

Key Stages 2–3

Art and design

in the National Curriculum for Wales

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- Audience** Teachers, headteachers and governing bodies of maintained schools in Wales; local authorities; regional consortia; initial teacher training providers; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.
- Overview** This document sets out the Welsh Assembly Government's requirements for art and design in the national curriculum for Wales. It is issued pursuant to the powers contained in Section 108 of the Education Act 2002 and which are vested in the Welsh Ministers. The Welsh Ministers form part of the Welsh Assembly Government.
- Action required** Teachers, headteachers and governing bodies of maintained schools must ensure that the legal requirements set out in this document are implemented in line with the dates specified in the Foreword.
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- Additional copies** This document can be accessed from the Learning Wales website at gov.wales/learning

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Foreword

This document sets out the revised national curriculum for **art and design** in Wales.

The structure of the national curriculum

The national curriculum applies to pupils of compulsory school age in maintained schools. It is organised on the basis of three key stages, which are broadly as follows*:

	Pupils' ages	Year groups
Key Stage 2	7–11	3–6
Key Stage 3	11–14	7–9
Key Stage 4	14–16	10–11

In Wales, the following subjects are included in the national curriculum at the key stages shown:

Key Stage 2	English, Welsh, mathematics, science, design and technology, information and communication technology, history, geography, art and design, music and physical education.
Key Stage 3	As at Key Stage 2, plus a modern foreign language.
Key Stage 4	English, Welsh, mathematics, science and physical education.

For each subject, in each of the key stages listed above, programmes of study set out what pupils should be taught and, for Key Stages 2 and 3, attainment targets set out the expected standards of pupils' performance.

At the end of Key Stages 2 and 3, standards of pupils' performance are set out in eight level descriptions of increasing difficulty, with an additional description above Level 8 to help teachers in differentiating Exceptional Performance.

At Key Stage 4, external qualifications are the main means of assessing attainment in the national curriculum. The Welsh Assembly Government publishes annually the list of qualifications that, under Section 96 of the Learning and Skills Act 2000, are approved for use with pupils of compulsory school age.

* The key stages are defined precisely in Section 103 of the Education Act 2002.

Including all learners

The revised national curriculum contains a section on including all learners which clarifies learner entitlement and schools' responsibilities.

Implementation dates

The revised programmes of study and attainment target for **art and design** become legal requirements by means of an Order made by the Welsh Assembly Government and come into effect on:

- 1 August 2008 for Years 3, 4, and 5 and Years 7 and 8
- 1 August 2009 for Year 6 and Year 9.

From these dates the existing national curriculum for **art and design** is superseded.

Welsh Assembly Government
January 2008

Including all learners

Responsibilities of schools

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action*, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on schools in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

Schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Schools should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both English and Welsh through the curriculum. Schools should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. Schools should also encourage the use of learners' home languages for learning.

Learner entitlement

Schools in Wales should ensure that all learners are engaged as full members of their school communities, accessing the wider curriculum and all school activities and working wherever possible alongside their peers. Schools should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier phases or key stages within the curriculum. Schools should use material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working significantly below the expected levels at any key stage, schools should use the needs of the learner as a starting point and adapt the programmes of study accordingly. Sufficient flexibility exists within the curriculum to meet the needs of learners without the need for disapplication. In exceptional cases, individual learners may be disapplied, usually on a temporary basis, but group or large-scale disapplications should not be used.

Where it is not possible to cover the content of all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning.

For more-able and talented learners working at higher levels, schools should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Schools should choose material that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Learners of all abilities should have access to appropriate assessment and accreditation.

Skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the ‘big picture’; familiar to unfamiliar; and supported to independent and interdependent.

For 14–19 learners, the framework should provide the basis for making effective progress in these skills, which can be assessed through a range of qualifications, including Key Skills.

Developing thinking



Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In **art and design**, learners explore and experiment with a range of information and resources to plan, develop and reflect on their creative activities. They challenge assumptions, look at things in a new way and promote receptiveness to new ideas. They develop the ability to recognise similarities or differences and make unlikely connections, build on ideas to make better ideas, and take advantage of the unexpected.

Developing communication



Learners develop their communication skills across the curriculum through the skills of **oracy**, **reading**, **writing** and **wider communication**.

In **art and design**, learners develop wider communications skills to express their ideas and emotions. They inform their own work by responding to the work of others.

Developing ICT



Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

In **art and design**, learners apply their ICT skills to investigate, manipulate, develop or realise creative ideas. They select appropriate software and equipment as an aid to designing and making. They regard ICT as a medium in its own right or as part of a multimedia outcome, integrated with other materials and processes.

Developing number



Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings**.

In **art and design**, learners apply number skills such as measurement, estimates, scale, proportion, pattern and shapes to develop, inform and resource their creative activities.

Learning across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.

At Key Stage 4, learners' knowledge and understanding should be developed and applied within the contexts of their individual 14–19 pathways including the Learning Core.

Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)



Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

In **art and design**, learners develop at first hand a meaningful understanding of their immediate environment, culture and language. They are given access to historical and contemporary Welsh art and design, enriching their creative activities. They are made aware of how art and design can enhance the environment and how they can contribute to this as individuals.

Personal and social education



Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

In **art and design**, learners explore and express their ideas and feelings concerning personal, social, environmental, moral and spiritual issues through their creative activities. Through art and design activities they become aware of other cultures and ways of life, and develop the concept of global citizenship. They enjoy the activities and develop interests that prepare them for lifelong learning, work and leisure.

Careers and the world of work



Learners aged 11–19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

In **art and design**, learners develop their awareness of careers and the world of work through their understanding of methods used by practising artists, craftworkers and designers.

Progression in art and design

Creative Development in the Foundation Phase

Children should be continually developing their imagination and creativity across the curriculum. Their natural curiosity and disposition to learn should be stimulated by everyday sensory experiences, both indoors and outdoors. Children should engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement. Children should explore a wide range of stimuli, develop their ability to communicate and express their creative ideas, and reflect on their work.

Art and design at Key Stage 2

At Key Stage 2, learners build on the skills, knowledge and understanding and acquired during the Foundation Phase. They achieve this through integrated engagement with the work of artist craftworkers and designers, creative investigations and the making of their own work. Art and design stimulates creativity and imagination and challenges learners to make informed judgements and practical decisions. Using a variety of materials and processes, they communicate their ideas and feelings through visual, tactile and sensory language. Exploration, appreciation and enjoyment in art and design enriches learners' personal and public lives.

Art and design at Key Stage 3

At Key Stage 3, learners build on the skills, knowledge and understanding acquired at Key Stage 2. They achieve this through an increased ability to make connection between their creative investigations in the making of their own work and the work of other artist craftworkers and designers. Art and design stimulates creativity and imagination by encouraging pupils to challenge assumptions, look at things in a new way, be receptive to new ideas and make informed judgments and practical decisions to communicate their ideas and feelings. They become increasingly independent in their choice of materials and processes, and from past experiences gain confidence in applying visual, tactile and sensory language. Exploration, appreciation and enjoyment in art and design enriches learners' personal and public lives.



Skills

Understanding, Investigating and Making should be regarded as integrated activities.

Understanding

Pupils should be given opportunities to:

1. describe and make comparisons:
 - between their own work and that of others 
2. experiment with and examine the methods used by other artists, craftworkers and designers from different:
 - periods
 - places
 - cultures

e.g. consider how work from unfamiliar cultures may influence pattern design for their own textile project 
3. evaluate the methods and results of their own work and that of their fellow pupils through:
 - discussion 
 - reading

- writing
- reflection.

Investigating

Pupils should be given opportunities to:

1. select and record from:
 - observation
 - experience
 - memory
 - imagination
2. investigate:
 - the natural environment
 - the made environment
 - the world of imagination using a variety of materials
3. organise:
 - reference materials
 - resources

to develop ideas themes and feelings, e.g. collect information for a design project from the internet, library or local gallery about endangered species

Range

In art and design, pupils at Key Stage 2 should develop their understanding and investigating skills in order to enrich and inform their making.

Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- other artists, craftworkers and designers
- methods and processes
- media
- styles
- ideas
- local and Welsh art, craft and design 
- images and artefacts from a variety of historical and contemporary cultures and contexts. 

They should develop, where appropriate, their understanding through:

- books
- videos
- digital-based resources
- the internet
- galleries
- practising artist, craftworkers and designers 
- other resources. 

Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work findings collected from:

- keep a sketchbook to:
 - develop ideas and feelings
 - explore themes
 - experiment with processes and media
 - research and enquire.

Making

Pupils should be given opportunities to:

- explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design which include:
 - line, e.g. *long lines, short lines, wavy lines, heavy lines*
 - tone, e.g. *light, medium and dark tones*
 - colour, e.g. *primary and tertiary, matching colours, cold, warm*
 - pattern, e.g. *natural, made patterns, patterns from other cultures, repetitive patterns*
 - texture, e.g. *rough and smooth textures in a range of materials*
 - shape, e.g. *shapes from nature, from the made world, and from their imagination*
 - form, e.g. *various three-dimensional shapes*

- design and make:
 - two-dimensional images
 - three-dimensional objects and artefacts using a range of various materials for a variety of purposes e.g. *use a range of media to make a two- or three-dimensional representation based on a poem or story*

- use their experience and knowledge of different materials, tools and techniques:
 - experimentally
 - expressively.



- books
- videos
- digital-based resources
- the internet
- galleries
- practising artists, craftworkers and designers
- other resources



- and from a variety of contexts including:
- local and Welsh examples
 - different cultures and periods.



- materials, e.g. *paints, pencils, crayons, pastels, charcoal, inks, resistant materials, clays, sustainable materials, textiles, digital-based media, etc.*
- processes, e.g. *drawing, painting, printing, multimedia, craft processes, three-dimensional processes, digital-based processes, etc.*

They should have opportunities to work as:

- individuals
- group members.

They should work in different contexts such as:

- galleries
- art room
- outdoors
- the home.

Pupils should be taught to consider the hazards and the risks in their art and design activities. They should be able to follow instructions to minimise risks to themselves and others.

Making

Pupils should design and make both imaginatively and expressively:

- objects
- artefacts
- images.

They should use a variety of:

- tools and equipment



Skills

Understanding, Investigating and Making should be regarded as integrated activities.

Understanding

Pupils should be given the opportunities to:

1. use their knowledge about the work of other artists, craftworkers and designers to enrich and inform their work through:



- analysis
- comparison
- evaluation

e.g. collect information about an artist from the internet, library, galleries or interviews and use the information to influence their own work

2. explore the diverse working practices of artists, craftworkers and designers from different:

- periods
- places
- cultures



considering their purpose and intentions

3. evaluate their work, methods and results of their investigation, modifying and refining their work through:

- discussion
- reading
- writing
- reflection.



Investigating

Pupils should be given the opportunities to:

1. develop specific skills for recording from:

- observation
- experience
- memory
- imagination

develop specific skills for investigating:

- the natural environment
- the made environment
- the world of imagination

using a variety of media

Range

In art and design, pupils at Key Stage 3 should develop their understanding and investigating skills in order to enrich and inform their making.

Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- other artists, craftworkers and designers
- the work of their peers
- methods and processes
- media
- ideas
- styles
- local and Welsh art, craft and design
- images and artefacts from a variety of historical and contemporary cultures and contexts.



They should, where appropriate, develop their understanding through:

- books
- videos
- digital-based resources
- the internet
- galleries
- practising artist, craftworkers and designers
- other resources.



Investigating

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work relevant findings collected from:

- books
- videos

2. explore and organise a:
 - range of reference materials
 - range of resources
 to establish and develop ideas or themes

3. keep a sketchbook to address different aspects of investigating to:
 - develop ideas and feelings
 - explore themes
 - explore and experiment with materials and processes
 - initiate and support independent work*e.g. after investigating organic forms, develop ideas for sculptural forms to adorn the body.*

Making

Pupils should be given the opportunities to:

1. explore, experiment with and apply the visual, tactile and sensory language of art, craft and design
2. design and make images and artefacts using a variety of materials, processes and ideas
3. experience a wide range of techniques and media to:
 - realise their ideas
 - express their feelings
 - communicate meaning*e.g. produce a piece of site-specific sculpture for a multi-sensory garden.*



- digital-based resources
 - the internet
 - galleries
 - practising artists, craftworkers and designers
 - their own practical experimentations and recordings
 - other resources
- and from a variety of contexts including:
- local and Welsh examples
 - different cultures and periods.



Their investigations and information collected should enrich and inform their own work.

Making

Pupils should design and make both imaginatively and expressively:

- objects
- artefacts
- images.

They should use a variety of:

- tools and equipment
- materials, *e.g. paints, pencils, crayons, pastels, charcoal, inks, resistant materials, clays, sustainable materials, textiles, digital-based media, etc.*
- processes, *e.g. drawing, painting, printing, multimedia, craft processes, three-dimensional processes, digital-based processes, etc.*

They should have opportunities to work as:

- individuals
- group members.

They should work in different contexts such as:

- galleries
- art room
- outdoors
- the home.

Pupils should be taught to consider the hazards and the risks in their art and design activities. They should be able to follow instructions to minimise risks to themselves and others.

Attainment target

Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

Level 1

Pupils begin to make connections between their own work and the work of others, and respond to these by simple communication methods. They record their ideas and feelings through drawing and other methods from observation, experience and imagination. They use materials and tools to make images and artefacts and experiment practically and imaginatively with the basic visual, tactile and sensory language of art, craft and design.

Level 2

Pupils recognise similarities and differences between their own practical work and that of others; they respond to these by simple communication methods and can describe what they feel and think about them. They record their images and ideas from observation, experience, memory and imagination using a range of resources that they have collected and organised. They use a range of materials and tools to make images and artefacts, and explore practically and imaginatively visual, tactile and sensory qualities, making changes to their work where they think these are necessary.

Level 3

Pupils describe similarities and differences between their own work and that of others and begin to indicate an awareness of, and imaginative response to, the method and purposes of the work of artists, craftworkers and designers. They select and record their ideas and feelings through drawing and other methods from observation, experience and imagination, choosing from a range of resources that they have collected and organised as a basis for their work. They use a range of materials, tools and techniques to achieve different outcomes, and experiment with visual, tactile and sensory qualities, making suitable changes to the work where they identify the need for modification.

Level 4

Pupils make comparisons between their own work and that of others from a range of cultures. They communicate their ideas and feelings imaginatively, indicating an awareness of the methods used by others and demonstrating an understanding of the different purposes of their work. They select and record images and ideas from observation, experience and imagination, and use a range of materials and methods to support the development of their work. They prepare and develop an idea or theme for their work by collecting and organising visual and other resources. They are able to control a range of materials, tools and techniques to achieve a variety of outcomes. They apply their understanding of visual, tactile and sensory qualities and review and modify their work where they recognise the need to do so.

Level 5

Pupils make comparisons between the methods and techniques used in their own work and that of others, communicating their ideas and feelings imaginatively, and clearly indicating an understanding of the methods and purposes used by others from various cultures. They make drawings and use other methods selectively to explore, interpret and record their ideas and feelings from observation, experience and imagination. They organise their work by collecting and using reference materials to develop an idea or theme. They experiment practically and imaginatively with a variety of methods, materials, tools and techniques, applying a broad knowledge of visual, tactile and sensory qualities. They review and modify their work to fulfil their intentions.

Level 6

Pupils explore and demonstrate their understanding when comparing the methods and techniques used in their own work and that of others. They respond practically and imaginatively to the way in which ideas and feelings are conveyed in different cultures and contexts. They make drawings and use other methods selectively to explore, interpret and record their ideas, feelings and perceptions from observation, experience and imagination. They demonstrate their ability to organise their work, and collect and use reference materials to develop an idea or theme. They experiment practically and imaginatively, show increasing confidence in the use of materials, tools and techniques to implement ideas, and explore visual, tactile and sensory qualities, reviewing and modifying their work to achieve their intentions.

Attainment target

Level 7

Pupils make considered comparisons between their own work and the work of others, demonstrating a clear understanding of the variety of methods and approaches used. They are able to speculate and communicate how ideas and feelings may be interpreted differently, and respond practically and imaginatively to images and artefacts from a range of cultures and contexts. They explore, select, record and communicate observations, ideas, perceptions and feelings from a variety of sources, and organise stimulus and reference material in planning and developing their investigations. They experiment confidently with a broad range of media, tools and techniques to achieve a variety of intentions, and experiment with a range of methods developed by themselves and others, demonstrating their understanding of the visual, tactile and sensory language of art, craft and design. They show their ability to review processes and outcomes critically and constructively.

Level 8

Pupils explore and analyse the methods and techniques of others and demonstrate insight into the relationship of these with their own work. They evaluate images and artefacts and can communicate how ideas, feelings and meanings are conveyed and are open to different interpretations. They respond practically and imaginatively to a range of different stimuli. They display the ability to explore, select, record and communicate using a range of appropriate methods, and effectively interpret personal perceptions and experiences. In planning the development of their own investigations they identify, assemble and organise stimulus and reference material, and consider methods and outcomes. They select and use appropriate media, tools and techniques, and confidently develop methods to create images and artefacts informed by their broad knowledge of the visual, tactile and sensory language of art, craft and design. They are able to review constructively their work in progress.

Exceptional Performance

Pupils explore and analyse the methods and techniques of others, and demonstrate a clear understanding of the relationship between these and their own work. They are able to evaluate images and artefacts critically and constructively, and can explain how ideas, feelings and meanings are conveyed and may have various interpretations. They respond practically and imaginatively, showing their ability to synthesise a range of contextual and cultural conventions. They display consistent ability to explore, select, record and communicate using a range of appropriate methods, and effectively interpret personal perceptions and experiences. In planning the development of their own investigations they identify, assemble and organise stimulus and reference material, and analyse methods and outcomes. They thoughtfully select and skilfully use appropriate media tools and techniques, and confidently develop methods of creating images and artefacts informed by their broad understanding and sensitive application of the visual, tactile and sensory language of art, craft and design. They demonstrate their competence in critical and constructive review of their work.

National curriculum outcomes

The following national curriculum outcomes are non-statutory. They have been written to recognise the attainment of pupils working below Level 1. National Curriculum Outcomes 1, 2 and 3 align with the Foundation Phase Outcomes 1, 2 and 3.

Foundation Phase	National Curriculum
Foundation Phase Outcome 1	National Curriculum Outcome 1
Foundation Phase Outcome 2	National Curriculum Outcome 2
Foundation Phase Outcome 3	National Curriculum Outcome 3
Foundation Phase Outcome 4	National Curriculum Level 1
Foundation Phase Outcome 5	National Curriculum Level 2
Foundation Phase Outcome 6	National Curriculum Level 3

The national curriculum outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

Outcome 1

Pupils enjoy manipulating and investigating materials/resources. They respond in a variety of ways to sensory experiences and make marks/patterns/symbols with a variety of media.

Outcome 2

Pupils begin to use lines, shapes and symbols to create images. They can choose/handle simple tools and assemble materials into artefacts that have meaning for them, using familiar techniques. They respond to simple questions about their own and others' work.

Outcome 3

Pupils build up their knowledge of the characteristics of a range of materials/resources through exploring and investigating, and increasingly work with others. They use a range of tools/equipment with increasing accuracy to create images and artefacts that express their ideas/feelings. Pupils respond to their own work and the work of others.