internet) To be able to take photographs and explain their creative vision.	To be able to create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought provoking viewpoint.
<i>Suggested Artists</i>				<i>Randy Bishop</i>	<i>Alex Heywood</i>
Knowledge / Understanding	EYFS	Year 1	Year 2	Year 3	Year 4

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Great artists and crafts makers	<p>To be able to use ideas from an artist/designer to create own work.</p> <p>To be able to think about what art is.</p>	To be able to describe the work of a notable artist or designer.	To be able to describe in detail the work of a notable artist or designer.	To be able to think of some questions that I would ask the artist when studying artwork.	<p>To be able to discuss the artists main message in their art.</p> <p>To be able to think of a suitable title for their artwork.</p>
Evaluating/ Analysing	EYFS	Year 1	Year 2	Year 3	Year 4
Responding to art	To be able to look and talk about what they have produced, describing simple techniques and media used.	To be able to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices.	To be able to continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.	<p>To be able to continue to explore 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.</p> <p>To be able to respond to art from other cultures and other periods of time.</p>	To be able to begin to explore a range of great artists, architects and designers in history.

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ART AND DESIGN: VOCABULARY MAP												
	General		Drawing		Painting		Printing		3D		Collage	
EYFS	<ul style="list-style-type: none">• Art and design• Adapt work• Colour	<ul style="list-style-type: none">• Create Explore• Materials	<ul style="list-style-type: none">• Events• Feelings• Ideas• Objects	<ul style="list-style-type: none">• People• Representations• Shape• Thoughts	<ul style="list-style-type: none">• Events• Feelings• Ideas• Objects• People	<ul style="list-style-type: none">• Representations• Shape• Texture• Thoughts	<ul style="list-style-type: none">• Design• Media• Shape	<ul style="list-style-type: none">• Texture• Thoughts	<ul style="list-style-type: none">• Assemble• Construct• Design• Form• Manipulate	<ul style="list-style-type: none">• Objects• People• Representations• Thoughts	<ul style="list-style-type: none">• Events• Feelings• Ideas• Media• Objects	<ul style="list-style-type: none">• People• Representations• Shape• Texture• Thoughts
	<ul style="list-style-type: none">• Card• Equipment• Glue• Masking tape• Newspaper• Paper	<ul style="list-style-type: none">• Safely• Scissors• Sellotape• Stencil• Tools	<ul style="list-style-type: none">• Control• Crayon• Drawing• Felt Tip• Line	<ul style="list-style-type: none">• Pen• Pencil• Wax crayon	<ul style="list-style-type: none">• Colour mixing• Consistency• Darkening• Easel• Lightening	<ul style="list-style-type: none">• Paint• Paintbrush• Painting• Palette• Sponge	<ul style="list-style-type: none">• Cardboard• Impress• Pattern• Print• Printing• Printmaker	<ul style="list-style-type: none">• Repeated pattern• Rubbing• Sponge• String• Surfaces	<ul style="list-style-type: none">• 3D• 3D art• Attach• Cardboard• Clay• Dough• Junk model	<ul style="list-style-type: none">• Join• Mould• Modelling• Quill• Sculpt• Sculptures	<ul style="list-style-type: none">• Collage• Cut• Join• Overlap	<ul style="list-style-type: none">• Scrunch• Tear• Newspaper• Catalogue
KS1	<ul style="list-style-type: none">• Art & Design• Techniques• Artists• Colour• Creatively	<ul style="list-style-type: none">• Disciplines• Experiences• Ideas• Imagination• Materials• Practises	<ul style="list-style-type: none">• Design• Designers• Drawing• Line• Shape		<ul style="list-style-type: none">• Line• Painting• Shape		<ul style="list-style-type: none">• Craft Makers• Design• Designers	<ul style="list-style-type: none">• Make• Pattern• Shape	<ul style="list-style-type: none">• Craft Makers• Design• Designers• Form	<ul style="list-style-type: none">• Make• Products• Sculpture• Space	<ul style="list-style-type: none">• Craft Makers• Design• Designers• Make	<ul style="list-style-type: none">• Pattern• Texture
	<ul style="list-style-type: none">• Primary colour• Secondary colour		<ul style="list-style-type: none">• Pastel• Charcoal• Chalk• Straight line	<ul style="list-style-type: none">• Wavy line• Thick line• Thin line	<ul style="list-style-type: none">• Colour spectrum• Predict• Single mounting• Watercolour		<ul style="list-style-type: none">• Endpiece• Impressed line• Overlaying• Random pattern• Repeated pattern		<ul style="list-style-type: none">• Overlays• Safe• Sculptural form• Shaping• Smooth• Tactile• Visual		<ul style="list-style-type: none">• Embellish• Interpret• Tactile• Visual	
KS2	<ul style="list-style-type: none">• Art• Art and Design• Artists• Creativity• History	<ul style="list-style-type: none">• Mastery• Materials• Observation• Review• Revisit• Techniques	<ul style="list-style-type: none">• Charcoal• Control• Design Drawing• Pencil• Sketch		<ul style="list-style-type: none">• Control• Experimentation• Paint• Painting		<ul style="list-style-type: none">• Craft• Design• Designers• Experimentation		<ul style="list-style-type: none">• Architects• Clay• Craft• Design• Designers	<ul style="list-style-type: none">• Experimentation• Sculpture	<ul style="list-style-type: none">• Craft• Design	<ul style="list-style-type: none">• Experimentation• Materials
	<ul style="list-style-type: none">• Background• Cool colours• Foreground	<ul style="list-style-type: none">• Secondary colours• Warm colours	<ul style="list-style-type: none">• Ink• Sharp line• Smooth line• Smudged line		<ul style="list-style-type: none">• Abstractly• Balanced• Complementary• Harmonising• Mood• Wash		<ul style="list-style-type: none">• Final outcome• Negative• Relief• Positive	<ul style="list-style-type: none">• Screen printing• Stencil cut• Transfer	<ul style="list-style-type: none">• Carving• Decoration• Tactile• Visual		<ul style="list-style-type: none">• Abstractly• Mixed media• Mood board• Tactile• Textiles• Visual	

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Generating Ideas		EYFS	Year 1	Year 2	Year 3	Year 4
Sketchbooks		To be able to look and talk about what they have produced, describing simple techniques and media used.	To be able to use sketchbooks to record thoughts and ideas.	To be able to use sketchbooks to record thoughts and ideas and to experiment with different materials.	To be able to use a sketchbook to record media explorations and experimentations. To be able to use a sketch book to express feelings about a subject. To be able to keep notes for improving their work through keeping notes in a sketch book.	To be able to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. To be able to keep notes to indicate their intentions/purpose of a piece of work.
	Creating Original Artworks	To be able to create individual pieces of artwork using given prompts as stimulus.	To be able to explore and create artwork for different purposes and intentions.	To be able to use artist sources to develop their own original artwork. To be able to gain inspiration for artwork from the natural world.	To be able to create personal artwork using the artwork of others to stimulate them.	To be able to use literary sources to inspire art. To be able to produce creative imaginative artwork in response to a theme.
Skills and Making		EYFS	Year 1	Year 2	Year 3	Year 4
Drawing		To be able to enjoy using graphic tools, fingers, hands, chalk, pens and pencils.	To be able to experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.	To be able to demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.	To be able to develop intricate patterns/ marks with a variety of media. To be able to demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.	To be able to develop intricate patterns using different grades of pencil and other implements to create lines and marks. To be able to draw for a sustained period of time at an appropriate level.
		To be able to explore drawing on different surfaces and coloured paper.	To be able to draw on different surfaces with a range of media	To be able to draw lines/marks from observations.		

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	<p>To be able to produce lines of different thickness and tone using a pencil.</p> <p>To be able to start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>To be able to develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending</p> <p>To be able to begin to control the types of marks made with the range of media.</p>	<p>To be able to continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p>	<p>To be able to begin to show consideration in the choice of pencil grade they use</p> <p>To be able to begin to indicate facial expressions in drawings.</p>	<p>To be able to experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>To be able to include in their drawing a range of technique and begin to understand why they best suit.</p> <p>To be able to begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p>
<u>Painting</u>	<p>To be able to enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>To be able to mix and match colours to different artefacts and objects.</p>	<p>To be able to experiment with paint media using a variety of tools: brushes, hands, rollers and pads.</p> <p>To be able to select the best brush to achieve my outcome.</p> <p>To be able to mix and use primary and secondary colours in their work.</p>	<p>To be able to experiment with mark making using brushes, brush ends etc.</p> <p>To be able to explore what happens when secondary colours are mixed.</p> <p>To be able to create tints and tones by adding black and white.</p>	<p>To be able to use a range of brushes to create different effects in paintings.</p> <p>To be able to mix colour, shades and tones with increasing confidence.</p> <p>To be able to further explore tint/tones and shades and apply them in their paintings.</p>	<p>To be able to experiment with the styles used by other painters.</p> <p>To be able to begin to develop own sense of style.</p>

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	To be able to explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	To be able to continue to explore working with paint on different surfaces, e.g card, clay.	To be able to create moods in artwork by using colours and techniques.	To be able to paint a background colour wash.	
<u>Printmaking</u>	<p>To be able to enjoy taking rubbings: leaf, bark, brick.</p> <p>To be able to create simple picture by printing from objects.</p>	<p>To be able to explore printing pictures using found objects: bottle tops, cotton buds, recycling.</p> <p>To be able to make choices about materials to use for printing.</p>	<p>To be able to print with a growing range of objects.</p> <p>To be able to create relief prints using string.</p> <p>To be able to create monoprints.</p> <p>To be able to create simple repeating patterns through printing.</p>	<p>To be able to print with natural objects, leaves and ferns.</p> <p>To be able to create poly block prints using 1 block colour.</p>	<p>To be able to print with own designs.</p> <p>To be able to create poly block printing on different surfaces using 2 colours.</p>
<u>3D and Sculpture</u>	<p>To be able to use a variety of malleable materials such as clay, salt dough, play dough and papier mache.</p> <p>To be able to impress and apply simple decoration e.g pressing pasta into playdough.</p> <p>To be able to experiment with 3D junk modelling.</p> <p>To be able to build a construction / sculpture using a variety of objects e.g natural materials.</p>	<p>To be able to continue to experiment in a variety of malleable materials.</p> <p>To be able to impress and apply decoration more confidently.</p> <p>To be able to shape and model materials using their imaginations.</p>	<p>To be able to use equipment and media with increasing confidence.</p> <p>To be able to demonstrate making patterns and textures where appropriate.</p> <p>To be able to shape, form and model from observation and imagination.</p>	<p>To be able to use equipment and media with confidence.</p> <p>To be able to use recycled, natural and manmade materials to create sculptures.</p>	<p>To be able to experiment with making models with wires.</p> <p>To be able to adapt work as and when needed and explain why.</p> <p>To be able to gain more confidence with 3D art.</p>

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<u>Textiles and Collage</u>	<p>To be able to enjoy playing with and using a range of textiles and fabrics.</p> <p>To be able to create images from a variety of media, e.g fabric, tissue</p>	To be able to create pieces of artwork from a variety of media.	To be able to experiment with a range of collage techniques such as tearing, overlapping and layering to create images.	<p>To be able to experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent texture.</p> <p>To be able to use collage as a means for collecting ideas.</p>	To be able to adapt work as and when necessary and begin to explain why.
<u>Digital Art</u>	To be able to explore using digital resources, e.g 2simple.	To be able to take a self-portrait or photograph.	<p>To be able to use 'zoom' to show an object in detail.</p> <p>To be able to begin to record and collect visual information, e.g. taking photos.</p>	<p>To be able to take photographs and explain their creative vision.</p> <p>To be able to use printed images taken with a digital camera and combine them with other media to produce artwork.</p>	To be able to take a photo from an unusual or thought provoking viewpoint.
Knowledge / Understanding	EYFS	Year 1	Year 2	Year 3	Year 4
Great artists and crafts makers	<p>To be able to experiment with ideas from an artist/designer to create own work.</p> <p>To be able to simply describe the work done by a great artist.</p>	<p>To be able to record and explore ideas from first hand observations.</p> <p>To be able to describe the work of a notable artist or designer.</p>	<p>To be able to record and explore ideas from first and second hand observations.</p> <p>To be able to describe in detail the work of a notable artist or designer.</p>	<p>To be able to replicate some of the techniques used by notable artists or designers.</p> <p>To be able to discuss my opinion of the work.</p>	<p>To be able to accurately replicate some of the techniques and styles used by notable artists or designers.</p> <p>To be able to rank a set of paintings my my</p>

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	To be able to describe their own work.	To be able to use some of the ideas to create their own pieces. To be able to say what I like and dislike about famous artwork.	To be able to use some of the ideas of artists studied to create their own pieces replicating styles and techniques used.	To be able to create original pieces that are influenced by studies of others.	favourite to least favourite and say why. To be able to create original pieces that are influenced by studies of others that reflects their own artistic style.
Evaluating/ Analysing	EYFS	Year 1	Year 2	Year 3	Year 4
Responding to art	To be able to look and talk about what they have produced, describing simple techniques and media used.	To be able to look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.	To be able to express thoughts and feelings about a piece of art. To be able to reflect and explain the successes and challenges in a piece of art created. To be able to explain how a piece of art makes them feel – link to emotions. To be able to identify changes they might make or how their work could be developed further.	To be able to discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.	To be able to discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.