



powerfulArt

By the time they leave, pupils will:

Produce creative art and design work through: recording first-hand observations and experiences; exploring the work of others and selecting and combining a wide range of ideas and approaches/methods;
Be proficient in drawing, painting, printing and other art, craft and design techniques;
Look closely and methodically when analysing a range of creative works;
Be able to analyse creative works using knowledge and the language of the seven elements of art: line, shape, value, colour, texture, space and form;
Compare and contrast methods, approaches and techniques in their own and others' work;
Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms;
Talk about art and design and be able to give reasons for their views about artists and their work;
Evaluate creative works using the language of art, craft and design.

EYFS links

Physical Development

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.

Fine Motor Skills

Use a range of small tools, including paintbrushes.

Begin to show accuracy and care when drawing.

Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Return to and build on their previous learning, refining ideas and developing their ability to represent them

Create collaboratively sharing ideas, resources, and skills

Creating with Materials

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.

Curriculum Intent – Art at Mill View Primary School

At Mill View Primary School, we believe that learning is at its most powerful when it is challenged, tested, truly known, and when children can do something with it: change themselves, change their community, change the world.

Art sits at the heart of this vision through its insistence on looking: what do I see, how was it made, and what might I make in response? Our Art curriculum is designed not merely to inform, but to equip, building in pupils the technical skill, visual vocabulary and confidence to create and to critique with their own voice.

We are guided by the principle of Powerful Artistic Knowledge: the understanding that emerges when disciplinary skill meets substantive knowledge. This knowledge is emancipatory: it builds visual literacy, gives pupils a voice when words are not enough, and is fundamental in developing the close observation and critical eye needed to interpret a visual world. It allows children to say something that could not be said any other way. It progresses communities.

	Disciplinary Skills: the skills of an artist How we use line, shape, tone, colour, texture, space and form, and how we apply and master technique. At Mill View we use: Drawing, Painting, Printing and Sculpture skills progression · Key Questions · The seven elements of art · Knowledge Organisers
	Substantive Knowledge: the knowledge of an artist The factual content, key artists, movements and visual vocabulary that pupils need to analyse and create art. At Mill View we use: Key Questions · Curriculum Objectives · Progressive planning of units · Knowledge Organisers including key vocabulary and artists for each unit

Powerful Artistic Knowledge, combining these two areas **combine**, they produce something greater than the sum of their parts. This knowledge is **emancipatory**. It builds visual literacy and gives pupils a voice when words are not enough, and is fundamental in developing the close observation and critical eye needed to interpret a visual world. Pupils begin to understand how meaning is made through line, colour and form and are able to make and critique with their own voice. It is empowering. It progresses communities.

At Mill View we encourage curiosity, technical mastery and self-expression. We do this through careful, progressive planning of units and frequent practice of skills, allowing children the chance to develop, then apply, their own artistic voice.

Our Five Curriculum Commitments

Oracy	Global Challenges	Career & Future Ready Learners	Inclusion	What Makes Our Curriculum Exceptional?
Art gives pupils a vocabulary for what cannot always be put into words. At Mill View, oracy in Art means: • Pupils use the precise language of the seven elements of art (line, shape, value, colour, texture, space, form) as naturally as they use everyday speech. • Structured critique and discussion of artworks, their own and others', are embedded in every unit. • Pupils are taught to give and justify an opinion about art, not simply to say whether they like it. • Talk is used to interpret meaning, not just to describe what is seen.	Our Art curriculum connects pupils to a global story of art and culture. • Units study great artists, craft makers and designers from a deliberately diverse range of cultures, eras and traditions. • We ask: whose art has been celebrated, and whose has been overlooked? What does a culture's art reveal about its values? • Pupils consider how art has been used around the world to record, protest, celebrate and remember. • Our curriculum meets the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.	Art develops dispositions that extend far beyond the studio. • We develop transferable dispositions: observation, patience, resilience in the face of a piece that goes wrong. • Career links are explicit: illustrators, architects, designers, animators, curators, art therapists. • Pupils experience the full creative cycle: researching, experimenting, making and evaluating. • Creative and cultural industries are explicitly linked to future study and careers.	Inclusion at Mill View is a design principle, not a retrofit. The "I can..." structure gives every pupil a clear entry point with scope for depth. We celebrate a diverse range of artists and traditions, so every pupil can see themselves reflected in the curriculum. Adaptive teaching means technique is explicitly modelled and practised before independent application. Every pupil's creative voice is valued, regardless of their starting point in technical skill.	What makes Art at Mill View exceptional is the coherence of our vision from EYFS to Year 6. A clear conceptual spine: The seven elements of art and key techniques build year on year across drawing, painting, printing and sculpture. Practical by design: Every unit is built around hands-on making, not knowledge delivered in isolation. Emancipatory knowledge: We ask children to find and trust their own artistic voice. The disciplinary habit: By Year 6, our pupils think and create like artists. This is the entitlement of every child.

"Art is learning at its most powerful: a technique tested through practice, a way of seeing known and refined, and a voice children can use to change themselves, their community, and their world."

Alignment with the Ofsted Inspection Framework, Art and Design Subject Report and 2025 Curriculum Review

Ofsted / Curriculum Review focus	How Art at Mill View responds
Curriculum coherence: knowledge builds cumulatively	Our skills progression (drawing, painting, printing, sculpture) is tracked and sequenced from EYFS to Year 6, so technique is returned to, deepened, and tested across key stages.
Oracy as a curriculum entitlement	The language of the seven elements of art is explicitly taught and used in structured critique of pupils' own and others' work in every unit.
Global perspectives and contemporary relevance	Units study artists and traditions from a deliberately diverse range of cultures, meeting the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.
Adaptive teaching: high expectations for all	Inclusion is a design principle. Technique is explicitly modelled before independent application. A diverse range of artists ensures every pupil can see themselves reflected in the curriculum.
Assessment that proves knowledge has stuck	Key Assessment Questions, Knowledge Organisers and end-of-unit critique test whether technique and artistic knowledge are secure and can be applied, not just encountered once.
Disciplinary knowledge and skills	Disciplinary skills (technique and the elements of art) are tracked separately from substantive knowledge of artists and movements, with explicit progression from Year 1 to Year 6, responding to the Ofsted Art and Design subject report's call for ambitious, sequenced skills teaching.
Career and future readiness	Technical skill, visual literacy and critique are explicitly linked to careers in the creative and cultural industries, and to confident self-expression in any field.

Curriculum End Points

EYFS - Little Wrens

Final Milestone

- I can hold and use a range of tools with a comfortable grip.
- I can write most letters from my name accurately
- I can snip with scissors.

EYFS - Robins

ELG: Creating with Materials

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.



ELG Fine Motor Skills

hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases;
use a range of small tools, including scissors, paintbrushes and cutlery;
begin to show accuracy and care when drawing.

Year 1

Develop ideas 	Drawing 	Painting 	Print Making 
Children can.... Start to record simple media explorations in a sketch book.	Children can.... Represent familiar objects by combining shapes; Add detail to artwork; Understand that lines can go in different directions e.g. zig-zags, cross-hatching, waves and begin to develop associated language with this; Explore moving pencil back and	Children can.... Hold a paintbrush correctly and apply paint with some control; Mix primary colours to make secondary.	Children can.... Join simple objects together; Fold, crumple, tear and overlap papers; Use joining processes such as tying and gluing.

	forth to improve pencil marks, lines, curves and outlines.		
3D 	Texture, Pattern, Colour, Line and Tone 	Take inspiration from Other Artists 	
	Children can.... Experiment with a range of media, e.g. pencils, rubbers, crayons, pastels, charcoal & chalk; Begin to control the types of marks made with the range of media; Evidence of experimenting with the use of line to create different effects; Draw from observation, combining techniques taught; Use words to describe the mood of their work.	Children can.... Look at and talk about their own work; Explore the work of a range of artists, craft makers and designers; Say what they like and dislike.	
Year 2			
Develop ideas 	Drawing 	Painting 	Print Making 
Children can.... Use a sketchbook to plan and develop simple ideas; Demonstrate colour mixing, colour wheel textures and patterns in sketch books.	Children can.... Create dark and light tones using pencils; Draw lines and marks from observation; Demonstrate control over their marks.	Children can.... Choose and use suitable brushes for the situation; Show an understanding of the colour wheel; Make tints by adding white and tones by adding black; Mix the secondary colours by using the primary colours.	Children can.... Use equipment correctly to produce a printed image with a range of hard and soft materials; Make simple marks on rollers and printing palettes; Take simple prints.
3D 	Texture, Pattern, Colour, Line and Tone 	Take inspiration from Other Artists 	
	Children can.... Create art works from natural materials to show an awareness of different viewpoints of the same object.	Children can.... Explore and know a growing range of artists and their particular work; Explain how a piece of art makes them feel.	
Year 3			
Develop ideas 	Drawing 	Painting 	Print Making 

Children can.... Explore and experiment in their sketchbooks; Use annotations in sketchbooks to express their feelings, show awareness of techniques used by artists.	Children can.... Begin to show consideration in the choice of pencil grade they use; Develop patterns/ marks with a variety of media	Children can.... Use a range of brushes to demonstrate increasing control and also a range of effects and textures; Use light and dark within painting and begin to explore complimentary colours; Mix colour, shades and tones with increasing confidence; Understand how to create a background using a wash.	
3D 	Texture, Pattern, Colour, Line and Tone 	Take inspiration from Other Artists 	
Children can... Join two parts successfully; Construct a simple base for extending and modelling other shapes; Produce larger ware using pinch/ slab/ coil techniques; Demonstrate awareness in environmental sculpture and found object art.	Children can.... demonstrate textures and patterns with a wide range of drawing implements; Create art works from natural materials to show an awareness of different viewpoints of the same object.	Children can.... Explore the work of a growing range of artists, craft makers and designers; Discuss own and others work, expressing thoughts and feelings; Respond to art from a range of cultures and time.	
Year 4			
Develop ideas 	Drawing 	Painting 	Print Making 
Children can.... Use sketchbooks to collect and record from different sources, expressing likes and dislikes through annotations; Use a sketch book to adapt and improve original ideas.	Children can.... Develop intricate patterns using different grades of pencil and other implements; Draw for a sustained period of time at an appropriate level; Show representation of movement in figures and forms.	Children can.... Start to develop a painting from a drawing; Begin to choose their own appropriate media to work with; Mix colour, shades and tones with increasing confidence; Work in the style of a selected artist.	Children can... Print simple pictures using different printing techniques; Show simple examples of mono-printing and relief printing; Print using more than one colour.
3D 	Texture, Pattern, Colour, Line and Tone 	Take inspiration from Other Artists 	

	Children can.... Show how grades of pencil can achieve different tones; Use complimentary and contrasting colours for effect.	Children can.... Describe how artists are similar and different, and make links to their own work; Say how they might develop an idea further.	
Year 5			
Develop ideas 	Drawing 	Painting 	Print Making 
Children can.... Use sketchbooks to planning, trying out ideas, plan colours and collect source material for future works; Adapt work as and when necessary and explain why.	Children can.... Work in a sustained and independent way to create a detailed drawing; Use different techniques for different purposes i.e. shading, hatching within their own work Develop further simple perspective in their work using a single focal point and horizon; Develop close observation skills using a variety of view finders	Children can.... Begin to develop an awareness of composition, scale and proportion in their paintings; Mix and match colours to create atmosphere and light effects.	
3D 	Texture, Pattern, Colour, Line and  Tone	Take inspiration from Other Artists 	
Children can... Work in a safe, organised way, caring for equipment and securing work to continue at a later date; Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.	Children can.... Include tones and tints, light and shade becoming increasingly subtle in their work.	Children can.... Recognise the art of key artists and begin to place them in key movements or historical events.	
Year 6			
Develop ideas 	Drawing 	Painting 	Print Making 
Children can.... Use sketchbooks to collect and record visual information from different sources annotating work as they go; Adapt work as and when necessary and explain why.	Children can... Draw for a sustained period of time over a number of sessions working on one piece; Use different techniques for different purposes i.e. shading, hatching within their own work, commenting on which works well and why; Develop an	Children can.... Develop their own style of painting. This style may be through the development of: colour, tone and shade Purposely control the types of marks made and experiment with different effects and textures inc.	Children can... Use tools in a safe way; Continue to gain experience in overlaying colours; Start to overlay prints with other media.

	awareness of composition, scale and proportion in their work.	blocking in colour, washes, thickened paint creating textural effects.	
3D 	Texture, Pattern, Colour, Line and Tone 	Take inspiration from Other Artists 	
	Children can.... Consider the use of colour for mood and atmosphere.	Children can.... Discuss and review own and others work, expressing thoughts and feelings explaining their views Identify artists who have worked in a similar way to their own work.	

Progression in Art

EYFS - Nursery

Milestone 1	Milestone 2	Milestone 3	Final Milestone
- I can explore and manipulate tools and resources. - I can make random marks with a range of tools – brushes and pencils.	- I can copy gross motor patterns (Squiggle) - I can hold scissors and open and close them.	- I can use the whole hand grip to make a simple pre-writing pattern (Squiggle) - I can use a pincer grip - I can form some letters from my name. - I can use scissors and attempt to cut paper.	- I can hold and use a range of tools with a comfortable grip. - I can write most letters from my name accurately - I can snip with scissors.

EYFS – Reception



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
EXPRESSIVE ARTS AND DESIGN <i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i> <i>HELICOPTER STORIES</i>  <i>THE POETRY BASKET</i> 	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 . 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 . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs; poems; rhymes Explore with watercolours, poster paint, paint sticks, different pen types Join in with role play games and use resources available for props Artist focus: Alma Thomas Yayoi Kusama	Learn and recite selected Autumn Poetry Basket poems Experiment using different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Christmas Concert	Learn and recite selected Spring Poetry Basket poems Develop Observational drawing skills Experiment with mark making using natural materials Mark-make in response to Lunar New Year stimuli – mixed media	Experiment with materials to make relief prints Use a wide range of props for imaginative Retell familiar stories with props	Learn and recite selected Summer Poetry Basket poems Create clay nature <u>tiles</u> Learn and perform dance and songs in Infant Summer productions	Experiment <u>colour</u> mixing with cold <u>colours</u> – linked to the oceans study Printing Observe and draw sea shells

Develop ideas - Master techniques – Take inspiration from the greats



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing ideas					
Start to record simple media explorations in a sketch book	Use a sketchbook to plan and develop simple ideas Colour mixing, colour wheel textures and patterns to inform other work	use a sketchbook to record media explorations and experimentations Use a sketch book to express feelings about a subject. Make notes in a sketch book about techniques used by artists. Annotate ideas for improving their work through keeping notes in a sketch book	Use sketchbooks to collect and record visual information from different sources Express likes and dislikes through annotations Use a sketch book to adapt and improve original ideas Keep notes to indicate their intention	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Keep notes which consider how a piece of work may be developed further Adapt work as and when necessary and explain why	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material Annotate work in sketchbooks Adapt work as and when necessary and explain why
Key assessment Questions					
Does your sketchbook have information you have found using different sources?	Does your sketchbook have information you have found out? Can you do Colour mixing and use a colour wheel?	Can you use a sketchbook to record media explorations and experimentations?	Can you use sketchbooks to collect and record visual information from different sources?	Can you use sketchbooks to collect and record visual information from different sources?	Can you use sketchbooks to collect and record visual information from different sources?

Mastering technique: Drawing					
Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media. Understand tone through the use of different grades of pencils (HB, 2B, 4B)	Develop patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to show consideration in the choice of pencil grade they use.	Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Further develop drawing a range of tones, lines using a pencil. Begin to show awareness of representing texture through the choice of marks and lines made.	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. 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, photographs and digital images. Develop close observation skills using a variety of view finders.	Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.
Key Assessment Questions					
Can you draw on different surfaces with a range of media?	Can you control the types of marks made with the range of media?	Can you control the types of marks made with the range of media?	Show me how you control the types of marks made and experiment with different effects and textures	Show me how you control the types of marks made and experiment with different effects and textures	Show me how you control the types of marks made and experiment with different effects and textures
Mastering technique: Painting					

Experiment with paint media using a range of tools, e.g. different brush sizes, rollers and pads Explore techniques such as lightening and darkening paint without the use of black or white 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.	Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture Understand how to make tints using white and tones by adding black to make darker and lighter shades Build confidence in mixing colour shades and tones Understand the colour wheel and colour spectrums Be able to mix all the secondary colours using primary colours Confidently Continue to control the types of marks made with the range of media Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks	Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task Understand how to create a background using a wash	Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects Start to develop a painting from a drawing Begin to choose appropriate media to work with Use light and dark within painting and show understanding of complimentary colours Mix colour, shades and tones with increasing confidence Work in the style of a selected artist (not copying)	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects Mix colour, shades and tones with confidence building on previous knowledge Start to develop their own style using tonal contrast and mixed media	Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Mix colour, shades and tones with confidence building on previous knowledge Understanding which works well in their work and why.
Key Assessment Questions					
What are the primary and secondary colours? Can you paint on different surfaces	Can you control the types of marks made with the range of media? Can you use a range of painting techniques?	Can you create different effects and textures with paint? Can you control the types of marks made with the range of media?	Show me how you control the types of marks made and experiment with different effects and textures	Show me how you control the types of marks made and experiment with different effects and textures	Show me how you control the types of marks made and experiment with different effects and textures

with a variety of techniques?		Can you use a range of painting techniques?			
Mastering techniques: Print making					
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	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge Demonstrate experience at impressed printing: drawing into ink, printing from objects Use equipment and media correctly and be able to produce a printed image Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing		Print simple pictures using different printing techniques Continue to explore both mono-printing and relief printing Demonstrate experience of printing in more than one colour. Demonstrate experience in combining prints taken from different objects to produce an end piece.		Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Show experience in a range of mono print techniques.
Key Assessment Questions					

Can you create a repeating pattern using printmaking?	Can you control the types of marks made with the range of media? Can you use equipment to create a printed image?		Show me how you control the types of marks made and experiment with different effects and textures Can you print simple pictures using different printing techniques?		Show me how you control the types of marks made and experiment with different effects and textures
3D					
		Use equipment and media with confidence Begin to show an awareness of objects having a third dimension Join two parts successfully Construct a simple base for extending and modelling other shapes Produce larger ware using pinch/ slab/ coil techniques Demonstrate awareness in environmental sculpture and found object art Show awareness of the effect of time upon sculptures		Work in a safe, organised way, caring for equipment. Secure work to continue at a later date Show experience in combining pinch, slabbing and coiling to produce end pieces Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.	
Key Assessment Questions					
		Can you explain that objects have a third dimension? Show me how to join two parts and construct a simple base for extending and modelling other shapes		Can you combine pinch, slabbing and coiling to produce end pieces?	

Texture, pattern, colour, line and tone					
Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art.	Demonstrate experience in surface patterns/ textures and use them when appropriate. Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture. Express links between colour and emotion	Create textures and patterns with a wide range of drawing implements Create textures and patterns with a wide range of drawing implements	Experiment with different grades of pencil and other implements to achieve variations in tone Use complimentary and contrasting colours for effect	Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.	Consider the use of colour for mood and atmosphere
Key Assessment Questions					
Can you show me a range of patterns and texture? How do colours link to mood?	Can you show me a range of patterns and texture? How do colours link to our emotion?	Can you show me a range of patterns and texture?	Can you use different grade of pencil to show tone?	Can you use tones and tints, light and shade?	Can you choose colour for mood or atmosphere?
Taking inspiration from other artists					
Look at and talk about own work Explore the work of a range of artists, craft makers and designers. Express their likes and dislikes	To explore the work of a range of artists, craft makers and designers Explain how a piece of art makes them feel	Continue to explore the work of a range of artists, craft makers and designers Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other	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 Discuss own and others work, expressing thoughts and feelings, and	Recognise the art of key artists and begin to place them in key movements or historical events. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history	Discuss and review own and others work, expressing thoughts and feelings explaining their views Identify artists who have worked in a similar way to their own work Explore a range of great Artists, architects and designers in history

		cultures and other periods of time.	using knowledge and understanding of artists and techniques. Identify modifications/ changes and see how they can be developed further.		
Key assessment Questions					
Can you tell me about work by.....? What do you like and dislike?	Can you tell me about work by.....? How does it make you feel?	Can you tell me about work by.....? (link to different cultures and time)	Can you discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques?	Can you recognise the art of key artists and begin to place them in key movements of historical events?	Can you review other's work? Can you recognise the art of key artists and begin to place them in key movements of historical events?