

## Art Progression Map

		Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
NC Art and Design Programme of Study		Represent their own ideas, thoughts and feelings through design and technology and art.	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design &amp; make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>		<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> </ul>		<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> </ul>	
Strand		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To develop ideas		<ul style="list-style-type: none"> <li>Build confidence and enjoyment in the use of tools and materials in a lively and dynamic way</li> <li>Foster willingness and eagerness to explore a variety of basic tools (including hands) and materials, and to enable the children to use them with confidence</li> <li>Build up experience through seeing, touching and doing</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>Respond positively to ideas and starting points.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures..</li> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Use a sketchbook to gather and collect artwork.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in sketchbook.</li> <li>Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>Try different materials and methods to improve.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> <li>Use their sketchbook to collect and record visual information from different sources.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> <li>Collect images and information independently in a sketchbook.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Review and revisit ideas in their sketchbook.</li> <li>Annotate work in sketchbook.</li> <li>Offer feedback using technical language.</li> <li>Use a sketchbook to develop ideas.</li> <li>Use digital technology as sources for developing ideas.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Review and revisit ideas in their sketchbook.</li> <li>Annotate work in sketchbook.</li> <li>Think critically about their art and design work.</li> <li>Develop ideas using different or mixed media, using a sketchbook</li> <li>Use digital technology as sources for developing ideas.</li> <li>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>

<p>NC Art and Design Programme of Study</p>	<p>Safely use &amp; explore a variety of materials, tools &amp; techniques, experimenting with colour, design, texture, form &amp; function.</p>	<p>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p>	<p>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p>			
<p>To master techniques</p>	<p>Drawing</p> <ul style="list-style-type: none"> <li>• Enjoy simple mark making using: fingers, hands, chalk, pens, pencils, brushes.</li> <li>• Explore big movements with the whole body while drawing.</li> <li>• Experiment with a variety of tools to draw lines <i>e.g. pens, pencils, wax crayons, markers etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>• Begin to explore the use of line, shape and colour.</li> <li>• Draw to explore pattern</li> <li>• Use drawing to represent objects seen, remembered or imagined.</li> <li>• Make spontaneously expressive marks using lines and curves.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul>	<ul style="list-style-type: none"> <li>• Show and explore different tones using different grades of pencil.</li> <li>• Draw lines of different sizes and thickness.</li> <li>• Show patterns and texture by adding dots, lines and other different marks.</li> <li>• Work out ideas through drawing.</li> <li>• Use drawing to express personal interest and feelings.</li> <li>• Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>• Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>• Experiment with the visual elements; line, shape, pattern and colour.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring line and tonal shading using a range of different media [<i>e.g. pencil, felt tips, pastel and chalks</i>].</li> <li>• Talk about different types of mark, and the ways they are created.</li> <li>• Draw familiar objects from different viewpoints.</li> <li>• Experiment with different grades of pencil and other implements.</li> <li>• Plan, refine and alter their drawings as necessary.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Draw for a sustained period of time at their own level.</li> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed choices in drawing inc. paper and media.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> <li>• Confidently use pencils HB to 6B and a range of different media [<i>e.g. pastels, chalks, felt tips, watercolour pencils</i>].</li> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture.</li> <li>• Compare drawings for different purposes <i>e.g. Cartoons advertisements etc.</i></li> <li>• Use drawing as a means of designing.</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of source material for their work (drawing media, paper etc).</li> <li>• Work in a sustained and independent way from observation, experience and imagination.</li> <li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> <li>• Explore the effects of charcoal/graphite sticks and the light-use of an eraser.</li> <li>• Talk about perspective and proportion in their own work.</li> <li>• Use drawing to plan a composition e.g. painting/collage.</li> <li>• Use a variety of tools and select the most appropriate.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, shape, tone, smudge, blend, mark, hard, soft, light, heavy.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>• Learn to make a distinction between a working sketch and a drawing.</li> <li>• Confidently use a range of different media [<i>e.g. charcoal, graphite sticks, chalks, pastels, drawing pencils, pen and ink to explore line, tone, pattern, form and texture.</i></li> <li>• Select the appropriate media and techniques to achieve a specific outcome.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</li> <li>• Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</li> <li>• Depict movement and perspective in drawings- use lines.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> </ul>

<p>Painting</p>	<ul style="list-style-type: none"> <li>• Explore making marks on a variety of papers</li> <li>• Use a variety of tools to spread paint - straws, matchsticks as well as brushes.</li> <li>• Explore painting using big movements onto big surfaces.</li> <li>• Use 'hot' and 'cold' colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including the use of different brush sizes and types (use thick and thin brushes).</li> <li>• Work on different scales.</li> <li>• Use primary colours to mix secondary colours.</li> <li>• Create different textures e.g. use of sawdust.</li> <li>• Name primary and secondary colours.</li> <li>• Hold a brush correctly and clean it before changing colours.</li> <li>• Use a brush to create texture by dabbing etc.</li> <li>• Use colour to express mood.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a range of secondary colours, shades and tones.</li> <li>• Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• Name different types of paint and their properties.</li> <li>• Work on a range of scales e.g. large brush on large paper etc.</li> <li>• Mix and match colours using artefacts and objects.</li> <li>• Develop an understanding of what primary and secondary colours are.</li> <li>• Add different materials to paint to produce different textural effects e.g. sand.</li> <li>• Mix powder paints to create different thicknesses of paint.</li> <li>• Use a limited palette.</li> <li>• Mix black and white with other colours to make different tones. (Light-----Dark)</li> <li>• Create colour wheels.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a variety of colours and know which primary colours make secondary colours.</li> <li>• Use a developed colour vocabulary.</li> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>• Explore blending and washing using watercolours.</li> <li>• Work confidently on a range of scales e.g. thin brush on small picture etc. Use different types of brushes for specific purposes.</li> <li>• Mix colours to match an example e.g. skin tone.</li> <li>• Identify warm and cool colours.</li> <li>• Explore blending and washing using watercolours. Use watercolour paint to produce washes for background then add detail.</li> <li>• Use what they have learnt in an imaginative composition.</li> <li>• Experiment with creating mood with colour.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> </ul>	<ul style="list-style-type: none"> <li>• Make and match colours with increasing accuracy.</li> <li>• Confidently mix colours to make a range of tones.</li> <li>• Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• Use black/white to make a deeper/lighter shade/tint of one colour.</li> <li>• Recognise and use neutral colours [black, white and grey].</li> <li>• Identify and work with 'earthy' colours.</li> <li>• Choose paints and implements appropriately.</li> <li>• Plan and create different effects and textures with paint according to what they need for the task.</li> <li>• Show increasing independence and creativity with the painting process.</li> <li>• Choose from a range of brush sizes and use appropriately.</li> <li>• Use varied brush techniques to create shapes, textures, patterns and lines.</li> <li>• Give reasons why a colour is liked or disliked.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>• Sketch lightly before painting to combine line and colour.</li> <li>• Work on preliminary studies to test media and materials.</li> <li>• Create imaginative work from a variety of sources.</li> <li>• Read a colour wheel.</li> <li>• Identify and work with complimentary opposite colours/colour harmonies.</li> <li>• Select and work with a limited palette.</li> <li>• Confidently use watercolour paints on dampened textured paper.</li> <li>• Use oil paints.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</li> </ul>	<ul style="list-style-type: none"> <li>• Create shades and tints using black and white.</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>• Work from a variety of sources, inc. those researched independently.</li> <li>• Show an awareness of how paintings are created (composition).</li> <li>• Develop a personal style of painting, drawing, based on ideas from other artists.</li> <li>• Use a range of paint (acrylic paints, oil paints, water colours) to create visually interesting effects.</li> <li>• Apply paint to board or canvas using palette knives, pieces of card, sponges and rags.</li> <li>• Make informed decisions about colour.</li> <li>• Select and work skilfully with a limited palette. Create a colour palette, demonstrating mixing techniques and based upon colours observed in the natural or built up world.</li> <li>• Use different tones of colour and make links with space and size.</li> <li>• Record the effects of light and dark in more complex situations.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</li> </ul>
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	<p>Printing</p>	<ul style="list-style-type: none"> <li>• Explore printmaking using different parts of the body e.g. fingers, hands, feet.</li> <li>• Explore simple repeat patterns using found objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Make marks in print with a variety of objects, including natural and made objects.</li> <li>• Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>• Make rubbings e.g. leaves</li> <li>• Build a repeating pattern and recognise pattern in the environment.</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Explore light and dark images e.g. white paint onto black paper.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. carbon printing, relief, press and fabric printing, stamping, rolling and rubbings.</li> <li>• Design patterns of increasing complexity and repetition.</li> <li>• Use repeating or overlapping shapes.</li> <li>• Print using a variety of materials, objects and techniques.</li> <li>• Use stencils.</li> <li>• Use of appropriate IT software to create simple repeat patterns.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Print using a variety of materials, objects and techniques including layering.</li> <li>• Talk about the processes used to produce a simple print.</li> <li>• Use more than one colour to layer in a print.</li> <li>• Explore pattern and shape, creating designs for printing.</li> <li>• Make and print with impressed designs on plasticene, clay and polystyrene press print tiles.</li> <li>• Use rollers with printing inks.</li> <li>• Make printing blocks.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</li> </ul>	<ul style="list-style-type: none"> <li>• Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want</li> <li>• Resist printing including marbling, silkscreen and coldwater paste.</li> <li>• Recognise what makes a good print.</li> <li>• Develop a design from a drawing.</li> <li>• Make a 2 colour press-print.</li> <li>• Experiment with overlapping and overprinting, contrasting shapes and colours.</li> <li>• Make repeated patterns with precision.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a lino print.</li> <li>• Choose the printing method appropriate to task.</li> <li>• Build up layers and colours/textures.</li> <li>• Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>• Choose inks and overlay colour</li> <li>• Develop a print from a drawing.</li> <li>• Make relief-print tiles e.g. using card, string, wool.</li> <li>• Design repeat print designs.</li> <li>• Use repeated images to create a feeling of movement.</li> <li>• Combine printing with other 2D techniques.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe varied techniques.e.g. the use of poly-blocks, relief, mono and resist printing.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric.</li> <li>• Alter and modify work.</li> <li>• Work relatively independently.</li> <li>• Explore screen printing.</li> <li>• Make a lino print.</li> <li>• Select the appropriate technique for a task.</li> <li>• Produce a print for a specific purpose.</li> <li>• Use tone within prints to create a feeling of distance/movement etc.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.</li> </ul>
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Sculpture	<ul style="list-style-type: none"> <li>• Explore a variety of malleable materials e.g. clay, play dough, plasticine, cooking dough.</li> <li>• Explore a variety of 3D materials e.g. straws, sticks, leaves etc.</li> <li>• Construct towers, bridges, tunnels using building blocks and cardboard boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>• Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</li> <li>• Build hand pots using clay.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> <li>• Explore sculpture with a range of malleable media, e.g. clay, play dough, plasticine, cooking dough..</li> <li>• Explore shape and form.</li> <li>• Construct towers, bridges, tunnels using building blocks and cardboard boxes.</li> <li>• Use clay to make representations of faces and figures.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul>	<ul style="list-style-type: none"> <li>• Build a textured relief tile.</li> <li>• Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> <li>• Recreate 2D images in a 3D piece.</li> <li>• Show an awareness of texture, form and shape in creating a 3D form.</li> <li>• Include lines and texture.</li> <li>• Build 3D shapes using thick card.</li> <li>• Experiment with, construct and join recycled, natural and man-made material e.g. straws, sticks, leaves etc.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms.</li> <li>• Join clay adequately and work reasonably independently.</li> <li>• Construct a simple clay base for extending and modelling other shapes.</li> <li>• Make a simple papier mache object.</li> <li>• Plan, design and make models.</li> <li>• Explore clay slabbing and coiling.</li> <li>• Build structures using rolled or scrunched up newspaper and masking/parcel tape.</li> <li>• Use papier-mâché.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed choices about the 3D technique chosen.</li> <li>• Show an understanding of shape, space and form.</li> <li>• Plan, design, make and adapt models.</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>• Use a variety of materials and add materials to the sculpture to create detail.</li> <li>• Build structures using rolled or scrunched up newspaper and masking/parcel tape.</li> <li>• Include texture that conveys feelings, expression and movement.</li> <li>• Use papier-mâché.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Use tools and materials to carve, add shapes, add texture and pattern.</li> <li>• Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use recycled, natural and man-made materials to create sculpture.</li> <li>• Plan and design a sculpture through drawing and other preparatory work.</li> <li>• Use materials other than clay to create a 3d sculpture. Build structures using withies, wire, mod-roc, and plaster of paris.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop cutting and joining skills in using clay inc. slabs, coils, slips, etc.</li> <li>• Make a mould and use plaster safely.</li> <li>• Create sculpture and constructions with increasing independence.</li> <li>• Confidently build structures using rolled or scrunched up newspaper and masking/parcel tape for a specific purpose.</li> <li>• Skilfully use papier-mâché.</li> <li>• Build structures using withies, wire, mod-roc, and plaster of paris.</li> <li>• Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Textiles/collage</p>	<ul style="list-style-type: none"> <li>• Use graphic materials e.g. oil pastels, pens etc to make marks and drawings onto fabric.</li> <li>• Explore wrapping, weaving, tying, looping etc natural and manmade materials onto a fence, net framework etc.</li> <li>• Handle different materials from class 'bit box'.</li> <li>• Sort materials according to specific qualities e.g. warm, cold, soft, shiny etc.</li> <li>• Cut and stick a variety of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</li> <li>• How to thread a needle, cut, glue and trim material.</li> <li>• Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Add texture by mixing materials.</li> <li>• Use graphic materials e.g. oil pastels, pens etc to make marks and drawings onto fabric.</li> <li>• Explore wrapping, weaving, tying, looping etc natural and manmade materials onto a fence, net framework etc.</li> <li>• Cut and glue fabric pieces.</li> <li>• Sort and arrange materials according to specific qualities e.g. warm, cold, soft, shiny etc.</li> <li>• Cut and stick a variety of materials. Mix materials to create texture.</li> <li>• Cut wide and narrow paper strips.</li> <li>• Explore horizontal and vertical strips.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, plaiting, fabric crayons and wax or oil resist, appliqué and embroidery.</li> <li>• Create textured collages from a variety of media.</li> <li>• Use a combination of materials that have been cut, torn and glued.</li> <li>• Stitch, knot and use other manipulative skills.</li> <li>• Simple weaving using strong wool and stiff card loom to create a pattern.</li> <li>• Paper weaving using one or two colours.</li> <li>• Print onto fabric.</li> <li>• Use simple stitching using long needles to make straight stitches.</li> <li>• Overlap and overlay materials.</li> <li>• Describe contrasts in texture and colour.</li> <li>• Use the natural environment or townscape as a stimulus.</li> <li>• Explore families of shapes and arrangements in a variety of manners.</li> <li>• Use a dyeing technique to alter a textiles' colour and pattern.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>• Name the tools and materials they have used.</li> <li>• Select colours and materials to create effect, giving reasons for their choices.</li> <li>• Develop skills in stitching, cutting and joining.</li> <li>• Experiment with a range of media e.g. overlapping, coiling, layering etc.</li> <li>• Use contrasting colours in stitching and weaving.</li> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Create weavings.</li> <li>• Dye fabrics using tie dye, batik etc.</li> <li>• Show awareness of natural environment through colour matching.</li> <li>• Use scissors to cut complex shapes.</li> <li>• Explore cutting skills through paper collage, low relief, fabric collage etc.</li> <li>• Apply glue accurately.</li> <li>• Use IT to explore collage e.g. cut and paste.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ul>	<ul style="list-style-type: none"> <li>• Match the tool to the material.</li> <li>• Combine skills more readily. Shape and stitch materials.</li> <li>• Choose collage or textiles as a means of extending work already achieved.</li> <li>• Refine and alter ideas and explain choices using an art vocabulary.</li> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>• Experiments with paste resist.</li> <li>• Use plaiting, pinning, stitching and sewing techniques.</li> <li>• Quilt, pad and gather fabric.</li> <li>• Design tie-dyes, batik and prints for a specific purpose.</li> <li>• Embellish using stitching and appliqué techniques.</li> <li>• Learn and practise a variety of techniques e.g. overlapping, tessellation, mosaic and montage.</li> <li>• Make patterns with interlocking shapes.</li> <li>• Explore positive and negative shapes e.g. making a symmetrical counterchange on both horizontal and vertical axes.</li> <li>• Plan and work from a plan to produce a collage.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ul>	<ul style="list-style-type: none"> <li>• Join fabrics in different ways, including stitching.</li> <li>• Use different grades and uses of threads and needles.</li> <li>• Extend their work within a specified technique.</li> <li>• Use a range of media to create collage.</li> <li>• Experiment with a range of material by overlapping and layering in order to create texture, effect and colour.</li> <li>• Experiment with using batik safely.</li> <li>• Embellish using more advanced stitching and appliqué techniques.</li> <li>• Add decoration to create effect.</li> <li>• Stitch using needles to create more complex patterns.</li> <li>• Cut and stitch to a pattern.</li> <li>• Demonstrate an awareness of the potential of the uses of material.</li> <li>• Explore the translucent nature of tissue paper.</li> <li>• Combine collage with other 2D techniques.</li> <li>• Select materials by colour and texture to match intentions.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the potential of the uses of material.</li> <li>• Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>• To be expressive and analytical to adapt, extend and justify their work.</li> <li>• Use found and constructed textures in expressive and analytical work.</li> <li>• Experiment with soft sculpture.</li> <li>• Cut and join patterns and embellish the components.</li> <li>• Skilfully design shapes, tie-dyes, batiks &amp; prints for an outcome.</li> <li>• Design an artefact, using knowledge of techniques, for a specific outcome.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ul>
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<p>To take inspiration from the Greats</p>	<ul style="list-style-type: none"> <li>Introduction to a range of art and design forms, including from other cultures.</li> <li>Encourage discussion around likes/dislikes &amp; personal responses.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of famous, notable artists and designers.</li> <li>Encourage discussion around likes/dislikes &amp; personal responses.</li> <li>Use some of the ideas of artists studied to create pieces.</li> <li>Visits, excursions around the neighbourhood and further afield. Artists, designers and craftsmen in school.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Express an opinion on the work of famous, notable artists.</li> <li>Use inspiration from famous, notable artists to create their own work and compare.</li> <li>Visits, excursions around the neighbourhood and further afield.</li> <li>Artists, designers and craftsmen in school.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Use inspiration from famous artists to replicate a piece of work.</li> <li>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</li> <li>Express an opinion on the work of a famous, notable artists and refer to techniques and effect.</li> <li>Museums and galleries visit.</li> <li>Artists, designers and craftsmen in school.</li> <li>Looking at functional design</li> <li>Discussing the ways in which things were made – colour, form, techniques</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Create original piece that are influence by studies of others.</li> <li>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</li> <li>Express an opinion on the word of a famous, notable artists and refer to techniques and effect.</li> <li>Museums and galleries visit.</li> <li>Artists, designers and craftsmen in school.</li> <li>Looking at functional design.</li> <li>Discussing the ways in which things were made – colour, form, techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Give detailed observations about notable artists', artisans' and designers' work.</li> <li>Offer facts about notable artists', artisans' and designers' lives.</li> <li>Museums and galleries visit.</li> <li>Artists, designers and craftsmen in school.</li> <li>Development of interest in differing modes of communication and expression.</li> <li>Look at form and function.</li> <li>Personal enjoyment and response.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Give detailed observations about notable artists', artisans' and designers' work.</li> <li>Offer facts about notable artists', artisans' and designers' lives.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> <li>Museums and galleries visit.</li> <li>Artists, designers and craftsmen in school.</li> <li>Development of interest in differing modes of communication and expression.</li> <li>Look at form and function.</li> <li>Personal enjoyment and response.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Give detailed observations about notable artists', artisans' and designers' work.</li> <li>Offer facts about notable artists', artisans' and designers' lives.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> <li>Museums and galleries visit.</li> <li>Artists, designers and craftsmen in school.</li> <li>Development of interest in differing modes of communication and expression.</li> <li>Look at form and function.</li> <li>Personal enjoyment and response.</li> </ul>