

Date	Review Date	Subject Leader
September 2020	July 2021	Sarah Odumala/Charlotte McElhatton

This document aims to give guidance on the progression of art knowledge, skills and techniques across the year groups.  
 It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).  
 Potential GD pupils should also be encouraged to record more independently and freely in their sketchbooks as well as be encouraged to experiment with and use materials and media of their own choice. Their increasingly critical thinking and in-depth evaluation of their own and others' art work should be reflected in their sketch books and the works of art they create with increasing confidence and independence of thought.

In Art, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Art, the following approaches will be used, and be evident in pupils' sketchbooks, in order to ensure that the Art learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school:

### Teaching Sequence in Art

Begin with a 'Big Picture' discussion of related learning in prior years and discussion of where learning is heading.
Study of an artist (which may include independent research)
Critically evaluating the artists' work to inform own art work;
'Review' recent learning to aid and check retention in art
Experiment and investigate different techniques and media;
Create own artwork, applying new techniques, skills and media to own art work.
Critically evaluate their own artwork;
Improving work after evaluation.
Reflection and re-cap of knowledge and skills remembered and understood

### Meta-cognition in Art

<b>Activating prior knowledge</b>	The teacher discusses with children the learnt strategies and content in previous reading lessons
<b>Explicit strategy instruction</b>	The teacher explicitly explains how to organise their ideas, with the emphasis on the cognitive strategy 'cause and effect' model' to help them organise and plan
<b>Modelling of learned strategy</b>	Use initial notes to model one part of the strategy
<b>Memorisation of strategy</b>	The teacher tests if pupils have memorised the key aspects of the strategy through questions and discussions
<b>Guided practice</b>	The teacher models one further example with the whole group, with pupils verbally contributing ideas
<b>Independence practice</b>	Pupils complete their own task
<b>Structured reflection</b>	The teacher encourages pupils to reflect on how appropriate the model was, how successfully they applied it, and how they might use it in the future.

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King's Meadow  
Academy



King's Meadow  
Academy

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Chronology in Art	(40,000 BC – 4000 BC)	Prehistoric Art	(1780 – 1850)	Romanticism	(1916 – 1950)	Surrealism	(1970 – present)	Post Modernism
	(4,000 BC – AD 400)	Ancient Art	(1848 – 1900)	Realism	(1940s – 1950s)	Abstract Expressionism		Feminist
	(500 – 1,400 AD)	Medieval Art	(1865 – 1885)	Impressionism	(1950s – 1960s)	Optical Art		Neo-Expressionism
	(1400 – 1600)	Renaissance	(1885 – 1910)	Post-Impressionism	(1950s – 1960s)	Pop Art		Street Art
	(1527 – 1540)	Mannerism	(1890 – 1910)	Art Nouveau	(1960s)	Art Povera		Pictures Generation
	(1600 – 1750)	Baroque	(1900 – 1935)	Fauvism	(1960s – 1970s)	Minimalism		Appropriation
	(1699 – 1780)	Rococo	(1905 – 1920)	Expressionism	(1960s – 1970s)	Conceptual		Young British Artists (YBA)
	(1750 – 1850)	Neoclassicism	(1907 – 1914)	Cubism				Digital Art

Artists to be studied	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Kandinsky Rousseau	Picasso Hockney	Van Gough Pointillism	Patisse Monet	LS Lowry William Turner	William Morris Barbara Hepworth	Paul Klee Banksy

Knowledge of artists studied	Give simple opinions about the work of a chosen artist, craft maker or designer.	Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer.	Recognise the styles of artists, craft makers or designers and use this to inform their own work. Talk about the similarities and differences between different artists, craft makers or designers.	Discuss the styles of artists, craft makers or designers and use this to inform their own work. Begin to understand the historical and/or cultural significance of a chosen artist /art form.	Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand the historical and / or cultural significance of the work of a chosen artist / art form.	Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.	Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.

### Breadth of Study

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Work on their own and collaboratively with others on projects</p> <p>Use ICT Investigate different kinds of art, craft and design.</p>	<ul style="list-style-type: none"> <li>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT to Investigate different kinds of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT to Investigate different kinds of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT to Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT to Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales</li> <li>Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>

### Exploring and developing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
IDEAS	<p>Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences</p> <p>Begin to talk about their ideas and the choices they have made</p>	<p>Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.</p> <p>Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.</p> <p>Beginning to work creatively e.g. with a range of media on different scales.</p>	<p>Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences.</p> <p>Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.</p> <p>Show confidence in working creatively e.g. with a range of media on different scales.</p>	<p>Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.</p> <p>Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.</p> <p>Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.</p> <p>Show confidence and independence when working creatively e.g. with a range of media on different scales.</p>	<p>Investigate different starting points for their work, and choose which idea to develop further.</p> <p>Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these.</p> <p>Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.</p> <p>Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</p>	<p>Investigate a range of starting points for their work, and choose which idea to develop further.</p> <p>Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.</p> <p>Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</p> <p>Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</p>	<p>Independently investigate a range of starting points for their work, and confidently develop their ideas further.</p> <p>Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.</p> <p>Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.</p> <p>Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</p>

<b>Evaluating</b>	<p>Children review how they have used what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Review how they have represented their own ideas, thoughts and feelings through art</p>	<p>Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.</p> <p>Talk about the features they like in their own work and in the work of others.</p> <p>Talk about what they might change in their own work.</p>	<p>Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'.</p> <p>Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.</p> <p>Adapt and make changes to their work and the tools they use as it develops.</p> <p>Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.</p>	<p>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.</p> <p>Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.</p>	<p>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.</p> <p>Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.</p>	<p>Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</p> <p>Describe what they think and feel about their own and others' work and how this might influence their designs.</p> <p>Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.</p>	<p>Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.</p> <p>Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.</p> <p>Annotations reflect their critical evaluations and development of ideas.</p> <p>Reflect on the ways in which their imaginative work has developed from a range of starting points.</p>		
	<b>Vocabulary of an artist</b>				<b>IN ADDITION TO PREVIOUS YEARS:</b>	<b>IN ADDITION TO PREVIOUS YEARS:</b>	<b>IN ADDITION TO PREVIOUS YEARS;</b>	<b>IN ADDITION TO PREVIOUS YEARS</b>	
<p>Observation Different Similar Compare Artist</p>		<p>Differences Similarities Background</p>	<p>Foreground Annotate develop</p>	<p>Creative process Plan Design Make Adapt Sources Variation Plain Busy Rough</p>	<p>Smooth Swirling Uneven Colourful Bright Dark Realistic Unrealistic Simple Boring</p>	<p>Fine Dull Patterned Crowded Flat Natural Opaque Translucent Focus</p>	<p>Comparison Contrast Media Study Experiences Imagination Properties Reflecting Distance</p>	<p>Symbolic Subtle Complex Complimentary Contrasting</p>	<p>Purpose Manipulate Dry media Wet media Digital media Independent Research Range Sources</p>

## Drawing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Coverage	<p>Draw with precision around the outline of shapes Make marks using shape and pattern on a range of surfaces</p>	<p>Use a variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p>	<p>Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and groups objects.</p> <p>Experiment with the visual elements: line, shape, pattern and colour.</p>	<p>Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Make informed choices in drawing including paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination</p> <p>Use a sketchbook to develop ideas. Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
Skills	<p>Draw enclosed lines to create objects with control Children hold and use pencils to mark make recognisable objects Articulate what they are drawing to an adult Produce recognisable drawings of people and objects</p>	<p>IN ADDITION TO PREVIOUS YEARS: Draw a variety of lines</p>	<p>IN ADDITION TO PREVIOUS YEARS: Use dots and lines to demonstrate pattern and texture</p>	<p>IN ADDITION TO PREVIOUS YEARS: Experiment with showing line, tone and texture with different hardness of pencils; Use shading to show light and shadow effects;</p>	<p>IN ADDITION TO PREVIOUS YEARS: Show an awareness of space when drawing;</p>	<p>IN ADDITION TO PREVIOUS YEARS: use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p>	<p>IN ADDITION TO PREVIOUS YEARS: • depict movement and perspective in drawings</p>
Vocabulary	<p>Draw Pattern Repeating Thick Thin Line Shape Colour</p>	<p>IN ADDITION TO PREVIOUS YEARS: Shade Change Portrait self-portrait Detail Building Pastels Bold Size Space</p>	<p>IN ADDITION TO PREVIOUS YEARS: Sketchbook Layer Smudge Blend Tone Figure Object Single Group Pattern Landscape City scape</p>	<p>IN ADDITION TO PREVIOUS YEARS: Grades of pencil Scale Symmetry Refine Alter Visual Sources Texture Light /dark Tone</p>	<p>IN ADDITION TO PREVIOUS YEARS: Paper types Shadow Outline.</p>	<p>IN ADDITION TO PREVIOUS YEARS: NO NEW VOCABULARY Mark Hard Soft Light Heavy Mural Fresco graffiti.</p>	<p>IN ADDITION TO PREVIOUS YEARS: Dry media Wet media Mixed media Form</p>

**Painting**

	<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>
<b>Coverage</b>	Use and select simple tools competently and appropriately They create simple representations of familiar objects using appropriate colours	Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust.	Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc: layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.	Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.	Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources	. Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).
<b>Skills</b>	Develop language of colour (secondary colours) and mix colours to make new colours Mix powder paints correctly Hold a paint brush correctly and use with control	Name the primary and secondary colours; Experiment with different brushes (including brushstrokes) and other painting tools; Mix primary colours to make secondary colours;	IN ADDITION TO PREVIOUS YEARS: Add white and black to alter tints and shades	IN ADDITION TO PREVIOUS YEARS: Use varied brush techniques to create shapes, textures, patterns and lines;	IN ADDITION TO PREVIOUS YEARS: Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; Create different textures and effects with paint	IN ADDITION TO PREVIOUS YEARS: Create a colour palette, demonstrating mixing techniques	IN ADDITION TO PREVIOUS YEARS: use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces
<b>Vocabulary</b>	Primary Colours Brush	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>Brush size</li> <li>Paint (poster, powder, watercolour)</li> <li>secondary colours,</li> <li>Sweep</li> <li>Dab</li> <li>Bold</li> <li>Brushstroke</li> <li>Mix</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>neutral colours</li> <li>Shade</li> <li>Tone</li> <li>Acrylic paint</li> <li>Water colour paint</li> <li>Poster paint</li> <li>Brush mark</li> <li>Artefact</li> <li>Objects</li> <li>Layering</li> <li>Scraping</li> <li>Tints</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>Colour-scheme</li> <li>Colour spectrum</li> <li>Tertiary colours</li> <li>Colour washing</li> <li>Thickened paint</li> <li>Properties</li> <li>Application Opacity</li> <li>Water resistant</li> <li>Warm/cool colours</li> <li>Scales (small, large)</li> <li>Abstract</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>Tone</li> <li>Hue</li> <li>Marbling</li> <li>Silkscreen</li> <li>Coldwater paste</li> <li>Foreground</li> <li>Middle ground</li> <li>Background</li> <li>Fresco.</li> <li>Blend line</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>Colour match</li> <li>Colour mix</li> <li>Complementary colours</li> <li>Contrasting colours</li> <li>Poly bricks</li> <li>Relief Resist</li> <li>Layers</li> <li>Repetition</li> <li>Inks</li> <li>Overlay absorb</li> <li>Impressionism/ impressionists</li> </ul>	ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>Harmony</li> <li>Composition</li> <li>Mood</li> <li>Abstract</li> </ul>

**Printing**

	<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>
<b>Coverage</b>	Combine different printing materials and explore printing in the same colour of different shades, contrasting colours, mono tones etc Develop simple patterns by printing with objects using range of materials	Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.	Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing.	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 Resist printing including marbling, silkscreen and cold-water paste.	Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.	Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.
<b>Skills</b>	Use parts of the body, fruits, materials to print Use natural materials to experiment with pressing and leaving patterns.	Copy an original print; Use a variety of materials, e.g. sponges, fruit, blocks; Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing	IN ADDITION TO PREVIOUS YEARS: Use more than one colour to layer in a print	IN ADDITION TO PREVIOUS YEARS: Replicate patterns from observations; make printing blocks	IN ADDITION TO PREVIOUS YEARS: Make repeated patterns with precision	IN ADDITION TO PREVIOUS YEARS: Design and create printing blocks/tiles Develop techniques in mono, block and relief printing	IN ADDITION TO PREVIOUS YEARS: Create and arrange accurate patterns
<b>Vocabulary</b>	Materials Tools Technique match	<ul style="list-style-type: none"> <li>Natural and man-made</li> <li>Printing (block)</li> <li>Rubbings</li> <li>Pattern</li> <li>Printmaking</li> <li>Woodcut</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>Shade</li> <li>Tone</li> <li>Acrylic paint</li> <li>Water colour paint</li> <li>Poster paint</li> <li>Brush mark</li> <li>Artefact</li> <li>Objects Layering</li> <li>Scraping</li> <li>Scales (small, large)</li> <li>Relief printing</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>Colour-scheme</li> <li>Colour spectrum</li> <li>Tertiary colours</li> <li>Blocking</li> <li>Colour washing</li> <li>Thickened paint</li> <li>Properties</li> <li>Application</li> <li>Opacity Water resistant</li> <li>Pattern</li> <li>Ink,</li> <li>Polystyrene printing tiles</li> <li>Inking rollers.</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>Tint</li> <li>Tone</li> <li>Hue</li> <li>Marbling</li> <li>Silkscreen</li> <li>Coldwater paste</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>Colour match</li> <li>Colour mix</li> <li>Warm colours</li> <li>Cold colours</li> <li>Complementary colours</li> <li>Contrasting colours</li> <li>Poly bricks</li> <li>Relief</li> <li>Resist</li> <li>Layers</li> <li>Repetition Inks</li> <li>Overlay</li> </ul>	IN ADDITION TO PREVIOUS YEARS: <ul style="list-style-type: none"> <li>Hapa-Zome</li> <li>Hammering</li> <li>Collagraph</li> </ul>



## Textiles /Collage

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Coverage</b>	<p>Create a simple collage by using a variety of materials and textures</p> <p>Use fabrics to weave to create a pattern</p>	<p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca</p> <p>How to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p>Stitch, knot and use other manipulative skills.</p>	<p>Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching.</p> <p>Cutting and joining.</p> <p>Experiment with a range of media e.g overlapping, layering etc.</p>	<p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Experiments with paste resist.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
<b>Skills</b>	<p>Use a variety of materials and textures to combine to create a piece of art by cutting, tearing and gluing.</p> <p>Use the process of going under and over to create a weaving pattern</p> <p>Know words to describe textures</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use a combination of materials that have been cut, torn and glued; show pattern by weaving;</p> <p>Use a dyeing technique to alter a textile's colour and pattern</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Sort and arrange materials; add texture by mixing materials</p> <p>Decorate textiles with glue or stitching, to add colour and detail;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Select colours and materials to create effect, giving reasons for their choices</p> <p>Select appropriate materials, giving reasons;</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Refine work as they go to ensure precision;</p> <p>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p> <p>Develop skills in stitching, cutting and joining;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Add collage to a painted or printed background;</p> <p>Create and arrange accurate patterns;</p> <p>Use a range of mixed media;</p> <p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Plan and design a collage add decoration to create effect</p>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Collage</li> <li>• Textiles</li> <li>• Texture</li> <li>• Construct</li> <li>• Join</li> <li>• Natural</li> <li>• Man-made</li> </ul>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Manipulate</li> <li>• Shaping</li> <li>• Slip</li> <li>• Form</li> <li>• Gaps</li> <li>• Recycled</li> <li>• Tie-dyeing</li> </ul>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Weaving</li> <li>• French-knitting</li> <li>• Stitch</li> <li>• Knot</li> <li>• Fabric crayons</li> <li>• Wax / oil-resistant</li> <li>• Mosaic</li> </ul>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Quilting</li> <li>• Embroidery</li> <li>• Paper and paper trappings</li> <li>• Appliqué</li> <li>• Overlapping</li> <li>• Layering</li> <li>• Transparent</li> <li>•</li> </ul>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Surface</li> <li>• Tactile</li> <li>• Tessellation</li> <li>• Mosaic</li> <li>• Montage</li> <li>• Stuffing</li> </ul>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Tapestry</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Slabs</li> <li>• Coils</li> </ul>

### 3D Form

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Coverage</b>	<p>Begin to manipulate clay in a variety of ways, e.g. rolling, pressing, pinching, flattening</p> <p>Explore printing with clay – pressing objects in to create different textures.</p> <p>Begin to experiment with, construct and join recycled, natural and manmade materials.</p> <p>Explore shape and form</p>	<ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay.</li> <li>Experiment with, construct and join recycled, natural and manmade materials.</li> <li>Explore shape and form.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. ☒</li> <li>Build a textured relief tile.</li> <li>Understand the safety and basic care of materials and tools.</li> <li>Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Join clay adequately and work reasonably independently.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>Cut and join wood safely and effectively.</li> <li>Make a simple papier mache object.</li> <li>Plan, design and make models.</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.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the different qualities involved in modelling, sculpture and construction.</li> <li>Use recycled, natural and man-made materials to create sculpture Plan a sculpture through drawing and other preparatory work</li> </ul>	<ul style="list-style-type: none"> <li>Develop 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> </ul>
<b>Skills</b>	<p>Press objects into clay</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>Talk about what they have made</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use a variety of shapes, including lines and texture</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>cut, make and combine shapes to create recognisable forms;</p> <p>use clay and other malleable materials and practise joining techniques;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Add materials to the sculpture to create detail</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Plan and design a sculpture;</p> <p>Use tools and materials to carve, add shape, add texture and pattern;</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <p>Use materials other than clay to create a 3D sculpture</p>
<b>Vocabulary</b>	<p>Model</p> <p>Rolling</p> <p>Kneading</p> <p>Shaping</p> <p>Construct</p> <p>Join</p> <p>Natural</p> <p>Man-made</p> <p>Work of art</p> <p>3D/2D</p>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>Sculpture</li> <li>Manipulate</li> <li>Shaping</li> <li>Slip</li> <li>Form</li> <li>Statue</li> <li>Sculptor</li> <li>Pyramid,</li> </ul>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>Care</li> <li>Malleable</li> <li>Recycled</li> <li>Land art carving</li> <li>Abstract,</li> <li>Geometric</li> <li>Installation</li> </ul>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>Paper and paper trappings</li> <li>Appliqué</li> <li>Overlapping</li> <li>Layering</li> <li>Papier mache</li> <li>Transparent</li> <li>oncrete, terrace,</li> <li>Architect</li> </ul>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>Carving</li> <li>Surface</li> <li>Tactile</li> <li>Brim/peak</li> <li>Buckle</li> <li>Edging</li> <li>Trimmings,</li> </ul>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>Tapestry</li> <li>Soft,</li> <li>Tram</li> <li>Cast.</li> </ul>	<p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>Slabs</li> <li>Coils</li> <li>Mould</li> <li>Plaster</li> </ul>