

Drawing Skill Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Start to record simple explorations in sketch books.</p> <p>Communicate something about themselves through their artwork.</p> <p>Use viewfinders to focus on one area or part of an object before drawing.</p>	<p>Use a sketchbook to plan and develop simple skills and ideas.</p> <p>Begin to record simple explanations and evaluations in their sketchbooks.</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Use their sketches to produce a final artwork</p> <p>Record simple observations, explanations and evaluations in their sketchbooks.</p> <p>Use learnt techniques to draw for a sustained period of time at an appropriate level for the individual child.</p> <p>Develop close observation skills using viewfinders.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Record observations, explanations and evaluations in their sketchbooks.</p> <p>Use learnt techniques to draw for a sustained period of time at an appropriate level for the individual child.</p> <p>Develop close observation skills using viewfinders.</p>	<p>Use sketchbooks to collect, record and plan for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Explain why they have chosen specific materials to draw with.</p> <p>Use learnt techniques to work in a sustained and independent way on a detailed drawing.</p> <p>Develop close observation skills using viewfinders.</p>	<p>Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</p> <p>Ensure sketches communicate emotions and a sense of self with accuracy and imagination.</p> <p>Explain why they have combined different tools to create their drawings.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop close observation skills using viewfinders.</p>
<p>Begin to use and control different drawing media.</p> <p>Draw on different surfaces and coloured paper.</p>	<p>Experiment with different drawing media.</p> <p>Show increasing control of marks made with different drawing media.</p> <p>Draw on different surfaces with a range of media.</p>	<p>Experiment and control different types of marks made with different drawing media.</p> <p>Use three different grades of pencil (4B, 8B, HB).</p>	<p>Make marks, patterns and lines of increasing intricacy with a wide range of drawing implements.</p> <p>Use different grades of pencil to show different tones and experiment with line, form, tone and shape.</p>	<p>Make marks and lines with a wide range of drawing implements. E.g. charcoal, pencil, wax crayons, chalk/ oil pastels etc.</p> <p>Experiment with different grades of pencil and other implements to create</p>	<p>Use different techniques (e.g. shading, hatching) to create mood and feeling.</p> <p>Use drawing techniques to work from a variety of sources: observation, photographs and digital images.</p>	<p>Develop their own style of drawing through: line, tone, pattern, texture and a range of media.</p> <p>Use different drawing techniques for different purposes and to create different moods.</p>

<p>Start to produce different patterns and textures from observation and imagination.</p>	<p>Draw lines of different shapes and thickness, using 2 different pencil grades.</p> <p>Investigate textures by describing, naming, rubbing and copying.</p>	<p>Draw on different surfaces with a range of media.</p> <p>Continue to investigate textures by naming, describing, rubbing and copying to produce an expanding range of patterns.</p>	<p>Begin to apply tone in a drawing in a simple way.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p>	<p>lines, marks, form and shape.</p> <p>Develop techniques to create intricate patterns, marks and lines using a growing range of media.</p> <p>Use these techniques to develop texture and tone.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p>		
<p>Begin to give meaning to their marks. Encourage accurate drawings of people (including body features)</p> <p>Produce lines of different thickness and tone using pencil.</p>	<p>Name, match and draw lines and shapes from observations.</p> <p>Develop a range of tone using a pencil and a variety of drawing techniques.</p>	<p>Name, match and draw lines and shapes from observations.</p> <p>Continue to investigate tone by drawing light/dark lines and using techniques such as hatching, stippling and blending.</p>	<p>Begin to show an awareness of objects having a third dimension and perspective.</p>	<p>Further develop drawings featuring the third dimension and perspective.</p> <p>Show reflections.</p> <p>Show facial expressions and body language in their sketches.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p>	<p>Develop simple perspective by using a focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their drawings</p> <p>Develop a key element of their work: line, tone, pattern and texture.</p>	<p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p>

*Media = drawing tools. E.g. pencils, pens, chalk, charcoal, wax crayons, oil pastels, graphite sticks, etc

Drawing Vocabulary Progression

EYFS (Nursery / Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Line: Line, thin, wavy, straight, zigzag	Line: Soft, broad, narrow, fine, shape, bold, vertical, horizontal, diagonal		Line: Outline, faint, broken continuous		Line: Angular, flowing, free hand, blurred, controlled, meandering,	
Shape Shape, circle, square, triangle, rectangle, long, short, round, straight	Shape Oval, curvy/curved, natural, manmade		Shape Form, shapes, third dimension, figure		Shape Organic, proportion, fluid,	
			Tone: Tone, contrast, shading, highlight, shadow, solid		Tone: Tonal contrast, smooth, harsh, variations, diffused, density	
Texture: Hard, soft, bumpy, smooth, shiny, wet, dry	Texture: Rough, wrinkly, surface, rough, spikey, shiny, bumpy,		Texture: Grainy, cracked, corrugated, rubbery,		Texture: Coarse, uneven, silky	
Pattern: Repeat	Pattern: Symmetrical, simple, stripe, spot		Pattern: Continuous, spiral		Pattern: Intricate, rhythm, balance	
	Composition: Background, foreground		Composition: Background, foreground, middle ground, layers		Composition: Perspective, single focal point, horizon, composition, scale, foreground, middle ground, background	
Finger, stick, chalk, pastel, felt tip, chalk, pencil, charcoal	Self portrait, portrait/landscape (paper arrangement) smudge, blend		Still life, observational, landscape emotion, sketch, scale		Expression, proportion, mood, distance, hatching, blending, stippling	
Mark making						

Painting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of tools including different size brushes, fingers, sponges, twig brushes, etc.</p> <p>Recognise and name the primary colours.</p> <p>Explore what happens when they mix colours.</p> <p>Use particular colours for a purpose.</p> <p>Mix and match colours to different objects.</p> <p>Explore working with paint on different surfaces and in different ways, e.g. coloured paper, textured paper, clay and surfaces of different sizes and shapes.</p>	<p>Experiment with different sizes and types of painting tools to create different effects.</p> <p>Experiment with different application techniques.</p> <p>Experiment with different types of paint- e.g. powder paint, block paints and ready-mixed paint.</p> <p>Choose to use thick and thin brushes as appropriate.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Recognise and name the secondary colours and know how to mix them from the primaries.</p> <p>Start to mix a range of secondary colours, and begin to predict resulting colours.</p>	<p>Choose appropriate painting tool / brush size for the desired effect or technique to be used.</p> <p>Experiment with different types of paint- e.g. powder paint, block paints and ready-mixed paint.</p> <p>Mix paint to create all the secondary colours and predict the outcomes.</p> <p>Record information on colour mixing, the colour wheel and colour spectrums.</p> <p>Tint colours (using white) to make lighter tones.</p> <p>Experiment with darkening colours without using black.</p> <p>Mix and match colours to objects.</p> <p>Continue to control the types of marks made with a range of painting techniques:</p>	<p>Demonstrate increasing control with mark making techniques e.g. dotting, scratching, splashing, etc.</p> <p>Experiment with different effects and textures to suit the task e.g. blocking in colour, washes, thickened paint and textured paint.</p> <p>Begin to choose and use a range of painting tools to suit scale and desired effect.</p> <p>Use light and dark within painting and begin to explore complementary colours.</p> <p>Mix colour, tints and shades with increasing confidence.</p> <p>Know where each of the primary and secondary colours sits on the colour wheel.</p> <p>Know and use more specific colour</p>	<p>Confidently control types of marks made.</p> <p>Experiment with different effects and textures to suit the task.</p> <p>Begin to choose and use a range of appropriate tools and media to work with.</p> <p>Use light and dark within painting.</p> <p>Show understanding of complementary colours.</p> <p>Explore how colour can convey mood.</p> <p>Create all the colours they need through mixing.</p> <p>Mix colour, tints and shades with increasing confidence.</p> <p>Start to look at working in the style of a selected artist.</p> <p>Develop the use of perspective.</p>	<p>Confidently control types of marks made.</p> <p>Experiment with different effects and textures to suit the task.</p> <p>Be able to identify primary secondary, complementary and contrasting colours.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, tints and shades with confidence.</p> <p>Start to develop a painting from a drawing.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Use sketchbooks to collect and record visual information, plan, try ideas and collect source</p>	<p>Purposely control the types of marks made.</p> <p>Experiment with different effects and textures to suit the task.</p> <p>Mix colour, tints and shades with confidence, building on previous knowledge and evaluating what works and why.</p> <p>Work in a sustained and independent way to develop their own style of painting through colour, tone and/or shade.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Explain why they have chosen specific painting techniques.</p> <p>Use sketchbooks to collect and record visual information, plan, try ideas, collect</p>

	Explore lightening and darkening paint without the use of black or white (water wash). Begin to create textured paint e.g. by adding sand or mixing with PVA.	layering paint, mixing colours and adding texture to the paint.	language (see linked glossary)	Use more specific colour language (see linked glossary)	material to aid in future works. Start to develop their own style using tonal contrast and mixed media.	source material and annotate work. Adapt their work according to their views and describe how they might develop it further.
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* Painting tools - brushes, sponges, twig brushes, fingers, feathers, edges of card, etc.

Painting Vocabulary Progression						
EYFS (Nursery / Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Primary colours Mix Colour Brush Surface Texture Tool Effect	printing technique brush size colour match colour mix secondary colours warm colours cool colours shade tint types of paint: acrylic, water colour etc. brush mark		complementary colours colour washing properties of paint → Opacity Transparency Texture Finish Coverage Drying time		colour-scheme colour spectrum tertiary colours tonal contrast Mixed media properties of paint → Viscosity Coverage Permanence Blendability Layering	

Printing

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy taking leaf rubbings e.g. leaf, brick and coin.</p> <p>Create simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge.</p> <p>Design their own printing block.</p> <p>Explore printing in relief. Use string and card.</p> <p>Explore impressed printing. Drawing into ink, printing from objects.</p> <p>Create a simple repeating pattern and recognise pattern in the environment.</p> <p>Use equipment and media correctly and start to produce a clean printed image.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials.</p> <p>Explore mono printing. Make simple marks on rollers and printing palettes. Take simple prints.</p> <p>Demonstrate experience at impressed printing. Drawing into ink, printing from objects.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Continue to explore relief printing and mono printing.</p> <p>Print simple pictures using different printing techniques.</p> <p>Begin to demonstrate experience in three colour printing.</p> <p>Experiment with overprinting motifs using two colours.</p> <p>Start to combine prints taken from different objects to produce an end piece.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work.</p>	<p>Increase awareness of relief printing and mono printing.</p> <p>Expand experience in three colour printing.</p> <p>Continue experimenting with overprinting motifs using three colours.</p> <p>Print onto different materials including fabric.</p> <p>Continue to experience combining prints taken from different objects to produce an end piece.</p> <p>Create an accurate print design.</p>	<p>Show experience in a range of monoprint techniques.</p> <p>Continue to gain experience in overprinting colours.</p> <p>Start to overlay prints with other media.</p> <p>Print onto a range of different materials.</p> <p>Use a variety of tools in a safe way.</p> <p>Create an accurate print design that meets a given criteria.</p> <p>Collect and record visual information from different sources as well as planning and trying out ideas.</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe the techniques and processes they use.</p> <p>Overprint using different colours.</p> <p>Be confident in printing onto a range of different materials.</p> <p>Collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>

Printing Vocabulary Progression

EYFS (Nursery / Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rubbing Print Pattern Object Texture	Printing block Relief Impressed Repeating pattern Clean print Media Equipment Mono printing		Palette Roller Repetition Hard materials Soft materials Similarities Differences		Overlay Overprint Motif Mono printing	

3D/Sculpture

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy a range of malleable media such as clay, papier-mâché and salt dough.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Construct with a purpose in mind, using a variety of resources.</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Experiment with a variety of malleable media such as clay, papier-mâché, salt dough and Modroc.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Shape and model materials for a purpose e.g. pots.</p> <p>Apply simple decoration techniques; impressed, painted and applied.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Join two parts successfully.</p> <p>Use clay, Modroc or other malleable material to create an imaginary or realistic form e.g. a pot, structure or figure.</p> <p>Explore carving as a form of 3D art.</p> <p>Demonstrate experience in surface patterns and textures and use them when appropriate.</p> <p>Develop an increasing awareness to use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with confidence.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Learn to secure work to continue at a later date.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Produce larger ware using pinch, slab and coil techniques.</p> <p>Produce more intricate surface patterns and textures and use them when appropriate.</p> <p>Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Make a slip to join two pieces of clay.</p> <p>Secure work to continue at a later date.</p> <p>Decorate, coil and produce marquettes confidently.</p> <p>Gain more experience in carving as a form of 3D art.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Model over an armature (newspaper frame for Modroc).</p> <p>Continue to use language appropriate to skill and technique.</p> <p>Show an awareness of the effect of time upon sculptures.</p>	<p>Continue to work in a safe, organised way, caring for equipment.</p> <p>Carry on securing work to continue at a later date.</p> <p>Show experience in combining pinch, slab and coil.</p> <p>Develop understanding of different ways of finishing work: glaze, paint and polish.</p> <p>Gain experience in modelling over an armature (newspaper frame for Modroc).</p> <p>Develop confidence in carving a simple form.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Compare the style of different approaches e.g. Moore and Aztec.</p>	<p>Work confidently in a safe, organised way, caring for equipment.</p> <p>Carry on securing work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab and coil to produce end pieces.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint and polish.</p> <p>Work around armatures or over constructed foundations.</p> <p>Confidently carve a simple form.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment e.g. furniture and buildings.</p>

3D/Sculpture Vocabulary Progression

EYFS (Nursery / Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Malleable Clay Papier-mâché Salt dough Cut Shape Join Assemble Tools Construct Combine	Roll Pinch Knead Model Impressed Apply Decoration Recycled materials Natural materials Man-made materials Surface pattern Texture		Base Extend Secure Form Slab Coil Intricate Slip Carving Armature Technique		Finish Glaze Polish Environmental sculpture Found object Style Freestanding Sculptural forms Foundation	

Textiles

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy playing with and using a variety of textiles and fabrics.</p> <p>Decorate a piece of fabric.</p> <p>Experiment with simple weaving e.g. paper, twigs.</p> <p>Experiment in fabric collage e.g. layering fabric.</p>	<p>Begin to identify different forms of textiles.</p> <p>Have experience in colouring textiles (printing and fabric crayons).</p> <p>Have some experience of weaving and understand the process and some techniques.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Use one type of stitch.</p> <p>Explain how to thread a needle and have a go.</p>	<p>Continue identifying different forms of textiles.</p> <p>Gain experience in applying colour to textiles (dipping and fabric crayons).</p> <p>Continue to gain confidence in weaving, both 3D and flat e.g. grass through twigs.</p> <p>Stitch two pieces of fabric.</p> <p>Create and use dyes e.g. using onion skins, tea and coffee.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Change and modify threads and fabrics (knotting, fraying, fringing, twisting, pulling threads, plaiting).</p>	<p>Show an awareness of and name a range of different fabrics.</p> <p>Use a variety of techniques e.g. dyeing, weaving and stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Show further experience in changing and modifying threads and fabrics (knotting, fraying, fringing, pulling threads, twisting, plaiting).</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>Plan a design and execute it.</p> <p>Become confident in applying colour with tie dye by creating and using own dyes.</p> <p>Change and modify threads and fabrics.</p> <p>Use a technique as a basis for stitch embroidery.</p> <p>Apply decoration using needle and thread e.g. buttons and sequins.</p> <p>Use resist paste and batik with the use of one colour.</p> <p>Use language appropriate to skill and technique.</p>	<p>Continue using a variety of techniques e.g. dyeing, weaving and stitching to create different textural effects.</p> <p>Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye.</p> <p>Change and modify threads and fabrics as needed.</p> <p>Produce two colour tie dye.</p> <p>Experience 3D weaving.</p> <p>Continue to gain experience in batik. Experiment using more than one colour.</p> <p>Use language appropriate to skill and technique</p>	<p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Use different grades of threads and needles.</p> <p>Work in 2D and 3D as required.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Use language appropriate to skill and technique.</p>

Textile Vocabulary Progression

EYFS (Nursery / Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles Fabrics Decorate Weaving Collage Layering Colouring Tools	Sort Match Texture Knotting Fraying Fringing Twisting Pulling Plaiting		Cutting Joining Beads Buttons Embroidery Design		Applique Patterns (stitch-based) Grades (threads/needles)	

Collage

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chooses particular colours for a purpose.</p> <p>Experiment to create different textures.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Use simple tools and techniques and adapt work where necessary.</p>	<p>Create images from a variety of media e.g. tissue paper, crepe paper etc.</p> <p>Collect and sort colours appropriate for an image.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Fold, crumple, tear and overlap papers.</p>	<p>Create images from a variety of media e.g. fabric, magazines, newspaper etc.</p> <p>Use different kinds of materials on their collage and explain why they have chosen them.</p> <p>Sort and group different materials for different purposes e.g. colour, texture.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create texture.</p> <p>Cut materials and shapes with developing accuracy.</p> <p>Experiment using different colours.</p>	<p>Select and arrange materials to create a striking effect.</p> <p>Use coiling and tessellation as new techniques.</p> <p>Develop learnt mosaic skills and techniques through experimenting with ceramic mosaics.</p> <p>Combine visual and tactile qualities.</p>	<p>Continue to use a range of media to create collages.</p> <p>Use learnt techniques to add collage to a painted, printed or drawn background.</p> <p>Use and mix a variety of textures (rough, smooth, plain, and patterned).</p>	<p>Use a range of materials and justify why they have chosen them.</p> <p>Combine pattern, tone and shape to create a finished piece.</p> <p>Use different techniques, colours and textures when designing and planning work.</p>

	Create and arrange shapes appropriately by cutting or tearing.	Use repeated patterns in their collage.	Begin creating and experimenting with mosaic.		Use ceramic mosaic to produce a piece of art. Combine visual and tactile qualities to express mood and emotion.	Use collage as a means of extending work from initial ideas.
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Collage Vocabulary Progression

EYFS (Nursery / Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cut rip tear arrange stick material names (paper, tissue paper, foil, newspaper, magazine paper, etc)	Create variety images media sort group fold crumple overlap material names (paper, tissue paper, foil, newspaper, magazine paper, etc)		Mosaic photograph montage collection material names (paper, tissue paper, foil, newspaper, magazine paper, cellophane, brusho, etc)		Mosaic assemblage mixed media adhesive embellish material names (paper, tissue paper, foil, newspaper, magazine paper, cellophane, brusho, etc)	

Digital Art						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use a simple painting program to create a picture.</p> <p>Use tools like full and brushes in a painting package.</p>	<p>Create a picture independently.</p> <p>Use simple IT mark-making tools e.g. brush and pen tools.</p> <p>Edit their own work.</p> <p>Take different photographs of themselves displaying different moods.</p> <p>Change their photographic images on a computer.</p>	<p>Use the printed images they take with a digital camera and combine them with other media to produce art work.</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (using the internet).</p> <p>Use the internet to research an artist or style of art.</p>	<p>Present a collection of their work on a slide show.</p> <p>Create a piece of art work which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their research.</p>	<p>Create a piece of art work which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their research.</p> <p>Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.</p> <p>Create digital images with animation, video and sound to communicate their ideas.</p>	<p>Use software packages to create pieces of digital art to design.</p> <p>Create a piece of art which can be used as part of a wider presentation.</p>

Digital Art Vocabulary Progression						
EYFS (Nursery / Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Digital camera</p> <p>Printed images</p> <p>Combine</p> <p>Media</p> <p>Research</p>		<p>Slideshow</p> <p>Graphics</p> <p>Text</p> <p>Video</p> <p>Sound</p>		<p>Software</p> <p>Edit</p> <p>Animation</p> <p>Presentation</p> <p>Design</p>	