

## Haydock English Martyrs Key Skills Progression: Art

### Level expected at the End of Foundation Stage

- Explore what happens when they mix colours
- Experiment with different textures
- Understand that different media can be combined to create new effects
- Manipulate materials to achieve a planned effect
- Constructs with a purpose in mind, using a variety of resources.
- Use simple tools and techniques confidently and appropriately
- Select appropriate resources and adapt work where necessary
- Select tools and techniques needed to shape, assemble and join materials they are using

### Early Learning Goal:

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Key Stage 1 National Curriculum Expectations

- 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 National Curriculum Expectations

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



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### Intent

We strongly believe that all children should receive and are entitled to a range of high-quality arts experiences, regardless of their background or ability. We strive to make the arts easily accessible to all through our topic-based curriculum. In our opinion, children begin to understand and explore the world through the arts. Many of our children benefit from the slow-paced and relaxing nature of art. Our intent for Art in Haydock English Martyrs is to:

- Provide a quality range and depth through the arts curriculum.
- Provide opportunities for cross curricular work.
- Give pupils the opportunity to exhibit their work through displays and performances at least once a year.
- Give as many pupils as possible the opportunity to attend at least one weekly extra-curricular arts activity.
- Offer opportunities for professional artists to work with the children.
- Allow children to experience different cultures during our multicultural themed week and throughout the year.
- Encourage children in order to help them build their self-confidence, self-esteem and maturity using art.
- Share achievements and success with parents, the rest of the school and the wider community.
- Ensure staff have access to regular, good-quality continuing professional development.



### Implementation

We will work together as a staff to ensure that all children are able to access the art curriculum. The curriculum will be reviewed frequently, adapted to suit different ages and cohorts, and updated to keep up with modern life. An action plan will be created annually based on the evaluations made the previous year. Evaluations will be based on reflections, student voice and assessments. Key objectives will then be identified in each action plan and coordinators will be responsible for implementing new objectives accordingly. The outcomes of the action plan will be evaluated and reported to governors annually.

The governing body, head teacher, curriculum co-ordinators and staff are responsible for implementing the arts policy. Parental support is also actively encouraged.



### Impact

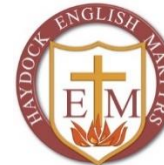
Within art and design, we aim to provide a supportive, engaging and inclusive ethos for learning, by providing exploratory and discussion-based learning opportunities. Our curriculum is high quality, well thought out and planned to demonstrate progression in every skill. The different modules we cover each year are cross-curricular, so children develop a deeper understanding of the topic as a whole, as well as having existing knowledge to help them understand the learning objectives. We measure the impact of our art curriculum in the following ways:

- Staff moderation meetings where the head of art moderates the books and discusses their views with the staff
- Annual reporting to staff and governors regarding the subject
- Summative assessments using Classroom Monitor and our skills progression document (see below)
- Frequent feedback throughout lessons and in the sketchbooks
- Marking of final pieces in accordance with the art policy
- Asking staff to provide an annual drawing from each child, which is then compared to previous work and the class as a whole, during staff meetings



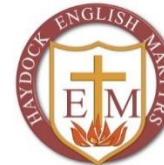
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Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketch books		Begin to use a journal or sketchbook to record what they see and collect, recording new processes and techniques. Record ideas, observations and designs in a visual journal to support the development of ideas and skills. Write short evaluations of their work to begin to explore how to critique their work.		Uses a sketchbook for different purposes, including recording observations, planning and developing ideas, gather evidence and investigate testing media. Write evaluations of their work in the sketchbooks.		Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Systematically investigates, researches and tests ideas and plans using their sketchbook (e.g. sketchbooks will show how work will be produced and how the qualities of materials will be used). Write evaluations of their work in the sketchbooks.	
Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks etc...)	<p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</p> <p>Select coloured drawing implements for a purpose.</p> <p>Uses drawing tools to make marks, lines and curves.</p> <p>Draw accurate representations of people and objects.</p> <p>To talk about their own and others' work.</p>	<p>Can draw carefully in <b>line</b> from observation, recording shapes and positioning all marks/features with some care.</p> <p>Explores <b>tone</b> using different grades of pencil, pastel and chalk.</p> <p>Experiments and investigates with a variety of drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip).</p> <p>Use a variety of drawing techniques: hatching, <b>scribbling</b>, stippling and blending.</p> <p>Observe and draw landscapes.</p> <p>Observe and draw patterns.</p> <p>Encourage drawings of people to focus on more accurate observations of faces, limbs etc.</p> <p>To talk about their own work and that of other artists.</p>	<p>Uses <b>line</b> and <b>tone</b> to represent objects seen, remembered or imagined.</p> <p>Experiment with different drawing techniques (hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next.</p> <p>Select particular techniques for a given purpose.</p> <p>Exercise care and control over the materials they use (pencil, rubbers, crayon, pastels, chalk, charcoal, pen, felt tip).</p> <p>To talk about their own work and that of other artists, discuss the techniques they have used and share their thoughts and feelings linked to the art work.</p>	<p>Explores <b>shading</b>, using different media to achieve a range of light and dark tones, black to white.</p> <p>Uses <b>line, tone, pattern, colour, texture, shape</b> and mark with care to represent things seen, imagined or remembered.</p> <p>Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance.</p> <p>Experiment with different drawing <b>techniques (hatching, cross-hatching, stippling, blending, shading, erasing)</b> and make sensible choices about what to do next.</p> <p>Can create line drawings with care and can begin to draw in <b>scale</b> applying rules of simple <b>perspective</b>.</p> <p>Experiment with the potential of various pencil grades.</p> <p>Develop drawing faces with increased accuracy.</p>	<p>Can make quick studies from observation to record action or movement with some fluency.</p> <p>Will investigate and experiment with formal elements (<b>line, tone, shape, texture, pattern, colour and form - 3D</b>) to make drawings that convey meaning.</p> <p>Apply the technical skills they are learning to improve the quality of their work (e.g. select an appropriate grade of pencil for a particular purpose and be aware how to use one pencil to create different shades).</p> <p>Develop different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and make sensible choices about what to do next.</p> <p>Develop use of scale, proportion and perspective.</p> <p>Uses drawing to design and plan sculptures, paintings or prints.</p> <p>Produce increasingly accurate drawings of people.</p>	<p>Continues to use the correct vocabulary for the key elements (<b>line, tone, shape, texture, pattern, colour, form</b>).</p> <p>Drawings show an understanding of the effect of light on objects and people.</p> <p>Confidently, experiments with different ways of using a tool or material that is new to them.</p> <p>Develop use of different drawing techniques (<b>hatching, cross-hatching, stippling, blending, shading, erasing, side strokes, circulumism</b>) within their work and make sensible choices about what to do next.</p> <p>Use of <b>scale, proportion and perspective</b> more accurate.</p> <p>Can express their ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas.</p> <p>Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings and designs.</p> <p>Produce increasingly accurate drawings of people.</p>	<p>Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy and detail.</p> <p>Develop their use of the effect of light on objects and people from different directions.</p> <p>Can convey tonal qualities well, showing good understanding of light and dark on <b>form</b>.</p> <p>Independently selects and effectively uses relevant drawing materials and processes, using them successfully and sharing reasons for their choices.</p> <p>Increased accuracy in the use of <b>scale, proportion and perspective</b>.</p> <p>Drawings of people and in particular faces, more accurate.</p>



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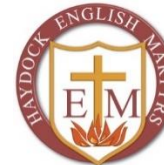
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Painting</b> (watercolour, ready mixed, acrylic)	<p>To recognise and name different colours.</p> <p>Understand that when colours are mixed, new colours are created.</p> <p>To select and create different colours.</p> <p>Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</p> <p>Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p> <p>To work from direct observation and imagination.</p> <p>To talk about their own work.</p>	<p>To recognise and name <b>primary and secondary colours</b>.</p> <p>Experiment with <b>primary colours</b> and create the <b>secondary colours</b>.</p> <p>Start to mix a range of <b>secondary colours</b>, moving towards predicting resulting colours.</p> <p>Experiment with a variety of different brush sizes and with other painting tools, such as sponge brushes, objects.</p> <p>Begin to control the types of marks made with the range of tools.</p> <p>Paint onto a range of different surfaces with a range of tools.</p>	<p>Confidently mixes <b>primary colours</b> to make <b>secondary colours</b>.</p> <p>Investigate mixing a wider variety colours, to create different <b>tones</b> (adding white and black to a colour). Share their discoveries with others.</p> <p>Begin to control the types of marks made with a range of painting techniques, e.g. <b>layering, mixing media</b> and adding <b>texture</b>.</p> <p>Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.</p>	<p>Experiment with <b>monochromatic</b> paint scales using the terms <b>tint</b> (adding white), <b>shade</b> (adding black) and <b>tone</b> (adding black and white).</p> <p>Begin to explore <b>complementary colours</b>.</p> <p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures including <b>blocking in colour, washes</b>, thickened paint creating textual effects.</p> <p>Record experiments and explorations.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.</p>	<p>Mixes paint with an understanding of <b>primary, secondary and monochromatic colours</b>. Selects and uses these colours appropriately.</p> <p>Confidently control the types of marks made and experiment with different effects and textures including <b>blocking in colour, washes</b> and thickening paint to create textual effects.</p> <p>Use light and dark within painting and show an understanding of <b>complementary colours</b></p> <p>Produce work 'in the style' of an artist (not copying directly).</p> <p>Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail. Alternate brush size depending on background and foreground.</p>	<p>Create a colour wheel to show <b>complementary colours</b>. Look at the work of artists that may use <b>complementary colours</b>.</p> <p>Confidently control the types of marks made and experiment with different effects and textures including <b>blocking in colour, washes</b> and thickening paint to create textual effects.</p> <p>Mix and match colours to create atmosphere and light effects, e.g. using <b>monochromatic colours</b>.</p> <p>Mix colour, <b>shades and tones</b> with confidence.</p> <p>Show movement through paint, e.g. rivers to show movement.</p>	<p>Introduce the idea of <b>tertiary colours (primary + secondary)</b> and <b>harmonious colours</b>.</p> <p>Look a different <b>tints</b> (colours with white added) and <b>shades</b> of a pure hue (a colour).</p> <p>Work in a sustained and independent way to develop own style of painting.</p> <p>Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, <b>washes</b> and thickening paint to create textual effects.</p> <p>Mix <b>colour, shades and tones</b> with confidence building on previous knowledge, understanding which works well in their work and why.</p> <p>Take a real scene and intepret in an abstract style.</p>
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sculpture/3D work</b> (3D work, clay,	<p>Explore malleable media such as clay, papier mache, salt dough, playdoh and sand.</p> <p>Impress and apply simple decoration.</p>	<p>Design and plan the final outcome of their piece before making.</p> <p>Experiment with a variety of malleable media such as clay, papier mache, salt dough and modroc.</p>		<p>Use equipment and media with confidence, safely and in an organised way.</p> <p>Learn to secure work to continue at a later date.</p> <p>Plan, collect and develop ideas.</p>		<p>Work in a safe and organised way, caring for equipment.</p> <p>Plan how to join parts of the sculpture, securing work to continue at a later date as needed.</p> <p>Develop skill in applying modroc to a framework or over other constructed foundations.</p>	



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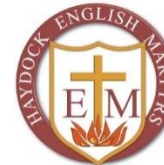
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Cut shapes using scissors and other modelling tools.</p> <p>Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</p> <p>Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</p> <p>Consider their final outcome before making.</p> <p>Choose own resources and talk about their work.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, join, construct and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied, carved.</p> <p>Select and use tools and equipment safely and in the correct way.</p> <p>Use surface patterns/ textures when appropriate.</p>	<p>Construct a simple base for extending and modelling other shapes.</p> <p>Join two parts of a sculpture successfully.</p> <p>Produce and decorate models confidently.</p> <p>Demonstrate awareness in environmental sculpture and found object art. Use recycled, natural and man-made materials to create sculptures.</p> <p>Use language appropriate to skill and technique.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Apply modroc to a framework.</p> <p><u>Clay</u> Make a <b>slip</b> to join two pieces of clay.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger pieces <b>using pinch/ slab/ coil techniques</b>.</p> <p>Use language appropriate to skill and technique, e.g. '<b>slip and score</b>'.</p>	<p>Demonstrate experience in freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: furniture, buildings.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Solve problems and discuss possible solutions as they occur.</p> <p>Use language appropriate to skill and technique</p> <p>Adapt work as and when necessary and explain why.</p> <p>Compare different styles and approaches.</p> <p><u>Clay</u> Make a <b>slip</b> to join two pieces of clay.</p> <p>Continue to model and develop work through a combination of <b>pinch, slab, and coil</b>.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Use language appropriate to skill and technique, e.g. <b>slip and score, pinch, coil, slab</b>.</p>			
<b>Textiles/Collage</b> (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.</p> <p>Have a go at threading a needle.</p> <p>Show experience in simple stitch work.</p>	<p>Begin to identify different forms of textiles, e.g. weaving, sewing, collage, batik, tie dye.</p> <p>Have experience in colouring textiles: printing, fabric crayons, painting.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Explain how to thread a needle and have a go.</p> <p>Use more than one type of stitch (running stitch, cross stitch) with increasing confidence.</p>	<p>Show awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Create and use dyes.</p> <p>Apply decoration using needle and thread: different stitches, buttons, feathers, sequins etc.</p> <p>Become confident in applying colour with printing, tie dye, fabric pens etc.</p> <p>Explore using resist paste and batik.</p> <p>Show further experience in changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Continue to gain experience in batik.</p> <p>Demonstrate experience in combining techniques to produce an end piece, e.g. stitching into printed fabric.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Change and modify threads and fabrics as needed.</p>			





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Skills	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p>	<p>Have some experience of weaving and understand the process and some techniques, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Change and modify threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Recognise different forms of textiles and express opinions on them.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>			
<b>Printing</b> (found materials, rubbings, stencils, sponges, polystyrene tile, fruit/veg, wood blocks, press print, lino print, mono-print, string)	<p>Take rubbings: leaf, brick, coin etc.</p> <p>Create simple pictures by printing from objects.</p> <p>Develop simple patterns by printing using objects.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen lids, cotton reels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Make simple prints i.e. mono-printing.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief, e.g. with string and card.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Begin to identify different forms of printing: books, posters pictures, fabrics.</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in printing using different colours.</p> <p>Explore 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.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p>	<p>Use tools in a safe way.</p> <p>Develop ideas from a range of sources.</p> <p>See positive and negative shapes (positive shapes occupy positive space. The area around positive shapes, the background, is negative space).</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Show experience in a range of mono print techniques, e.g. using stencils, rolling ink out and placing paper on top then drawing onto the paper.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Develop their own style using tonal contrast and mixed media.</p>			



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Skills	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Digital Media</b> (E.g. Photography, paint/draw packages)	<p>Explore ideas using digital sources i.e. internet, ipads.</p> <p>Record visual information digitally using cameras and recorders.</p> <p>Use a simple graphics package to create images and effects with lines, shapes and colour.</p>	<p>Explore ideas using digital sources e.g. Internet, CD-ROMs.</p> <p>Record visual information using digital cameras and recorders.</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>Use eraser, shape and fill tools.</p> <p>Use basic selecting and cropping tools.</p>	<p>Record and collect images using digital cameras and video recorders.</p> <p>Present recorded visual images using software e.g. Photostory, photoshop.</p> <p>Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision.</p> <p>Changing the type of brush to an appropriate style e.g. charcoal.</p> <p>Create shapes by making sections to cut, duplicate and repeat.</p> <p>Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose.</p>	<p>Record, collect and store images using digital cameras and video recorders.</p> <p>Present visual images using software, e.g. photostory, PowerPoint.</p> <p>Use a graphics package to create and manipulate their 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>Create layered images from original ideas (sketch books etc...).</p>			
<b>Evaluation</b>	<p>Recognise and describe key features of their own and others' work.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Show interest in and describe what they think about the work of others.</p> <p>Look at and talk about own work and that of other artists, craft makers and designers and the techniques they have used.</p> <p>Verbally reflect on the success of their piece and identify what went well and what they could do better next time.</p> <p>Describe the differences and similarities between different practices and disciplines, make</p>	<p>When looking at creative work express clear preferences and give reasons for these (e.g. <i>I like that because...</i>).</p> <p>Identify changes they might make or how their work could be developed further.</p> <p>Reflect on the success of their piece and identify what went well and what they could do better next time.</p> <p>Describe the differences and similarities between different</p>	<p>Take the time to reflect upon what they like and dislike about their work and suggest how they could improve it.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of great artists, architects and designers in history and techniques they use.</p>	<p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p>	<p>Regularly analyse and reflect on their progress taking account of what they hope to achieve.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p>	<p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.</p> <p>Look at and reflect on the work of great artists, craft makers, architects and designers and the techniques they have used.</p>



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Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		links to their own work.	practices and disciplines, make links to their own work.				