Knowledge and Skills Progression
Subject area: Art and Design skills

National Curriculum Statements	
Key Stage 1 Pupils should be taught: ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about 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.	**Key Stage 2** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.

Knowledge and Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	**Expressive Art and Design -** **Creating with Materials ELG:** • 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	**Skill & Control:** Learners develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. They explore the concept of light & dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. They learn how to control the pressure of their drawing materials. **Method:** Learners are shown a range of drawing media including graphite sticks,	**Skill & Control:** Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern. **Method:** Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds,	**Skill & Control:** Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Leaners can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Leaners develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms. **Method:** Learners work in a range of drawing media including graphite sticks,	**Skill & Control:** Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.)	**Skills & Control:** Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. Learners control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making	**Skills & Control:** Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective **Method:** Learners work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk,

	characters in narratives and stories. **Being Imaginative and Expressive** ELG: • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	charcoal, crayons, coloured pencils. They learn the differences and similarities between. Learners try out new ways of making lines/marks to describe a range of surfaces, textures, and forms. **Aim:** Draw from imagination & observation.	feathers, sticky tape to create expressive drawings. **Aim:** Learners have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources	charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need. **Aim:** Record experiences such as trips and experiences or to describe sequences of events. Describe, copy, and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken)	Realistic (portrait, still life etc.) Abstract (fine art, emotions) **Method:** Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape. **Aim:** Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or photos they have taken)	techniques for purpose & intention. **Method:** Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing **Aim:** Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.	digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes **Aim:** Learn styles of drawing & how it is used; 1. graphic (*cartoon, graffiti, fashion etc.*) 2. realistic (*portrait, still life etc.*) 3. technical (*architecture, product design, plans, diagrams*) 4. Illustration (*books, magazines*) 5. Abstract 6. Sculptural (*3D, wire, card, architectural models*) 7. Digital (*using computers, tablets, film*) other materials
Painting and Mixed Media	**Skill & Control:** Learn how to hold and control a paintbrush. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment. **Techniques:** Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. **Formal Elements:** Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc.	**Skills & Control:** They know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish **Techniques:** They know and have used different types of	**Skills & Control:** Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. They learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control **Techniques:** Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces.	**Skills & Control:** Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work. **Techniques:** Learn how to paint with expression by combining	**Skills & Control:** Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties **Techniques:** Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.	**Skills & Control:** They know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details **Techniques:** They know different types of paint and when to use them, such as what paint to	**Skills & Control:** Learners should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Their painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint

Colour: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc. **Tone/Form:** Learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment. **Pattern & Texture:** They paint patterns & add things to paint to make textures such as sand, grit, salt. **Line/Shape:** They concentrate hard to paint shapes, lines and edges neatly	painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces and say which is suitable for a give task. **Formal Elements:** **Colour:** Learners use colours imaginatively learning that colour can be used to express their thoughts and feelings. **Tone/Form:** Learners further develop their ability to make colours darker and lighter and understanding of how this affects form. **Pattern & Texture:** They paint patterns & add things to paint to make textures such as sand, grit, salt. **Shape/Line:** They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.	Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively. **Formal Elements** **Colour:** Develop colour mixing to make finer variations in secondary colours. **Tone/Form:** Learn why light colours appear to be to us and dark objects look further away, then explore this in their art. **Pattern & Texture:** Create original patterns & make textures. **Shape/Line:** Understand the importance of outlines & paint more sophisticated shapes	traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.) **Formal Elements:** **Colour:** Mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. **Tone/Form:** Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. **Line/Shape:** Painting with line for expression and to define detail. **Pattern/Texture:** Create more complex patterns and textures.	**Formal Elements:** **Colour:** Learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists. **Tone/Form:** Learners paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. **Line/Shape:** Use line with greater confidence to highlight form and shape. **Pattern/Texture:** Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.	use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc **Formal Elements:** **Colour:** Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. **Tone/ Form:** Learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. **Line/Shape:** Uses line or shape to create original compositions. **Pattern Texture:** Uses pattern & texture for purposeful effect	on and be able to name them **Techniques:** Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling. They should be introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them. **Formal Elements:** **Colour:** Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours. **Tone/Form:** They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail. **Line/Shape:** Uses line with confidence to represent own ideas and

							compositions. **Pattern/Texture:** Understands how to apply pattern and texture with confidence to decorate or embellish paintings.
Design	Learners should make something they have imagined or invented, such as a toy or a creature. This might be drawn initially then modelled in plasticine for example.	Learners should design & make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions.	Learners design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.	Learner's design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.	Learner's design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries	Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design and see clear links to how this works in the creative industries	Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design for example. To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries
Craft	Use simple wax resist using crayons and ink is used to make pictures. Art is made by cutting, sewing, gluing and forming fabrics. Textiles are decorated with simple appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes	Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used	Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used. Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes.	Learners gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	Learners gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc	Learners gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	Leaners could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, modelling et
3D Sculpture, Printmaking, Digital, Clay etc.	**Printing:** Make simple printing blocks from soft materials they have cut, shaped, or moulded. **Digital:** Take photographs with digital cameras, learning to focus & position what	**Printing**: Learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials, card, string, foam, textured materials and	**Printing:** Use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to	**Printing:** Use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to	**Printing:** Use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns	**Printing:** Develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with	**Printing:** Develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks

	they see then apply filters to the results. **3D sculpture**: Learn to create Form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.	paper, clay, polyprinting etc. **Digital:** They learn to take photos with digital cameras taking care to frame the shot to capture the detail they want. They use simple software to edit and manipulate photos. **3D sculpture:** cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented, or seen.	create and print complex patterns with mathematical and visual precision. **Digital:** Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images. **3D sculpture:** Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.	create and print complex patterns with mathematical and visual precision. **3D sculpture** They should design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. **Digital:** Have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation	with mathematical and visual precision. **3D sculpture:** Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging. **Digital:** Have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.	mathematical and visual precision. **3D Sculpture:** Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard. **Digital:** Produce digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example	with mathematical and visual precision. **3D sculpture:** Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. **Digital:** Produce more complex digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.
Knowledge	**Artists, Craftspeople, Designers:** Investigate works of art and try to explain how the artwork makes them feel, highlighting areas that interest them. **Formal Elements:** Learners should orally describe their work & learn the meaning of the words colour, line, tone, shape, texture and pattern.	**Artists, Craftspeople, Designers:** Study famous works of a craft & design, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work. **Formal Elements:** Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them	**Artists, Craftspeople, Designers:** Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level. **Formal Elements:** Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions	**Learn about artists, craftspeople, architects, & designers:** Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the	**Learn about artists, craftspeople, architects, & designers:** Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make	**Learn about artists, craftspeople, architects, & designers:** Study significant works of art using the following method: *Content* – Describe the art. Social, historical factors affect the work. *Process* – When & how made? What materials & techniques are used? *Formal elements* – line, tone, colour, shape, form, comp, pattern, texture. *Mood* – what emotions does the work convey? **Applying:** Make studies of artist's work	**Learn about artists, craftspeople, architects, & designers:** Study significant works of art using the following method: *Content* – Describe the art. What social, historical factors affect the work? *Process* – When & how was the work made? What materials & techniques are used? *Formal elements* – line, tone, colour, shape, form, composition, pattern, texture. *Mood* – what emotions does the work convey?

				language of art (formal elements).	art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).	to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work	**Applying:** Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work

Vocabulary				
Year group	**EYFS**	**KS1**	**LKS2**	**UKS2**
Drawing	Draw, line, pattern, repeating, thick, thin, shape and colour names, patterned, chalking, lighter, darker.	Draw, line, pattern, repeating, thick, thin, shape, colour, sketch, texture, shade, change, smudge, blend, layer, tone, object, single and group	Draw, line, pattern, repeating, thick, thin, shape, colour, sketch, texture, shade, change, smudge, blend, layer, tone, object, single, group, grades of pencil, scale, refine, alter, visual, sources, texture and symmetry.	Draw, line, pattern, repeating, thick, thin, shape, colour, sketch, texture, shade, change, smudge, blend, layer, tone, object, single, group, grades of pencil, scale, refine, alter, visual, sources, texture, symmetry, foreground, middle ground, background, shading, hatching, blending, dry media and wet media.
Painting and Printing	Materials, tools, technique, match, mix, colour names, mix, paint, lighter, darker.	Materials, tools, technique, match, mix, primary colours, secondary colours, brush size, paint (powder, watercolour, acrylic, poster), natural and man-made, printing (block), rubbings, pattern, shade, tone, brush marks, artefact, objects, layering, scraping and scales (small/ large)	Materials, tools, technique, match, mix, primary colours, secondary colours, brush size, paint (powder, watercolour, acrylic, poster), natural and man-made, printing (block), rubbings, pattern, shade, tone, brush marks, artefact, objects, layering, scraping, scales (small/ large), colour – scheme, colour spectrum, tertiary colours, colour washing, thickened paint, properties, opacity, water resistant, pattern, shape, tint, tone, hue, marbling, silkscreen, and cold-water paste	Materials, tools, technique, match, mix, primary colours, secondary colours, brush size, paint (powder, watercolour, acrylic, poster), natural and man-made, printing (block), rubbings, pattern, shade, tone, brush marks, artefact, objects, layering, scraping, scales (small/ large), colour – scheme, colour spectrum, tertiary colours, colour washing, thickened paint, properties, opacity, water resistant, pattern, shape, tint, tone, hue, marbling, silkscreen, cold-water paste, colour

				match, colour mix, warm colours, cold colours, complementary colours, contrasting colours, poly bricks, relief, resist, layers, repetition, inks, overlay, harmony. Composition, mood and abstract
Crafts, 3D-Sculpture and collage	Collage, textiles, rolling , kneading, shaping, texture, construct, join, natural and man-made, texture, push, pull, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard, collage.	Collage, textiles, rolling, kneading, shaping, texture, construct, join,, natural, man-made, sculpture, manipulate, shaping, slip, form, weaving, French-knitting, stitch, knot, tie-dyeing, fabric crayons, wax / oil-resistant, malleable and recycled	Collage, textiles, rolling, kneading, shaping, texture, construct, join,, natural, man-made, sculpture, manipulate, shaping, slip, form, weaving, French-knitting, stitch, knot, tie-dyeing, fabric crayons, wax / oil-resistant, malleable, recycled, printing, quilting, embroidery, paper and paper trappings, appliqué, overlapping, layering, papier Mache, transparent, Carving, surface and tactile	Collage, textiles, rolling, kneading, shaping, texture, construct, join,, natural, man-made, sculpture, manipulate, shaping, slip, form, weaving, French-knitting, stitch, knot, tie-dyeing, fabric crayons, wax / oil-resistant, malleable, recycled, printing, quilting, embroidery, paper and paper trappings, appliqué, overlapping, layering, papier Mache, transparent, Carving, surface and tactile, tapestry, slabs, coils, mould and plaster
Digital Media		Manipulate, import, layers, crop, rotate, background, foreground, sequence, order, blurred, sharp, pixelate, enlarge, reduce, flip, resize, sharpen, tiled, graphic, border, frame and greyscale	Manipulate, import, layers, crop, rotate, background, foreground, sequence, order, blurred, sharp, pixelate, enlarge, reduce, flip, resize, sharpen, tiled, graphic, border, frame and greyscale	Manipulate, import, layers, crop, rotate, background, foreground, sequence, order, blurred, sharp, pixelate, enlarge, reduce, flip, resize, sharpen, tiled, graphic, border, frame and greyscale

Websites
Paul Carney Arts: Art lesson plans, Education Consultant, Newcastle – Lesson plans, teacher training.
Primary Resources: Art – Art resources.
Art UK	Home- UK public art collection.
Google Arts & Culture – Art and culture.
BBC Your Paintings – Explore different Art in the nation.
KS1 Art and Design - England - BBC Bitesize
Art and Design	KS1 Resources (twinkl.co.uk) – Art planning
Teaching Resources and Lesson Plans - KS1 & KS2	Kapow Primary – Art planning
Access Art: Drawing Together - Learn to draw for 7 year old's and above.

Material World - Explore the different types of material used to create art.

Art of Many Lands – Examples of art from different countries and cultures.

National Gallery - Art related games from the National Gallery.

Eduweb - A website to explore and read about paintings and their history.