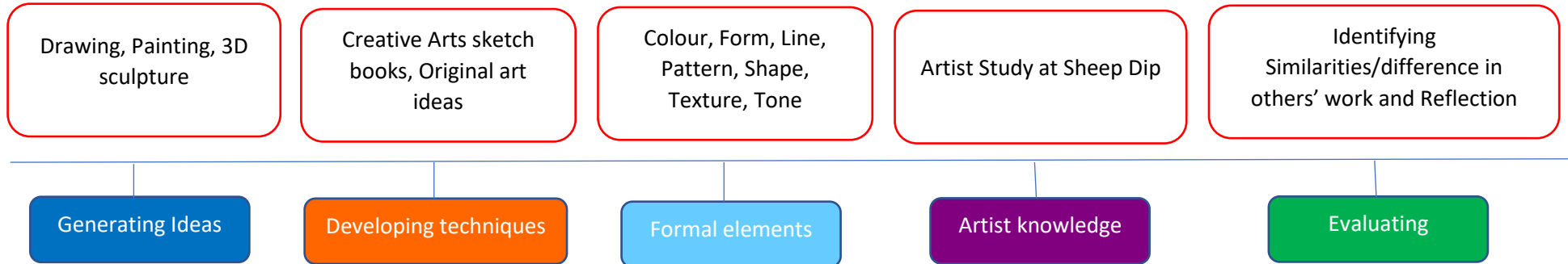
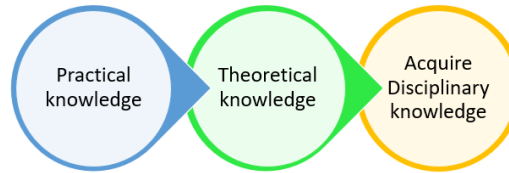


Art Knowledge Progression Map



| Developing Techniques | | | | | | | |
|-----------------------|---|---|---|---|---|--|---|
| | EYFS FS1/FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Drawing | <p>Know to use a variety of drawing tools (tripod pencil, finger, coloured pencils, pastels, chalk) Know how to investigate different lines (thick, thin, wavy, and straight) Know how to draw the shape of a face to create a self-portrait Know how to use techniques to represent features of the face Know how to create representations of people, animals, places and experiences</p> | <p>Know how to explore mark making. Know how to experiment with drawing lines. Know how to use 2D shapes to draw. HB pencils only Chalk pastels Chalk, felt tips, wax crayons,</p> | <p>Know how to explore drawing techniques. Know how to begin to apply tone to describe form. Know how to develop skill and control with a range of drawing materials. HB pencils only Chalk pastels Chalk, felt tips, pencil crayons</p> | <p>Know how to develop drawing skills by drawing from direct observation. Know how to apply and use geometry and tonal shading when drawing. Know how to use a range of drawing media. H, HB,B Chalk pastels Chalk, felt tips, pencil crayons charcoal</p> | <p>Know how to draw still life from observation and for mark making. Know how to develop understanding of geometry and mathematical proportion when drawing. H, 2H, HB, B, 2B Chalk pastels Chalk, felt tips, pencil crayons charcoal fine line markers</p> | <p>Know how to use charcoal to create line and tone. Know how to further develop drawing from observation. Know how to draw using perspective, mathematical processes, design, detail and line. H, 2H, 4H, 6H HB, B, 2B, 4B, 6B Chalk pastels Chalk, felt tips, pencil crayons charcoal fine line markers ink Batik ink</p> | <p>Know how to use and apply new drawing techniques such as expression, sketching and still life. H, 2H, 4H, 6H HB, B, 2B, 4B, 6B Chalk pastels Chalk, felt tips, pencil crayons, watercolour crayons charcoal fine line markers ink Batik ink</p> |

Developing Techniques

| EYFS FS1/FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|--|---|--|
| <p>Know how to name, sort and compare colours</p> <p>Know how to experiment with mixing colours, noticing light and dark</p> <p>Know how to use water to thin paint and wash brushes</p> <p>Know how to mix powder paint to a creamy consistency (sing the song)</p> <p>Know how to use different brushes and tools to produce different effects and marks e.g. mixing with a number 20 brush, adding smaller marks with a number 10 brush</p> <p>Know how to mix using block (FS1 and ready mixed paint) (FS2 powder paint)</p> <p>Know how to create representations of familiar people, animals, objects, places and experiences</p> | <p>Know how to develop skill and control when painting.</p> <p>Know how to paint with expression.</p> <p>Know how to mix powder paint in primary and secondary colours.</p> <p>Know which brush to use to mix paint or for larger sections of a painting (Number 20/18)</p> <p>Know which brush to use for smaller sections/to add detail on a painting (Number 10 brush).</p> <p>Know how to dab, wash, add simple patterns for detail using powder paint.</p> <p>Begin to name the parts of a paint brush – bristles, ferrule, handle</p> | <p>Know how to further improve skill and control when painting.</p> <p>Know how to paint with creativity and expression.</p> <p>Know the parts of a paintbrush and name them</p> <p>Know the different types of paint: powder, water colour and ready mixed Begin use a range of paint</p> <p>Know how to use a number 18 brush for mixing powder paint/applying paint to large sections, whereas to mix a wash in water colour you use a number 6-8 brush.</p> <p>Know when using water colour to have absorbent paper to dry the brush for detailed work.</p> <p>Know how to hold and lightly press the paper with a number 6 brush for thin marks/detail.</p> <p>Begin to describe a range of colours</p> <p>Mix a range of secondary colours Talk about why they have selected colours for their artwork</p> | <p>Know how to increase skill and control when painting. Know how to apply greater expression and creativity to own paintings.</p> <p>Know simple techniques using paint for backgrounds: wash, dabbing, stippling, linear marks/pattern to create texture</p> <p>Darken / Lighten colours without using black / white (e.g. dilute with water) Explore a variety of media to create powder, water colour, chalk pastel/water, salt/water colour and ink.</p> <p>Demonstrate increasing control of the types of marks made to create certain effects using paint</p> <p>Know how to use a number 2-4 brush for detail</p> | <p>Know how to develop skill and control when painting.</p> <p>Know how to use a widening range of brushes for specific tasks: 18-20 mixing, 10-12 size brushes for a wash, texture 2,4 or 6 for detail.</p> <p>Know how to analyse painting by artists</p> <p>Begin to alter paint and know that to lighten a colour by adding white (tint) darken a colour by adding black (shade), change a colour by adding grey (tones).</p> <p>Observe colour and suggest why it has been used</p> <p>Select colour to reflect mood</p> <p>Explore different brush strokes and consider why / when they might be used</p> <p>e.g. wet on wet, blending, droplets onto a wet wash, dry brush, scumbling, bubble/plastic wrap on wet paint.</p> <p>Begin to discuss how they are influenced by the work of other artists</p> | <p>Know how to control brush strokes and apply tints and shades when painting.</p> <p>Know how to paint with greater skill and expression</p> <p>Mix colours with confidence, building on previous knowledge using a wide range of paints: water colour, powder, ready mixed, acrylic, batik ink</p> <p>Select colour for purpose, explaining choices</p> <p>Discuss how colour can be used to express ideas, feelings and mood. Confidently control the types of marks made and experiment with different effects and textures using a wide range of brush sizes (20 to 1-2 sized)</p> | <p>Know how to create a hue, tint, tone, shades and mood using paint.</p> <p>Know how to create texture in colour</p> <p>Know how to express feelings through colour</p> <p>Work in a sustained and independent way, developing own style</p> <p>Purposefully control the types of marks, brushstrokes used to create desired effect</p> <p>Use colours and brushstrokes to create atmosphere and light effects recalling previously taught techniques e.g. solid wash, graded wash, glazing, lift/feather out, masking.</p> <p>Know a wide range of brush sizes (20 to 1-2 sized) and which to select for a specific purpose.</p> |

| Developing Techniques | | | | | | | |
|-----------------------|--------------|---|--|--|---|---|---|
| Printing | EYFS FS1/FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | <p>Know how to create an pattern from rubbing using wax crayons/pastels/chalks</p> <p>Know how to print with a range of everyday objects</p> <p>Know how to print with block colour</p> | <p>Know how to print patterns using objects</p> <p>Know how to impress an image to print – tile</p> <p>Relief printing</p> | <p>Know how to print with an increasing range of objects</p> <p>Know how to create simple tile print designs</p> | <p>Know how to print using different techniques: relief, mono, impressed and over layering using rollers, tiles and blocks.</p> | <p>Know how to use a motif or stencil to create a mono or repeat print</p> <p>Know how to create an accurate print design to represent an image</p> <p>Know how to use roller to apply paint evenly</p> <p>Know how to create grooves in the tile where paint will not attach</p> | <p>Know how to print using a number of colours</p> <p>Know how to create an accurate print design that meets a given criteria</p> |

| Developing Techniques | | | | | | | |
|-----------------------|--------------|---|---|---|---|---|--|
| Sculpture | EYFS FS1/FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | <p>Know how to use pre-cut paper and glue to create a collage</p> <p>Know how to select resources to join materials (eg PVA, glue stick, cellotape)</p> <p>Know how to create a collage using natural materials</p> <p>Know how to use textiles and other materials to create collage, weave and create texture and pattern</p> | <p>Know how to use a range of materials and techniques such as sketching, printing and paper mache.</p> | <p>Know how to use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay</p> | <p>Know how to use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p> | <p>Know how to make art from recycled materials, create sculptures, print and create using a range of materials.</p> <p>Know how to display and present work.</p> | <p>Know how to create mixed media art using found and reclaimed materials.</p> <p>Know how to select materials for a purpose</p> |

Textiles

| EYFS FS1/FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|--|---|--|--|
| <p>Handle, describe and use a variety of textiles and fabric. Binca, plastic frame, range of cotton fabric felt, wool.</p> <p>Decorate a piece of fabric/felt or binca. Use simple weaving techniques: paper, twigs, ribbons, wool.</p> <p>Begin to learn how to thread a bodkin needle using wool, ribbon or embroidery thread. How to cut thread/material to sew with and tie a knot at the end (length finger to elbow). Develop how to come up from underneath a fabric and then go back down to create small and long running stitch. Develop how to attach other creative items onto a fabric to join using a stitch e.g. buttons, beads, twigs.</p> <p>Begin to experiment with a range of tools and joins: cut, glue stick/pva, hot punch, staple, split pin, paper clip, treasure tag.</p> | <p>Begin to identify different forms of textiles/fabric e.g. felt, velvet, cotton, hessian.</p> <p>Use different fabrics and materials to develop textile pieces.</p> <p>Begin to learn how to cut a length of wool, embroidery thread. Begin to learn how to thread a needle by pinching the end into a chenille type needle (size 20). How to tie a knot in the end.</p> <p>Begin to experiment with a range of joining techniques e.g thread needle, cutting, gluing, trimming material, stitch and knot.</p> <p>Know how to come up from underneath fabric and then go back down to create simple stitches: running, back stitch, cross stitch and couching.</p> <p>Create simple weaving using a card loom or learning environment items e.g. outdoor fence, willow frame. Mix colours and painted strips, ribbon, lace to weave with. Add objects to the weaving e.g. buttons, twigs, leaves, dried flowers, buttons. Sort objects to attach to art into whether they are manmade or natural and according to their qualities: warm, hard, soft, cold, shiny...</p> | <p>To be shown how to thread a needle. To use a running stitch. Stitch two pieces of fabric using a running stitch. Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</p> <p>Know how to cut an appropriate length of wool, embroidery thread. Begin to learn how to thread a needle by pinching the end into an embroidery/tapestry type needle (size 13-15). Know how to tie a knot in the end.</p> <p>Develop how to come up from underneath a fabric and then go back down to create simple stitches: running, back stitch, cross stitch, blanket and couching.</p> | <p>Begin to thread a needle independently. Continue to use a running stitch and introduce a back stitch. Apply decoration using beads, buttons, feathers etc. Begin to modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Develop how to come up from underneath a fabric and then go back down to create simple stitches: running, back stitch, cross stitch, star stitch and couching.</p> | <p>Thread a needle independently. Use a running and back stitch. Apply decoration using needle and thread: buttons, sequins. Gain experience in applying colour by printing and using fabric crayons/ paints. Change and modify threads and fabrics as in Y3.</p> <p>Develop how to come up from underneath a fabric and then go back down to create simple stitches: running, back stitch, cross stitch, star stitch and couching and chain stitch and French knots.</p> | <p>Introduce a cross stitch in embroidery. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Demonstrate experience in combining techniques to produce an end piece: embroidery over tie dye. Show awareness of the skills involved in aspects such as knitting, lace making.</p> <p>Develop how to come up from underneath a fabric and then go back down to create simple stitches: running, back stitch, cross stitch, star stitch and couching, French knots and satin stitch, split stitch and daisy.</p> | <p>Design, plan and decorate a fabric piece. Experiment with a variety of techniques. Use a number of different stitches creatively to produce different patterns and textures. Recognise different forms of textiles and express opinions on them.</p> <p>Develop how to come up from underneath a fabric and then go back down to create simple stitches: running, back stitch, cross stitch, star stitch and couching, French knots and satin stitch, split stitch and daisy.</p> |

Collage

| EYFS FS1/FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|--|---|---|---|
| <p>I know how to handle, manipulate and enjoy using materials. I know how engage in the sensory experience of exploring materials. I know how to explore different materials freely, in order to develop my own ideas about how to use them and what to make.</p> | <p>I know how to make choices about which material(s) to use from a given selection. I know how to select, sort, fold, cut and tear. I know how to use glue and paste carefully to overlap and overlay. I know how to cut shapes using scissors. I know how to make choices about which materials to use e.g. photocopy material, fabric, crepe paper, magazines. I know how to create simple collages.</p> | <p>I know how to investigate texture e.g., scrunching and screwing paper up. I know how to sort and group materials for different purposes e.g. colour, texture. I know how to cut a variety of shapes to complete a composition. I know how to use adhesives to select and place cut and torn shapes onto a surface. I know how to use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, cut, place, arrange.</p> | <p>I know how to select and use materials to achieve a desired outcome. I know how to experiment with creating mood, feeling, movement and areas of interest. I know how to experiment with collage techniques: tearing, crumpling, folding, overlapping and layering to create images and represent textures. I know how to work on different scales.</p> | <p>I know how to experiment with a range of collage techniques such as tearing, overlapping, layering, tessellation to create images and represent textures. I know how to use collage as a means of collecting ideas and information and building a visual vocabulary. I know how to create and arrange shapes appropriately. I know how to use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, cut, place, arrange. mosaic, features.</p> | <p>I know how to add collage to a painted, printed or drawn background. I know how to use a range of materials to create collages. I know how to use different techniques, colours and textures etc, when designing and making pieces of work. I know how to use collage as a means of extending work from initial idea</p> | <p>I know how to add collage to a painted or printed background and create and arrange accurate patterns. I know how to use a range of mixed media. I know how to plan and design a more complex collage. I know how to use a variety of techniques: overlapping, layering, mosaic and montage. I know how to use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, cut, place, arrange, mosaic, features, shape, form, arrange, fix.</p> |

Art Progression Map



Sheep Dip Lane
Academy

| | | Generating Ideas | | | | | | |
|----------------------------|--|---|--|--|---|--|---|--------|
| | | EYFS FS1/FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Creative Arts sketch books | <p>Class discussion</p> <p>Know how to talk about the work of a famous artist or illustrator</p> <p>Know how to offer an opinion about the art</p> <p>Know that art can reflect mood and portray message</p> | <p>Know how to use art sketch book through teacher modelling.</p> <p>Know how to use Creative Arts books to record thoughts and ideas and to experiment with materials.</p> | <p>Know how to use art sketch books more effectively through further teacher modelling.</p> <p>Know how to use art sketch books to record thoughts and ideas and to experiment with materials.</p> | <p>Know how to use art sketch books to generate ideas and record thoughts and observations.</p> <p>Know how to make records of visual experiments.</p> | <p>Know how to use art sketch books for planning and refining work, to record observations and ideas and developing skill and technique.</p> | <p>Know how to develop ideas through sketches, enhance knowledge, skill and technique using experimental media in art sketch books.</p> | <p>Know how to make personal investigations and record observations in art sketch books.</p> <p>Know how to record experiments with media and try out new techniques and processes in art sketch books.</p> | |
| | <p>Know how to create their own piece of art in the style of a familiar artist</p> | <p>Know how to explore and create ideas for purposes and intentions.</p> | <p>Know how to use artist sources to develop their own original artwork.</p> <p>Know how to gain inspiration for artwork from the natural world.</p> | <p>Know how to create personal artwork using the artwork of others to stimulate them</p> | <p>Know how to use literary sources to inspire art. Know how to express thoughts and feelings through the tactile creation of art. Know how to manipulate materials to achieve desired effects. Know how to represent ideas from multiple perspectives.</p> | <p>Know how to express thoughts and feelings about familiar products. Know how to design and invent new products Know how to link artwork to literary sources. Know how to create and invent for purposes.</p> | <p>Know how to develop personal, imaginative responses to a theme. Know how to show thoughts and feelings through pattern Know how to create imaginative 3D forms to create meaning. Know how to express ideas about art through messages, graphics, text and images.</p> | |
































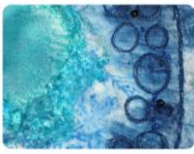



Art Progression Map

| Formal Elements | | | | | | | |
|-----------------|---|---|---|---|--|---|--|
| | EYFS FS1/FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Colour | Know how to experiment with primary colours, naming, mixing Know the names of colours and tools | Know the primary colours and know how to mix them to create secondary colours. Know how to create shades of a colour Know how to choose and justify colours for purpose. | Know how to mix, apply and refine colour mixing for purpose using wet and dry media. Know how to describe their colour selections. | Know how to increase awareness and understanding of mixing and applying colour, including use of natural pigments. Know how to use aspects of colour such as tints and shades, for different purposes. | Know how to analyse and describe colour and painting techniques in artists work. Know how to manipulate colour for print | Know how to select and mix more complex colours to depict thoughts and feelings. | Know how to mix and apply colours to represent still life objects from observation. Know how to express feelings and emotions through colour. Know how to study colours used by painters. |
| Form | Know how to handle, feel and describe materials whilst manipulating them Know how to construct, build, shape and model | Know about form and space through making sculptures and developing language. | Know how to extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing | Know how to further develop their ability to describe 3D form in a range of materials, including drawing | Know how to develop their ability to describe and model form in 3D using a range of materials. Know how to analyse and describe how artists use and apply form in their work. | Know how to further extend their ability to describe and model form in 3D using a range of materials. | Know how to express and articulate a personal message through sculpture. Know how to analyse and study artists' use of form |
| Line | Know how to record lines/marks | Know how to use, express and experiment with line for purpose, then use appropriate language to describe lines. | Know how to draw lines with increased skill and confidence. Know how to use line for expression when drawing portraits. | Know how to express and describe organic and geometric forms through different types of line | Know how to learn and apply symmetry to draw accurate shapes. Know how to analyse and describe how artists use line in their work. | Know how to extend and develop a greater understanding of applying expression when using line. | Know how to deepen knowledge and understanding of using line when drawing portraits. Know how to develop greater skill and control. Know how to study and apply the techniques of other artists. |

Art Progression Map

| Formal Elements | | | | | | | |
|-----------------|--|---|---|---|---|--|--|
| | EYFS FS1/FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Pattern | <p>Know how to recognise patterns</p> <p>Know how to create irregular painting/printing patterns</p> <p>Know how to create simple symmetry</p> | <p>Know how to understand patterns in nature, design and make patterns in a range of materials.</p> | <p>Know how to learn a range of techniques to make repeating and non-repeating patterns. Know how to identify natural and man-made patterns. Know how to create patterns of their own</p> | <p>Know how to construct a variety of patterns through craft methods. Know how to further develop knowledge and understanding of pattern.</p> | <p>Know how to create original designs for patterns using geometric repeating shapes. Know how to analyse and describe how other artists use pattern.</p> | <p>Know how to construct patterns through various methods to develop their understanding</p> | <p>Know how to represent feelings and emotions through patterns. Know how to create sophisticated artwork using their knowledge of pattern.</p> |
| Shape | <p>Know how to recreate shapes to create images</p> | <p>Know how to identify, describe and use shape for purpose</p> | <p>Know how to compose geometric designs by adapting the work of other artists to suit their own ideas.</p> | <p>Know how to identify, draw and label shapes within images and objects. Know how to create and form shapes from 3D materials.</p> | <p>Know how to create geometric compositions using mathematical shapes. Know how to analyse and describe the use of shape in artist's work</p> | <p>Know how to compose original designs by adapting and synthesising the work of others. Know how to analyse and evaluate artists' use of shape.</p> | <p>Know how to fluently sketch key shapes of objects when drawing. Know how to create abstract compositions using knowledge of other artists' work.</p> |
| Texture | <p>Know how to use touch to feel a range of textures in natural/made materials/objects</p> | <p>Know how to use materials to create textures</p> | <p>Know how to identify and describe different textures. Know how to select and use appropriate materials to create textures.</p> | <p>Know how to analyse and describe texture within artists' work</p> | <p>Know how to analyse and describe texture within artists' work.</p> | <p>Know how to use texture within drawings to show careful observation and show understanding of illustrating different surfaces</p> | <p>Know how to explore art through a range of different textural mediums</p> |
| Tone | <p>Know how to add white to mix tones</p> | <p>Know how to identify what tone is and how to apply this to their own work</p> | <p>Know how to experiment with pencils to create tone. Know how to use tone to create form when drawing</p> | <p>Know how to develop skill and control when using tone. Know how to learn and use simple shading rules.</p> | <p>Know how to use a variety of tones to create different effects. Know how to understand tone in more depth to create 3D effects. Know how to analyse and describe use of tone in artists' work.</p> | <p>Know how to develop an increasing sophistication when using tone to describe objects when drawing. Know how to analyse artists' use of tone.</p> | <p>Know how to show an increased awareness of using tone to describe light and shade, contrast, highlight and shadow. Know how to manipulate tone for different techniques</p> |

Art Knowledge Progression Map

| Formal Elements | | | | | | | |
|---|--|--|--|--|--|--|--------|
| EYFS FS1/FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 6 |
| <p>Henri Matisse –The Snail</p>  <p>Andy Goldsworthy</p>  <p>Daria Solak</p>  <p>David Hockney – Autumn leaves</p>  | <p>Rob Dunjavy Crystal Cities</p>  |  <p>Kandinsky</p> | <p>Neil Bousfield</p> <p>Cave art of Palaeolithic and Neolithic periods</p>  |  <p>Georgia O'Keefe</p>  <p>Barbara Hepworth</p> | <p>LS Lowry</p>  |  <p>Alexandra Andreica</p> | |
| <p>Claude Monet</p>  <p>Tokuriki Tomikichiro</p>  | <p>Pablo Picasso</p>  <p>Kimmy Catrell</p>  | <p>Pierre Mondrian</p>  | <p>Vincent Van Gogh</p>  <p>Jane C Thom Textile portrait artist</p>  |  <p>Andy Warhol</p>  <p>Man Painting by Albert R. Gorman (1947)</p> | <p>Frida Kahlo- colour, emotions, culture, feminism</p> <p>Portraits</p>  <p>Tudor portraiture</p>  <p>Hans Holbein</p> |  <p>Henry Moore</p> | |
| <p>Eric Carle- illustrator</p>  <p>Paul Klee</p>  | <p>Beth Kommes – The wave</p> <p>Danny Eastwood Aboriginal art</p>   <p>Creation of Life (1991) by Danny Eastwood and Big Fish (1999) by John Kindness</p> |  <p>Untitled 30 by Karen Lederer (2014)</p> |  <p>Mountains and Sea (1952) by Helen Frankenthaler (1928 – 2011)</p>  <p>Maman by Louise Bourgeois (1999)</p> | <p>Michael G Wilson</p>  <p>Carolyn Saxby</p>  | <p>Huni Kwi Tribe bead pattern panel</p>  | <p>Lesley Richmond</p>  <p>Satish Ryal</p>  <p>Leaf Cloth Series - Leaf Cloth Series 1 and 2 and Shaded by Lesley Richmond</p> | |

Artists

| Evaluating/Reflection | | | | | | | |
|---|---|--|--|--|---|---|---|
| Identifying similarities and differences in their work and others | EYFS FS1/FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | Know how different artists' work is similar and different | Know how to recognise and describe key features of their own and other's work. | Know how to compare other's work, identifying similarities and differences | Know how to discuss own and other's work using an increasingly sophisticated use of art language (formal elements). | Know how to build a more complex vocabulary when discussing your own and others' art. | Know how to develop a greater understanding of vocabulary when discussing their own and others' work. |
| Reflections/review | Know how to describe the intent/process used Know how to describe the techniques they have used Know how their work could be changed or developed | Know how to describe what they feel about their work and the art of others | Know how to describe choices and preferences using the language of art. | Know how to reflect on their own work in order to make improvements | Know how to reflect on their own work in order to make improvements. | Know how to make improvements, regularly analysing and reflecting on their intentions and choices | Know how to give reasoned evaluations of their own and others work which takes account of context and intention |