

| ART AND DESIGN PROGRESSION OF SKILLS |   |  |   |   |   |   |
|--------------------------------------|---|--|---|---|---|---|
|                                      | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
| Breadth of Study<br>Generic skills   | <p><b>Record and explore</b> ideas from first hand observations</p> <p><b>Ask and answer questions</b> about the starting points for their work</p> <p><b>Develop their ideas</b> – try things out, change their minds</p> <p><b>Explore</b> the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Review</b> what they and others have done and say what they think and feel about it.</p> <p><b>Identify what they might change</b> in their current work</p>   | <p><b>Record and explore</b> ideas from first hand observations</p> <p><b>Ask and answer questions</b> about the starting points for their work</p> <p><b>Develop their ideas</b> – try things out, change their minds</p> <p><b>Explore</b> the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p><b>Review</b> what they and others have done and say what they think and feel about it.</p> <p><b>Identify</b> what they might change in their current work or develop in future work</p>   | <p><b>Select and record</b> from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><b>Question and make thoughtful observations</b> about starting points and select ideas to use in their work.</p> <p><b>Explore the roles and purposes</b> of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Compare ideas, methods and approaches</b> in their own and others’ work and say what they think and feel about them.</p> <p><b>Adapt their work</b> according to their views and describe how they might develop it further.</p> <p><b>Annotate work</b> in sketchbook.</p>  | <p><b>Select and record</b> from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><b>Question and make thoughtful observations</b> about starting points and select ideas to use in their work.</p> <p><b>Explore the roles and purposes</b> of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Compare ideas, methods and approaches</b> in their own and others’ work and say what they think and feel about them.</p> <p><b>Adapt their work</b> according to their views and describe how they might develop it further.</p> <p><b>Annotate work</b> in sketchbook.</p>  | <p><b>Select and record</b> from first hand observation, experience and imagination, and <b>explore ideas</b> for different purposes.</p> <p><b>Question and make thoughtful observations</b> about starting points and select ideas to use in their work.</p> <p><b>Explore the roles and purposes</b> of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Compare ideas, methods and approaches</b> in their own and others’ work and say what they think and feel about them.</p> <p><b>Adapt their work</b> according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>  | <p><b>Select and record</b> from first hand observation, experience and imagination, and <b>explore ideas</b> for different purposes.</p> <p><b>Question and make thoughtful observations</b> about starting points and select ideas to use in their work.</p> <p><b>Explore the roles and purposes</b> of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Compare ideas, methods and approaches</b> in their own and others’ work and say what they think and feel about them.</p> <p><b>Adapt their work</b> according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>  |
| Breadth of Study<br>Drawing          | <p><b>Experiment</b> with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p><b>Control</b> the types of marks made with the range of media</p> <p><u>Lines and marks</u></p> <p><b>Name, match and draw</b> lines/marks from observations.</p> <p><b>Invent</b> new lines.</p> <p><b>Draw</b> on different surfaces with a range of media.</p> <p><b>Use</b> differently textured and sized media.</p> <p><u>Shape</u></p> <p><b>Observe and draw</b> shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u></p> <p><b>Investigate</b> tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u></p> <p><b>Investigate</b> textures by describing, naming, rubbing, copying.</p> | <p><b>Experiment</b> with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and marks</u></p> <p><b>Name, match and draw</b> lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><u>Shape</u></p> <p><b>Observe and draw</b> shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u></p> <p><b>Investigate</b> tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u></p> <p><b>Investigate</b> textures by describing, naming, rubbing, copying.</p> | <p><b>Experiment</b> with ways in which surface detail can be added to drawings.</p> <p><b>Use</b> sketchbooks to collect and record visual information from different sources.</p> <p><b>Draw</b> for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u></p> <p><b>Make marks and lines</b> with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p><b>Experiment</b> with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u></p> <p><b>Experiment</b> with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to <b>show an awareness</b> of objects having a third dimension.</p> <p><u>Tone</u></p> <p><b>Experiment</b> with different grades of pencil and other implements to achieve variations in tone.</p> <p><b>Apply</b> tone in a drawing in a simple way.</p> <p><u>Texture</u></p> <p><b>Create</b> textures with a wide range of drawing implements.</p> <p><b>Apply</b> a simple use of pattern and texture in a drawing.</p> | <p><b>Experiment</b> with ways in which surface detail can be added to drawings.</p> <p><b>Use</b> sketchbooks to collect and record visual information from different sources.</p> <p><b>Draw</b> for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u></p> <p><b>Make marks and lines</b> with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p><b>Experiment</b> with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u></p> <p><b>Experiment</b> with different grades of pencil and other implements to draw different forms and shapes.</p> <p><b>Begin to show an awareness</b> of objects having a third dimension.</p> <p><u>Tone</u></p> <p><b>Experiment</b> with different grades of pencil and other implements to achieve variations in tone.</p> <p><b>Apply</b> tone in a drawing in a simple way.</p> <p><u>Texture</u></p> <p><b>Create</b> textures with a wide range of drawing implements.</p> <p><b>Apply</b> a simple use of pattern and texture in a drawing.</p> | <p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a <b>sustained and independent</b> way to create a detailed drawing.</p> <p><b>Develop</b> close observation skills using a variety of view finders. <b>Use</b> a sketchbook to collect and develop ideas.</p> <p><b>Identify</b> artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form and Texture</u></p> <p><b>Use</b> dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p><b>Experiment</b> with wet media to make different marks, lines, patterns, textures and shapes.</p> <p><b>Explore</b> colour mixing and blending techniques with coloured pencils.</p> <p><b>Use</b> different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to <b>develop</b> their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u></p> <p>Begin to <b>use</b> simple perspective in their work using a single focal point and horizon.</p> <p>Begin to <b>develop an awareness</b> of composition, scale and proportion in <b>their paintings e.g.</b></p> <p>foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created i.e. composition</p> | <p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a <b>sustained and independent</b> way to create a detailed drawing.</p> <p><b>Develop</b> close observation skills using a variety of view finders. <b>Use</b> a sketchbook to collect and develop ideas.</p> <p><b>Identify</b> artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form and Texture</u></p> <p><b>Use</b> dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p><b>Experiment</b> with wet media to make different marks, lines, patterns, textures and shapes.</p> <p><b>Explore</b> colour mixing and blending techniques with coloured pencils.</p> <p><b>Use</b> different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to <b>develop</b> their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u></p> <p>Begin to <b>use</b> simple perspective in their work using a single focal point and horizon.</p> <p>Begin to <b>develop an awareness</b> of composition, scale and proportion in <b>their paintings e.g.</b></p> <p>foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created i.e. composition</p> |

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|                              | Year 1  | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
|------------------------------|---|---|---|---|--|--|
| Breadth of Study<br>Painting | <p><b>Use</b> a variety of tools and techniques including different brush sizes and types</p> <p><b>Mix and match</b> colours to artefacts and objects</p> <p>Work on different scales</p> <p><b>Experiment</b> with tools and techniques e.g. layering, mixing media, scrapping through</p> <p><b>Name</b> different types of paint and their properties<br/><b>Colour</b><br/><b>Identify</b> primary colours by name</p> <p><b>Mix</b> primary shades and tones<br/><b>Texture</b><br/><b>Create</b> textured paint by adding sand, plaster</p>  | <p><b>Use</b> a variety of tools and techniques including different brush sizes and types</p> <p><b>Mix and match</b> colours to artefacts and objects</p> <p>Work on different scales</p> <p><b>Experiment</b> with tools and techniques e.g. layering, mixing media, scrapping through</p> <p><b>Name</b> different types of paint and their properties<br/><b>Colour</b><br/><b>Identify</b> primary colours by name</p> <p><b>Mix</b> primary shades and tones<br/><b>Texture</b><br/><b>Create</b> textured paint by adding sand, plaster</p>  | <p><b>Experiment</b> with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p><b>Create</b> different effects and textures with paint according to what they need for the task.<br/><b>Colour</b><br/><b>Mix</b> colours and know which primary colours make secondary colours</p> <p><b>Use</b> more specific colour language</p> <p><b>Mix and use</b> tints and shades</p> | <p><b>Experiment</b> with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p><b>Create</b> different effects and textures with paint according to what they need for the task.<br/><b>Colour</b><br/><b>Mix</b> colours and <b>know</b> which primary colours make secondary colours</p> <p><b>Use</b> more specific colour language</p> <p><b>Mix and use</b> tints and shades</p> | <p><b>Develop</b> a painting from a drawing</p> <p><b>Carry out</b> preliminary studies, <b>trying out</b> different media and materials and <b>mixing</b> appropriate colours</p> <p><b>Create</b> imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music<br/><b>Colour</b><br/><b>Mix and match</b> colours to <b>create</b> atmosphere and light effects</p> <p>Be able to <b>identify</b> primary secondary, complementary and contrasting colours.</p> <p>Work with complementary colours</p> | <p><b>Develop</b> a painting from a drawing</p> <p><b>Carry out</b> preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p><b>Create</b> imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music<br/><b>Colour</b><br/><b>Mix and match</b> colours to create atmosphere and light effects</p> <p>Be able to <b>identify</b> primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p> |
| Breadth of Study<br>Printing | <p><b>Print</b> with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p><b>Make simple marks</b> on rollers and printing palettes</p> <p><b>Take</b> simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p><b>Build</b> repeating patterns and <b>recognise</b> pattern in the environment <b>Create</b> simple printing blocks with press print</p> <p><b>Design</b> more repetitive patterns<br/><b>Colour</b><br/><b>Experiment</b> with overprinting motifs and colour<br/><b>Texture</b><br/><b>Make</b> rubbings to collect textures and patterns</p>   | <p><b>Print</b> with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p><b>Make</b> simple marks on rollers and printing palettes</p> <p><b>Take</b> simple prints i.e. mono -printing <b>Roll</b> printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p><b>Build</b> repeating patterns and <b>recognise</b> pattern in the environment <b>Create</b> simple printing blocks with press print</p> <p><b>Design</b> more repetitive patterns<br/><b>Colour</b><br/><b>Experiment</b> with overprinting motifs and colour<br/><b>Texture</b><br/><b>Make</b> rubbings to collect textures and patterns.</p>   | <p><b>Create</b> printing blocks using a relief or impressed method</p> <p><b>Create</b> repeating patterns</p> <p><b>Print</b> with two colour overlays</p>  | <p><b>Create</b> printing blocks using a relief or impressed method</p> <p><b>Create</b> repeating patterns</p> <p><b>Print</b> with two colour overlays</p>  | <p><b>Create</b> printing blocks by <b>simplifying</b> an initial sketch book idea</p> <p>Use relief or impressed method</p> <p><b>Create</b> prints with three overlays</p> <p><b>Work</b> into prints with a range of media e.g. pens, colour pens and paints</p>  | <p><b>Create</b> printing blocks by simplifying an initial sketch book idea</p> <p><b>Use</b> relief or impressed method</p> <p><b>Create</b> prints with three overlays</p> <p><b>Work</b> into prints with a range of media e.g. pens, colour pens and paints</p>  |
| Breadth of Study<br>Textiles | <p><b>Match and sort</b> fabrics and threads for colour, texture, length, size and shape</p> <p><b>Change and modify</b> threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting <b>Cut and shape</b> fabric using</p> <p>scissors/snips</p> <p><b>Apply</b> shapes with glue or by stitching <b>Apply</b> decoration using beads, buttons, feathers etc</p> <p><b>Create</b> cords and plaits for decoration<br/><b>Colour</b><br/><b>Apply</b> colour with printing, dipping, fabric crayons</p> <p><b>Create and use</b> dyes i.e. onion skins, tea, coffee<br/><b>Texture</b><br/><b>Create</b> fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> | <p><b>Match and sort</b> fabrics and threads for colour, texture, length, size and shape</p> <p><b>Change and modify</b> threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting <b>Cut and shape</b> fabric using</p> <p>scissors/snips</p> <p><b>Apply</b> shapes with glue or by stitching <b>Apply</b> decoration using beads, buttons, feathers etc</p> <p><b>Create</b> cords and plaits for decoration<br/><b>Colour</b><br/><b>Apply</b> colour with printing, dipping, fabric crayons</p> <p><b>Create and use</b> dyes i.e. onion skins, tea, coffee<br/><b>Texture</b><br/><b>Create</b> fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> | <p><b>Use</b> a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p><b>Match</b> the tool to the material</p> <p><b>Develop</b> skills in stitching, cutting and joining</p> <p><b>Experiment</b> with paste resist.</p>  | <p><b>Use</b> a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p><b>Match</b> the tool to the material</p> <p><b>Develop</b> skills in stitching, cutting and joining</p> <p><b>Experiment</b> with paste resist.</p>  | <p><b>Use</b> fabrics to <b>create</b> 3D structures</p> <p><b>Use</b> different grades of threads and needles</p> <p><b>Experiment</b> with batik techniques <b>Experiment</b> with a range of media to overlap and layer creating interesting colours and textures and effects</p>   | <p><b>Use</b> fabrics to create 3D structures</p> <p><b>Use</b> different grades of threads and needles</p> <p><b>Experiment</b> with batik techniques</p> <p><b>Experiment</b> with a range of media to <b>overlap and layer</b> creating interesting colours and textures and effects</p>  |

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| Breadth of Study<br>3D and Sculpture | <p><b>Manipulate</b> malleable materials in a variety of ways including <b>rolling and kneading</b></p> <p><b>Explore</b> sculpture with a range of malleable media</p> <p><b>Manipulate</b> malleable materials for a purpose, e.g. pot, tile</p> <p><b>Understand</b> the safety and basic care of materials and tools</p> <p><b>Form</b></p> <p><b>Experiment</b> with constructing and joining recycled, natural and manmade materials</p> <p><b>Use</b> simple 2-D shapes to create a 3-D form</p> <p><b>Texture</b></p> <p><b>Change</b> the surface of a malleable material e.g. build a textured tile</p>  | <p><b>Manipulate</b> malleable materials in a variety of ways including rolling and kneading</p> <p><b>Explore</b> sculpture with a range of malleable media</p> <p><b>Manipulate</b> malleable materials for a purpose, e.g. pot, tile</p> <p><b>Understand</b> the safety and basic care of materials and tools</p> <p><b>Form</b></p> <p><b>Experiment</b> with <b>constructing and joining</b> recycled, natural and manmade materials</p> <p><b>Use</b> simple 2-D shapes to create a 3-D form</p> <p><b>Texture</b></p> <p><b>Change</b> the surface of a malleable material e.g. build a textured tile</p>  | <p><b>Plan, design and make</b> models from observation or imagination</p> <p><b>Join</b> clay adequately and <b>construct</b> a simple base for extending and modelling other shapes</p> <p><b>Create</b> surface patterns and textures in a malleable material</p> <p>Use papier mache to <b>create</b> a simple 3D object</p>  | <p><b>Plan, design and make</b> models from observation or imagination</p> <p><b>Join</b> clay adequately and <b>construct</b> a simple base for extending and modelling other shapes</p> <p><b>Create</b> surface patterns and textures in a malleable material</p> <p><b>Use</b> papier mache to <b>create</b> a simple 3D object</p>   | <p><b>Shape, form, model and construct</b> from observation or imagination</p> <p><b>Use</b> recycled, natural and manmade materials to <b>create</b> sculptures</p> <p><b>Plan</b> a sculpture through <b>drawing</b> and other preparatory work</p> <p><b>Develop</b> skills in using clay inc. slabs, coils, slips, etc</p> <p><b>Produce</b> intricate patterns and textures in a malleable media</p>   | <p><b>Shape, form, model and construct</b> from observation or imagination</p> <p>Use recycled, natural and man-made materials to <b>create</b> sculptures</p> <p><b>Plan</b> a sculpture through <b>drawing</b> and other preparatory work</p> <p><b>Develop</b> skills in using clay inc. slabs, coils, slips, etc</p> <p><b>Produce</b> intricate patterns and textures in a malleable media</p>   |
| Breadth of Study<br>Collage          | <p><b>Create</b> images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p><b>Arrange and glue</b> materials to different backgrounds</p> <p><b>Sort and group</b> materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p><b>Colour</b></p> <p><b>Collect, sort, name</b> match colours appropriate for an image</p> <p><b>Shape</b></p> <p><b>Create and arrange</b> shapes appropriately</p> <p><b>Texture</b></p> <p><b>Create, select and use</b> textured paper for an image</p> | <p><b>Create</b> images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p><b>Arrange and glue</b> materials to different backgrounds</p> <p><b>Sort and group</b> materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p><b>Colour</b></p> <p><b>Collect, sort, name</b> match colours appropriate for an image</p> <p><b>Shape</b></p> <p><b>Create and arrange</b> shapes appropriately</p> <p><b>Texture</b></p> <p><b>Create, select and use</b> textured paper for an image</p> | <p><b>Experiment</b> with a range of collage techniques such as tearing, overlapping and layering to <b>create</b> images and represent textures</p> <p>Use collage as a means of <b>collecting ideas and information</b> and building a visual vocabulary</p>  | <p><b>Experiment</b> with a range of collage techniques such as tearing, overlapping and layering to <b>create</b> images and represent textures</p> <p>Use collage as a means of <b>collecting ideas and information</b> and building a visual vocabulary</p>  | <p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to <b>create</b> collages</p> <p>Use different techniques, colours and textures etc when <b>designing and making</b> pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>   | <p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to <b>create</b> collages</p> <p>Use different techniques, colours and textures etc when <b>designing and making</b> pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>   |
| Breadth of Study<br>Digital Media    | <p><b>Explore</b> ideas using digital sources i.e. internet, CD-ROMs</p> <p><b>Record</b> visual information using digital cameras, video recorders etc.</p> <p>Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas</p> <p><b>Create</b> shapes using eraser, shape and fill tools</p> <p><b>Create</b> colours and texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>  | <p><b>Explore</b> ideas using digital sources i.e. internet, CD-ROMs</p> <p><b>Record</b> visual information using digital cameras, video recorders etc.</p> <p>Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas</p> <p><b>Create</b> shapes using eraser, shape and fill tools</p> <p><b>Create</b> colours and texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p>  | <p><b>Record and collect</b> visual information using digital cameras and video recorders</p> <p><b>Present</b> recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision, changing the type of brush to an appropriate style e.g. charcoal</p> <p><b>Create</b> shapes by making selections to cut, duplicate and repeat</p> <p><b>Experiment</b> with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p> | <p><b>Record and collect</b> visual information using digital cameras and video recorders</p> <p><b>Present</b> recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision, changing the type of brush to an appropriate style e.g. charcoal</p> <p><b>Create</b> shapes by making selections to cut, duplicate and repeat</p> <p><b>Experiment</b> with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p> | <p><b>Record, collect and store</b> visual information using digital cameras, video recorders</p> <p><b>Present</b> recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p><b>Create</b> layered images from original ideas (sketch books etc.)</p> | <p><b>Record, collect and store</b> visual information using digital cameras, video recorders</p> <p><b>Present</b> recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p><b>Create</b> layered images from original ideas (sketch books etc.)</p> |