



Year 6	Practical Exploring painting, sculpture, drawing, printmaking, photography, digital media.	Theoretical History of art, tools, materials, aesthetics, art criticism	Subject specific knowledge Appreciation, interpretation, evaluation
Knowledge (Substantive) Topic: Trailblazers, Barrier Breakers Topic: Inuit Topic: Environmental Artists Topic: Distortion & Abstraction Topic: Bees, Beetles & Butterflies	<p>1.To know that a mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. (& in Inuit) (& in Environmental Artists) (& in Distortion & Abstraction) (& in Bees, Beetles & Butterflies)</p> <p>2. To know that line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one, two and three-point perspectives (vanishing points) (& in Bees, Beetles & Butterflies)</p> <p>3. To know that printmakers create artwork by transferring paint, ink or other art materials from one surface to another.</p>	<p>1.To know that environmental art addresses social and political issues relating to natural and urban environments.</p> <p>2.To know that different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. (& in Inuit) (& in Distortion & Abstraction) (& in Bees, Beetles & Butterflies)</p> <p>3.To know that in conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. (& in Inuit) (& in Environmental Artists) (& in Distortion & Abstraction) (& in Bees, Beetles & Butterflies)</p>	<p>1.To know that strategies are used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. (& in Distortion & Abstraction) (& in Bees, Beetles & Butterflies)</p> <p>2.To know that works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.</p> <p>3.To know that perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern</p>



Moorland Primary School – Progression of Knowledge and skills in Art and Design

	<p>4. To know that materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.</p> <p>5. To know that a 3-D form is a sculpture made by carving, modelling, casting or constructing. (& in Environmental Artists)</p>	<p>4.To know that in art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life.</p>	<p>art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p> <p>(& in Inuit) (& in Environmental Artists) (& in Distortion & Abstraction)</p>
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Year 6	Practical Exploring painting, sculpture, drawing, printmaking, photography, digital media.	Theoretical History of art, tools, materials, aesthetics, art criticism	Subject specific knowledge Appreciation, interpretation, evaluation
Skills (Disciplinary knowledge) Topic: Trailblazers, Barrier Breakers Topic: Inuit Topic: Environmental Artists Topic: Distortion & Abstraction	<ol style="list-style-type: none"> Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. (& in Inuit) (& in Environmental Artists) (& in Distortion & Abstraction) (& in Bees, Beetles & Butterflies) Use line, tone or shape to draw observational detail or perspective. (& in Bees, Beetles & Butterflies) Use the work of a significant printmaker to influence artwork. Combine the qualities of different materials including paper, fabric and print techniques to create textural effects Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. 	<ol style="list-style-type: none"> Create art inspired by or giving an environmental message. Use colour palettes and characteristics of an artistic movement or artist in artwork. (& in Inuit) (& in Distortion & Abstraction) (& in Bees, Beetles & Butterflies) Create innovative art that has personal, historic or conceptual meaning. (& in Inuit) (& in Environmental Artists) (& in Distortion & Abstraction) (& in Bees, Beetles & Butterflies) Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. 	<ol style="list-style-type: none"> Adapt and refine artwork in light of constructive feedback and reflection. (& in Distortion & Abstraction) (& in Bees, Beetles & Butterflies) Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. (& in Inuit) (& in Environmental Artists) (& in Distortion & Abstraction)



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**Topic: Bees,
Beetles &
Butterflies**

(& in Environmental Artists)

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Moorland Primary School – Progression of Knowledge and skills in Art and Design

Year 5	Practical Exploring painting, sculpture, drawing, printmaking, photography, digital media.	Theoretical History of art, tools, materials, aesthetics, art criticism	Subject specific knowledge Appreciation, interpretation, evaluation
Knowledge (Substantive) Topic: Tints, Tones & Shades Topic: Taotie Topic: Line, Light & Shadows Topic: Nature's Art Topic: Mixed Media Topic: Expression	<p>1.To know that preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. (& in Line, Light & Shadows) (& in Nature's Art)</p> <p>2.To know that a tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. (& in Expression)</p> <p>3.To know that imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, but do not exist in the real world.</p> <p>4.To know that relief sculpture projects from a flat surface, such as stone. (& in Nature's Art)</p> <p>5.To know that various techniques can help children to take clear, interesting photographs. (& in Nature's Art)</p> <p>6.To know that ink wash is a mixture of India ink and water, which is applied to paper using a brush.</p>	<p>1.To know that artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. (& in Mixed Media)</p>	<p>1.To know that ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. (& in Taotie) (& in Line, Light & Shadows) (& in Nature's Art) (& in Mixed Media) (& in Expression)</p> <p>2.To know that ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. (& in Nature's Art)</p> <p>3.To know that visual elements include line, light, shape, colour, pattern, tone, space and form. (& in Line, Light & Shadows) (& in Nature's Art)</p>



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	<p>7.To know that some artists use text or printed images to add interest or meaning to a photograph. (& in Expression)</p> <p>8.To know that traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.</p> <p>9.To know that a portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.</p>		<p>(& in Expression)</p>
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Moorland Primary School – Progression of Knowledge and skills in Art and Design

Year 5	Practical Exploring painting, sculpture, drawing, printmaking, photography, digital media.	Theoretical History of art, tools, materials, aesthetics, art criticism	Subject specific knowledge Appreciation, interpretation, evaluation
Skills (Disciplinary Knowledge) Topic: Tints, Tones & Shades Topic: Taotie Topic: Line, Light & Shadows Topic: Nature's Art Topic: Mixed Media Topic: Expression	<ol style="list-style-type: none"> 1. Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. (& in Line, Light & Shadows) (& in Nature's Art) 2. Mix and use tints and shades of colours using a range of different materials, including paint. (& in Expression) 3. Use a range of materials to create imaginative and fantasy landscapes. 4. Create a relief form using a range of tools, techniques and materials. (& in Nature's Art) 5. Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software. (& in Nature's Art) 6. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. 7. Add text or printed materials to a photographic background. (& in Expression) 	<ol style="list-style-type: none"> 1. Investigate and develop artwork using the characteristics of an artistic movement. (& in Mixed Media) 	<ol style="list-style-type: none"> 1. Compare and comment on the ideas, methods and approaches in their own and others' work. (& in Taotie) (& in Line, Light & Shadows) (& in Nature's Art) (& in Mixed Media) (& in Expression) 2. Review and revisit ideas and sketches to improve and develop ideas. (& in Nature's Art) 3. Describe and discuss how different artists and cultures have used a range of visual elements in their work. (& in Line, Light & Shadows) (& in Nature's Art) (& in Expression)



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8. Make and use paper to explore traditional crafting techniques.

9. Explore and create expression in portraiture.



Year 4	Practical Exploring painting, sculpture, drawing, printmaking, photography, digital media.	Theoretical History of art, tools, materials, aesthetics, art criticism	Subject specific knowledge Appreciation, interpretation, evaluation
Knowledge (Substantive) Topic: Warp & Weft Topic: Vista Topic: Animal Topic: Statues, Statuettes & Figurines Topic: Islamic Art	<p>1.To know that different materials and components have a range of properties, making them suitable for different tasks.</p> <p>2. To know that materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. (& in Animal) (& in Islamic Art)</p> <p>3.To know that different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography.</p> <p>4. To know that techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. (& in Statues, Statuettes & Figurines) (& in Islamic Art)</p>	<p>1.To know that art can display interesting or unusual perspectives and viewpoints.</p> <p>2.To know that warm colours include orange, yellow and red. Cool colours include blue, green and magenta.</p> <p>3.To know that pen and ink create dark lines that strongly contrast with white paper. (& in Animal) (& in Statues, Statuettes & Figurines)</p> <p>4.Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. (& in Statues, Statuettes & Figurines) (& in Islamic Art)</p> <p>5. To know that art can be developed that depicts the human form to create a narrative.</p>	<p>1.To know that artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. (& in Vista) (& in Animal) (& in Statues, Statuettes & Figurines)</p> <p>2.To know that constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. (& in Vista) (& in Animal) (& in Statues, Statuettes & Figurines) (& in Islamic Art)</p>



Moorland Primary School – Progression of Knowledge and skills in Art and Design

		<p>6. To know that natural patterns from weather, water or animal skins are often used as a subject matter.</p>	
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Year 4	Practical Exploring painting, sculpture, drawing, printmaking, photography, digital media.	Theoretical History of art, tools, materials, aesthetics, art criticism	Subject specific knowledge Appreciation, interpretation, evaluation
Skills (Disciplinary Knowledge) Topic: Warp & Weft Topic: Vista Topic: Animal Topic: Statues, Statuettes & Figurines Topic: Islamic Art	<ol style="list-style-type: none"> 1. Choose from a range of different materials, showing an understanding of their different characteristics. 2. Develop techniques through experimentation to create different types of art. (& in Animal) (& in Islamic Art) 3. Combine a variety of printmaking techniques and materials to create a print on a theme. 4. Use clay to create a detailed or experimental 3-D form. (& in Statues, Statuettes & Figurines) (& in Islamic Art) 	<ol style="list-style-type: none"> 1. Choose an interesting or unusual perspective or viewpoint for a landscape. 2. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. 3. Use the properties of pen, ink and charcoal to create a range of effects in drawing. (& in Animal) (& in Statues, Statuettes & Figurines) 4. Explain the significance of art, architecture or design from history and create work inspired by it. (& in Statues, Statuettes & Figurines) (& in Islamic Art) 5. Explore and develop three-dimensional art that uses the human 	<ol style="list-style-type: none"> 1. Compare and contrast artwork from different times and cultures. (& in Vista) (& in Animal) (& in Statues, Statuettes & Figurines) 2. Give constructive feedback to others about ways to improve a piece of artwork. (& in Vista) (& in Animal) (& in Statues, Statuettes & Figurines) (& in Islamic Art)



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form, using ideas from contemporary or historical starting points.

6. Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.



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Year 3	Practical Exploring painting, sculpture, drawing, printmaking, photography, digital media.	Theoretical History of art, tools, materials, aesthetics, art criticism	Subject specific knowledge Appreciation, interpretation, evaluation
<p>Knowledge (Substantive)</p> <p>Topic: Contrast & Compliment</p> <p>Topic: Prehistoric pots</p> <p>Topic: Ammonite</p> <p>Topic: People and Places</p> <p>Topic: Beautiful Botanicals</p> <p>Topic: Mosaic Masters</p>	<ol style="list-style-type: none"> 1.To know that examples of contrasting colours include red and green, blue and orange, and yellow and purple. 2. To know that visual elements include colour, line, shape, form, pattern and tone. (& in Ammonite) (& in Mosaic Masters) 3. To know that preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. (& in Prehistoric pots) (& in Ammonite) (& in Beautiful Botanicals) (& in Mosaic Masters) 4.To know that malleable materials are easy to change into a new shape. Rigid materials are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. (& in Ammonite) 5. To know that a two-colour print can be made in different ways. (& in Beautiful Botanicals) 6.To know that hatching, cross-hatching and shading are techniques artists use to add texture and form. 7.To know that an urban landscape is a piece of artwork that shows a view of a town or city. 	<ol style="list-style-type: none"> 1. To know that nature and natural forms can be used as a starting point for creating artwork. (& in Ammonite) 	<ol style="list-style-type: none"> 1.To know that suggestions for improving or adapting artwork could include different aspects. (& in Prehistoric pots) (& in People and Places) (& in Beautiful Botanicals) (& in Mosaic Masters) 2. To know that explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. (& in People and Places) (& in Beautiful Botanicals) (& in Mosaic Masters)



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	<p>8.To know that artists draw, paint or sculpt human forms in active poses.</p> <p>9.To know that warp and weft are terms for the two basic components used in loom weaving</p>		<p>3.To know that the work of significant artists, architects, cultures and designers has distinctive features.</p> <p>(& in Beautiful Botanicals)</p>
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Moorland Primary School – Progression of Knowledge and skills in Art and Design

Year 3	Practical Exploring painting, sculpture, drawing, printmaking, photography, digital media.	Theoretical History of art, tools, materials, aesthetics, art criticism	Subject specific knowledge Appreciation, interpretation, evaluation
Skills (Disciplinary Knowledge) Topic: Contrast & Compliment Topic: Prehistoric pots Topic: Ammonite Topic: People and Places Topic: Beautiful Botanicals	<ol style="list-style-type: none"> 1. Identify, mix and use contrasting coloured paints. 2. Use and combine a range of visual elements in artwork. (& in Ammonite) (& in Mosaic Masters) 3. Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. (& in Prehistoric pots) (& in Ammonite) (& in Beautiful Botanicals) (& in Mosaic Masters) 4. Create a 3-D form using malleable or rigid materials, or a combination of materials. (& in Ammonite) 5. Make a two-colour print. (& in Beautiful Botanicals) 6. Add tone to a drawing by using linear and cross-hatching, scumpling and stippling. 7. Draw, collage, paint or photograph an urban landscape. 8. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. 	<ol style="list-style-type: none"> 1. Use nature and natural forms as a starting point for artwork. (& in Ammonite) 	<ol style="list-style-type: none"> 1. Make suggestions for ways to adapt and improve a piece of artwork. (& in Prehistoric pots) (& in People and Places) (& in Beautiful Botanicals) (& in Mosaic Masters) 2. Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. (& in People and Places) (& in Beautiful Botanicals) (& in Mosaic Masters) 3. Work in the style of a significant artist, architect, culture or designer. (& in Beautiful Botanicals)



Moorland Primary School – Progression of Knowledge and skills in Art and Design

Topic: Mosaic
Masters

9. Weave natural or man-made materials on cardboard looms,
making woven pictures or patterns.



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Year 2	Practical Exploring painting, sculpture, drawing, printmaking, photography, digital media.	Theoretical History of art, tools, materials, aesthetics, art criticism	Subject specific knowledge Appreciation, interpretation, evaluation
Knowledge (Substantive) Topic: Still life Topic: Flower head Topic: Portraits & Poses	<p>1.To know that malleable materials, such as clay, plasticine or salt dough, are easy to shape. Some materials can make textures, patterns and imprints.</p> <p>2.To know that the secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. (& in Flower head) (& in Portraits & Poses)</p> <p>3.To know that natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.(& in Flower head)</p> <p>4. To know that a block print is made when a pattern is carved or engraved onto a surface, covered with ink, and then pressed onto paper or fabric.</p> <p>5. To know that a sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. (& in Flower head) (& in Portraits & Poses)</p> <p>6. To know that a drawing, painting or sculpture of a human face is called a portrait.</p>	<p>1.To know that common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. (& in Flower head)</p>	<p>1. To know that works of art are important for many reasons.</p> <p>2. To know that aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. (& in Flower head) (& in Portraits & Poses)</p>



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7. To know that a landscape is a piece of artwork that shows a scenic view.

8. To know that art papers have different weights and textures. Different media can be added to papers to reveal texture and can be used to create a range of effects on different papers.

9. To know the properties and uses of different textures, tones, pencils, ink and charcoal. (& in Portraits & Poses)



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Year 2	Practical Exploring painting, sculpture, drawing, printmaking, photography, digital media.	Theoretical History of art, tools, materials, aesthetics, art criticism	Subject specific knowledge Appreciation, interpretation, evaluation
Skills (Disciplinary Knowledge) Topic: Still life Topic: Flower head Topic: Portraits & Poses	<ol style="list-style-type: none">1. Press objects into a malleable material to make textures, patterns and imprints.2. Identify and mix secondary colours. (& in Flower head) (& in Portraits & Poses)3. Draw, paint and sculpt natural forms from observation, imagination and memory. (& in Flower head)4. Use the properties of various materials, such as clay or polystyrene, to develop a block print.5. Make simple sketches to explore and develop ideas. (& in Flower head) (& in Portraits & Poses)6. Represent the human form, including face and features, from observation, imagination or memory.7. Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.8. Create a range of textures using the properties of different types of paper.	<ol style="list-style-type: none">1. Describe similarities and differences between artwork on a common theme. (& in Flower head)	<ol style="list-style-type: none">1. Explain why a painting, piece of artwork, body of work or artist is important.2. Analyse and evaluate their own and others' work using artistic vocabulary. (& in Flower head) (& in Portraits & Poses)



Moorland Primary School – Progression of Knowledge and skills in Art and Design

9. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.

(& in Portraits & Poses)



Year 1	Practical Exploring painting, sculpture, drawing, printmaking, photography, digital media.	Theoretical History of art, tools, materials, aesthetics, art criticism	Subject specific knowledge Appreciation, interpretation, evaluation
Knowledge (Substantive) Topic: Mix it! Topic: Funny faces & Fabulous Features Topic: Rain & Sunrays Topic: Street View	<p>1.To know that the primary colours are red, yellow and blue. (& in Street View)</p> <p>2.To know that a print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. (& in Rain & Sunrays)</p> <p>3.To know that ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). (& in Rain & Sunrays)</p> <p>4.To know that human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</p> <p>5.To know that collage is an art technique where different materials are layered and stuck down to create artwork.</p> <p>6.To know that discussion and initial sketches can be used to communicate ideas and are part of the artistic process. (& in Street View)</p> <p>7.To know that transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass,</p>		<p>1.To know that there are similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. (& in Street View)</p> <p>2.To know that aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. (& in Funny faces & Fabulous Features) (& in Rain & Sunrays) (& in Street View)</p> <p>3.To know words relating to colour, shape, materials and subject matter can be used</p>



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	<p>pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p> <p>8.To know that soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard.</p> <p>9.To know that drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</p> <p>10.To know that malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.</p>		<p>to explore works by significant artists. (& in Street View)</p>
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Moorland Primary School – Progression of Knowledge and skills in Art and Design

Year 1	Practical Exploring painting, sculpture, drawing, printmaking, photography, digital media.	Theoretical History of art, tools, materials, aesthetics, art criticism	Subject specific knowledge Appreciation, interpretation, evaluation
Skills (Disciplinary Knowledge) Topic: Mix it! Topic: Funny faces & Fabulous Features Topic: Rain & Sunrays Topic: Street View	<ol style="list-style-type: none"> 1. Identify and use paints in the primary colours. (& in Street View) 2. Make simple prints and patterns using a range of liquids including ink and paint. (& in Rain & Sunrays) 3. Design and make art to express ideas. (& in Rain & Sunrays) 4. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. 5. Use textural materials, including paper and fabric, to create a simple collage. 6. Communicate their ideas simply before creating artwork. (& in Street View) 7. Make transient art and pattern work using a range or combination of man-made and natural materials. 8. Use soft and hard pencils to create different types of line and shape. 9. Draw or paint a place from memory, imagination or observation. 10. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. 	.	<ol style="list-style-type: none"> 1. Identify similarities and differences between two or more pieces of art. 2. Say what they like about their own or others' work using simple artistic vocabulary. (& in Funny faces & Fabulous Features) (& in Rain & Sunrays) (& in Street View) 3. Describe and explore the work of a significant artist. (& in Street View)



Moorland Primary School – Progression of Knowledge and skills in Art and Design

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