

	Nursery EYFS Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. All about me Once upon a time Textiles, collage, drawing and paint. Create portrait/collage of self using a variety of materials and textiles. Create an image using mark making, drawing and paint to create imagery of English text African Safari Wonderful weather Colour and Drawing Create an African safari image using oil pastels, chalk and watercolour, looking at the work of Edward Tingatinga. Draw into sand, liquids, onto the ground using liquid and tools – natural and man - made resources. Look at the work of artists that use weather – Constable, Monet. • Imagination and creativity • Self-expression • Communicating through art	Make marks using a variety of tools Study the work of a key artist Use different drawing techniques (cross hatching, using pressure to go from light to dark / dark to light, using zig zags, drawing curved and straight lines, using the tips and sides of drawing tools, blending and smudging) Apply these different drawing techniques. Know that Albrecht Durer’s artwork had intricate details of nature Know that drawing is the means by or way in which marks are made on a surface. Know that drawing is the means by or way in which marks are made on a surface. Know that pressure means how hard the tool is pressed onto the paper. Know that the more pressure applied to a tool, the darker the shade will be. will be. The less pressure applied to a tool, the lighter the shade will be. Know that the tools should not be held too tightly. Know how to use large sweeping movements rather than smaller movements. Know that there are different drawing techniques and know how lines can be used to create shade, density and lightness. Know that certain materials produce a specific effect, e.g. chalks smudge Know that the outline should be drawn lightly. Know that different mark making techniques create texture.	Use colour in a drawing to convey emotion Use greater skill & control to draw, e.g., using simple lines & geometric shapes to create forms Name some of the drawing tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use in making drawings. Explore tone in drawing. Create light and dark tones in shadow drawing. Shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern. Use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings. Know how to identify and describe the marks made in the work of famous artists. Know that ideas and emotions can be expressed in drawing. Know what mark making means. Know how to create light and dark tones using a range of materials Know that different colouring tools can give darker/lighter tones. Know that pressing harder will create harder tones and pressing lighter will give lighter tones. Know how to show texture and movement by using different marks. Know that using different materials to draw creates different effects.	Use graphic marks to depict the line and contour of a shape Use white to change the tint of a colour Identify lines and patterns in nature Use marks to represent mood and Movement Explore thick and thin lines Combine techniques for drawing and Painting Create pattens through observation Use graphic marks to depict the line and contour of a shape Use white to change the tint of a colour mix and apply paint to create effect Use technical vocabulary to describe Marks Reflect on how marks have been made use technical vocabulary to describe marks reflect on how marks have been made. Know that hue refers to a particular shade of a colour, e.g. his face took on a subtle greenish hue. Know what happens when varying amounts of white are added to a base colour to create tints. Know that repetition of marks and brushstrokes can create different visual effects such as the illusion of texture on a flat surface. Know that thick paint and use of short brushstrokes are used in Van Gogh’s work Know the effect of adding PVA glue to ready-mixed paint. Know that ‘tonking’ is a technique used to remove surplus oil paint from a canvas. This can be done by blotting painted areas with scrunched up paper towel and this reveals a new mark. Know that sgraffito is a painting technique in which a surface layer is	Create contour drawings of the still life Record observations of details Reveal lines by using chubby wax crayons to take a rubbing of the veins of a leaf. Identify negative space- the space between the lines of the objects drawn Know that a composition is the way people or objects in a painting or photograph are arranged. Know that the focal point of a picture is the person or object which is the main point of interest. Know the shape of a person or object is known as its form. Know that Morandi used still life drawings and etchings and a range of drawing techniques (hatching, cross hatching). Know that their viewpoint will change depending on where they are sitting. Know that artists use contour lines to show the edge of the form. Know that some natural objects (shells, fossils, wood grain and feathers) have lines and patterns. Know that the contour line is the outer edge of something; the outline of its shape or form. Know about the space in between objects (the negative space), e.g. the space between the veins on a leaf. Know how to use images from the close up drawings and recreate these images / lines on large pieces of paper larger than life.	Combine drawing techniques, making informed decisions based on knowledge of what could happen Experiment with line and mark making using a range of materials and techniques Transfer and enlarge an image Understand how to use a viewfinder to select a portion of an image or view Enlarge and transfer an image from a small drawing Work in the style of an artist Explain that Abstract art –is a way to communicate an image or idea beyond the boundaries of reality Know what is meant by subtractive drawing Know what abstract art is Know that lines can be used to suggest harmony Know that organic means relating to naturally occurring objects and materials. Know that subtractive drawing or drawing in the negative is a technique where a media is intentionally taken away from the surface of the canvas or paper, e.g. an eraser or rubber is used as the drawing tool to remove chalk, pencil or pastel – these lines then reveal theintended image the artist wants to make Know that harmony is an attractive combination of related things. In art terms, this could be using colours and shapes that work well together and produce an effect pleasing to the eye. Know how to enlarge and transfer an image from a small drawing Know that areas need to be blocks of colour, not shaded Know that line and movement is emphasised with black	Can include detail in a sketch Can enlarge a sketch to create an abstract form with detail Focus on and include Detail Make reference to previous mark making Can draw features in proportion and to scale Understand proportion of facial features Work artistically using: shape, line, form, texture, colour, value and space Can draw a portrait with recognisable features of the individual Can include elements of surrealism in the background Draw a self-portrait and include a surreal background Examine the proportions and structures of the hand Use line and tone to create shape and form in observational drawing Explore the tones and shades that can be achieved by using a range of grades of pencil Combine colour and line to achieve a visually appealing and decorative design Know how to draw enlarged images and scale to create abstract forms Know how to include detail Know how to draw features in proportion and include details How to select and use specific grades of pencil for different purposes: to create shades and tones, to create textural effects and to record fine details

				scratched to expose the colour or colours underneath. Know how use a wide range of marks and techniques, including tonking and sgraffito.			How to use shading correctly to create the illusion of three dimensions on a flat surface How to represent the proportions and structures of the hand correctly How to observe and record details accurately How to select elements of shape and pattern from observational drawings and develop these into a series of thumbnail sketches and designs
Painting	Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 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Look at the work of artists that use weather – Constable, Monet. - Imagination and creativity - Self-expression - Communicating through art	Identify parts of a paintbrush Use water, paint and a palette (dip, dip, dab) Develop and explore different brushstrokes Arrange geometric blocks of primary colours Know that Piet Mondrian 's Composition II in Red, Blue and Yellow has been divided into rectangles Know that the colours used are primary colours. Know that black lines have been used to border the rectangles. Know that some rectangles have been left white Know how to build up a thick consistency of paint or dab directly onto the paper. Know that in between each colour change why the brush needs to be rinsed and dabbed dry. Know the colours red, yellow and blue are the primary colours Know that paint is applied to a surface using a brush - called a brushstroke. Know that curved brushstroke can be in the shape of a 'C'. Know why it is important to rinse the brush between each colour and dab on a paper towel. Know that circles, dots, short strokes are different marks. Know why it is important to lift the brush between mark making	Trace around geometric shapes Use slow, controlled movements to fill in blocks of colour in small spaces Use different painting tools Paint different primary colours in some of the geometric shapes. Mix two primary colours to create secondary colours Mix and match colours, predict outcomes make tints by adding colour to white make tones by adding black. Use lines and colour to express feeling Look at a range of artwork of Paul Keel that have used colour and consider why these colours were used. Use a range of brushstrokes, colours, shapes and lines to show movement. Know what colours they can see in the artist work. Know the primary colours Know how to overlap shapes but leave space between other shapes. Know that using small thin brushes allows for greater control of movement. Know how to use the dip, dip, dab method to mix primary colours together to create a secondary colour. Know how to create secondary colours: orange, green and purple. Know how to use a repeated geometric shape and use repeated colours of primary and secondary to create a pattern. Know that some artists are inspired by music and the change of temp, dynamic and mood evoke feelings of movements.	Use graphic marks to depict the line and contour of a shape Use white to change the tint of a colour Mix and apply paint to create effect Use technical vocabulary to describe marks Reflect on how marks have been made. I know: Paint backgrounds that create a negative space Can use a range of brushes with control to apply washes of colour Explain what the term gradient means Experiment with creating gradients of colour by mixing colours with white and / or water Explain the difference between positive and negative space Can create interesting negative spaces by arranging cut-out shapes against a background Can explain what a silhouette is and use this to create a foreground that contrasts with a coloured background Can create intricate black and white patterns to contrast with a colourful but less detailed background Add a detailed or colourful image to an equally colourful or detailed background and evaluate the effects achieved Know that hue refers to a particular shade of a colour, e.g. his face took on a subtle greenish hue. Know what happens when varying amounts of white are added to a base colour to create tints. Know that repetition of marks and brushstrokes can create different	Create a textured surface using a variety of pieces of card and paper Mix two primary colours to create a secondary colour Mix tertiary colours and explain how they are made Overpaint and explain the marks made Use a viewfinder to select details from an object or image to enlarge Make detailed drawings using paint Identify and use primary and secondary colours Apply wet-on-wet and talk about the effect it produces Comment on the work of Georgia-O keefe and Mathew F Fisher Resize an image Make secondary and tertiary colours Overpaint Give an opinion about works of art Produce a large abstract painting of a natural object Include overpainting and wet on-wet in their artwork - Add grey to a colour to create a tonal change - Add white to a colour to create tints - Explain the terms tint, tone and shade - Mix colours with white and grey to create tints and tones - Mix paint to match specific colours Know that there are similarities and differences between the work of two artists Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction Know that a tertiary colour is made when equal amounts of a primary	Select materials to create specific marks using watercolour paint Explore the effects that can be achieved by adding salt to a surface painted with watercolour Describe and evaluate the effects achieved using this technique Explore how wet or dry watercolour reacts to substances such as wax, bleach and salty water Use a range of materials and methods to apply paint or remove areas of paint Note the effects of texturising the paper prior to painting Respond to the work of an artist using technical language Create a painting in a similar style Make choices about techniques to use to achieve a desired effect Know that Watercolour paint is combined with water to create a translucent effect Know that Wet-on-wet is a technique of painting on top of a previously applied wet paint Know that a wash is a very thin, watery layer of paint applied to a surface Know that when salt is added to wet watercolour paint, some of the paint is absorbed by the salt, resulting in interesting effects Know that Wax resists watercolour paint Know that Different effects can be achieved by adding substances to paint Know that different effects can be achieved by applying or removing layers of paint using a variety of materials	Create a still life using a variety of colours, textures and materials, including paint Draw the contour lines of 3D objects in a still life composition Understand how to change the tint and tone of a colour by adding white or grey Build up surfaces to show colour and shape Create changes in tone, shade or intensity by overlapping colours Able to layer and overwork paper on paper Select materials according to colour Compare the work of Picasso and Coufield Can recall and explain learnt techniques Can combine techniques and substances to replicate water Can make decisions about which techniques are most effective in achieving desired outcomes Use appropriate vocabulary to describe the appearance and qualities of water Experiment with a range of techniques to achieved a specific outcome Make decisions about which techniques and materials were most effective and why Use horizontal brushstrokes of different lengths and widths to create the illusion of ripples on water Alternate light and dark colours to create the illusion of movement and depth Use white in specific areas as a way of creating the illusion of light reflecting on water Observe, draw and paint Koi fish Consider the position of drawings to create the illusion of depth and distance Vary the amount of painted details to distinguish between those fish that are nearer the surface and those that are further away Add a final layer of paint effects to represent the surface of the water

		and not to scrub or rub the bristles too hard. Know that a palette is a thin board with a hole in it for the thumb to go through, used by an artist for mixing colours when painting. Know the primary colours The colours red, yellow and blue are the primary colours. Know that a brushstroke is a way in which something, especially paint, is applied to a surface using a brush,.		visual effects such as the illusion of texture on a flat surface. Know that thick paint and use of short brushstrokes are used in Van Gogh's work Know the effect of adding PVA glue to ready-mixed paint. Know that 'tonking' is a technique used to remove surplus oil paint from a canvas. This can be done by blotting painted areas with scrunched up paper towel and this reveals a new mark. Know that sgraffito is a painting technique in which a surface layer is scratched to expose the colour or colours underneath. Know how use a wide range of marks and techniques, including tonking and sgraffito. Backgrounds can be painted for effect How to change the intensity of colours by mixing them with water and create tones by mixing colours with white Know how to create interesting effects by manipulating paint using cardboard combs and fingers Know that Primary colours can be mixed to make secondary colours White can be added to create tints A wash is a thin, watery layer of paint A range of effects can be made by applying paint in different ways How to use artistic language to describe the work of another artist Know how to apply painting and drawing techniques to create an image to place in the foreground	colour and a secondary colour are mixed together Know that a tertiary colour is sometimes called an intermediate colour Overpainting is when one painted mark is placed on top of another Know that adding detail means drawing or painting what you see in front of you as realistically and true to life as possible Know how to use the technique of painting wet paint over wet paint An ombre effect can be created with paint by changing the tint and tone A tint is where an artist adds a colour to white to create a lighter version of the colour A shade is where an artist adds black to a colour to darken it A tone is where an artist adds grey to a colour Mix a range of tints and tones to match skin colour Evaluate results Demonstrate the ombre effect and show how tones of colour can be blended into each other gradually How to create interesting visual effects by dropping watered down paint, watercolour or ink to a wet surface How to use oil combined with pastels to change and blend colours The illusion of distance can be created by using lighter colours in the background and darker colours in the foreground		Substances can be added to paint to create a variety of visual effects Experiment with a range of techniques to achieved a specific outcome Make decisions about which techniques and materials were most effective and why How to use a paintbrush to apply paint in a controlled way How to control the intensity and shade of colour by adjusting the amount of water used How to use horizontal brushstrokes to apply thick and thin marks of alternating light and dark colours How to apply white paint with care and precision to achieve a desired effect How to use a pencil with control to draw images with accuracy How to vary the intensity of colours used to create the illusion of depth and distance How to show an understanding that the closer an object is, the more visible its details will be How to make careful selections of taught techniques to achieve desired effects
Sculpture	Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Describe the colours, shapes, patterns and make Use pastels and drawing to create spirals and circlesrials in Andy Goldsworthy art Select natural materials and make spirals and circles Understand what is meant by balance and weight and apply this knowledge to build a structure Experiment with different materials and state preferences Know that Andy Goldsworthy used natural materials to make patterns Know that Sculptures can be made out of many different materials Know what a spiral is.	Understand the symbolic significance of Australian indigenous art Use different painting tools to create dot patterns and designs Respond to other artists' work Using paints and cotton buds Decorate a smooth stone Join materials together to form one sculpture. Use paper sculpting techniques to create 3D forms Experiment with shape, form, construct and model from Follow and evaluate a process Use different painting tools to create patterns and designs.	Use plaster and natural and man made objects to create relief artwork Create texture and pattern by positioning objects systematically or randomly Discuss the effects created by scoring into a plaster surface Select and combine materials to create interesting textural and visual effects Explore and explain the textural, visual and tactile qualities of artwork Apply paint evenly to a textured and three-dimensional surface Use the technique of removing areas of a second coat of paint to reveal the first layer Summarise a process	Make accurate observations of anatomical structures and details show an understanding of the basic proportions of the human figure arrange simple body part shapes to depict movement Assemble pieces of paper to create the illusion of movement Create figures that are in proportion and out of proportion use a range of configurations to represent a moving figure Select images, patterns and colours to create interesting effects on 3D forms Select and use complementary colours effectively to create a sense of movement	Use armatures to produce 3D forms Join two or more pieces of clay Define and explore analogous colours Use an armature to support modelling of soft materials Explain and explore the effects created by using different modelling materials Identify primary and secondary colours Use an armature to support modelling with clay Can roll and manipulate clay to form coils, braids and twists Recreate a design by modelling shapes and lines from clay Apply the score and slip method of joining clay	Can apply and adapt techniques Can make intentional choices about colour and design with a desired outcome in mind Can articulate preferences about design and colour choices made and the intended outcomes Can use the terms amorphic and biomorphic correctly Apply layers of torn paper evenly to a 3D form to create a smooth surface Use an armature to create a 3D form that, once dry, holds its shape Use complementary colours to create the illusion of movement Define and explore analogous colours Apply and adapt previously learned techniques to create 3D forms Describe the work of an artist using relevant artistic and technical vocabulary Use the method of applying

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Know how to use pastels Know how to select and use materials to create a spiral or circle Know that different colours can be used to create repeating pattern. Know how to select appropriate media and evaluate my work and others'	Create a design in the style of Indigenous Australian Art Use cotton buds to create defined dots and adequate spacing To be inspired is to be influenced by somebody or something. Know that in Aboriginal art colours are used to convey messages and communication knowledge about the land, events, dreams and beliefs Know that a sculpture is 3D. They are carved, modelled, joined, and assembled. Know about the 'Big Fish' sculptors by John Kindness and that the art has been used to tell a story. There are shapes and spaces in sculptures, and these are arranged to make a design. Know how to decorate their sculpture with patterns. Know that sculptors make their ideas come to life by joining or moulding materials together. Know that sculptors sometimes first make a small-scale model of their work.	describe the work of other artists using artistic and technical vocabulary Can select appropriate materials and apply taught techniques to construct and join 3D shapes Can make anatomically correct sketches of insects and represent these in 3D Can articulate their thoughts and feelings about their own work and their use of techniques I know: How to make considered choices about objects used and their positioning How to create interesting textural effects on a plaster surface How to use language relating to pattern and texture to describe the effects they have created How to use a paintbrush effectively to apply an even coat of paint to a three-dimensional surface How to effectively remove sections of a layer of paint to achieve the desired effect How to give a step-by-step explanation of a process, sequencing key information in the correct order Know how to respond to the work of Louise B Know how to use techniques of manipulating wire and fabric to construct 3D sculptures Know how to make accurate observations of anatomical structures and details Know how to evaluate application of techniques	Cut and position strips of paper in a way that suggests movement Apply skills of manipulating wire and paper to create a 3D form Use techniques of manipulating wire and fabric to construct 3D sculptures Understand the terms 2D and 3D Use complementary colours to create the illusion of movement Apply paint evenly to a textured and threedimensional surface Use techniques of manipulating wire and fabric to construct 3D sculptures Respond to the work of an artist Use wire and foil to sculpt a figure, inspired by the work of Giacometti Know how to use complementary colours to create the illusion of movement Know how to Show an understanding of the basic proportions of the human figure Know how to arrange simple body part shapes to depict movement Know how to use the technique of découpage Know how to Use form and colour to create the illusion of movement Know how to apply sculpting skills to construct a 3D wire form Know how to use relevant vocabulary to describe and state preference about the work of Giacometti Know how to use tools effectively to manipulate and sculpt wire into desired forms and positions Know how to articulate their feelings about their work and how effective they have been in depicting a specific action	Explore methods of creating and combining shapes and coils to build and decorate a 3D form Apply the score and slip method of joining clay Know that an armature can be used to create a piece of 3D art Know that clay can be joined by a score and slip method Know how to use the technique of decoupage Know how to explain techniques and processes Know how to roll and manipulate clay to form coils, braids and twists Know how to use the slip and score method to join decorative and structural elements Know how to identify areas of difficulty and suggest improvements	starch to stiffen materials Identify complementary and analogous colours and select these for desired effects Understand the term asymmetrical balance and apply this when assembling 3D forms Create biomorphic forms using starch as a stiffening agent Create intentional designs using line and colour Apply knowledge of complementary and analogous colours With support, use the heating method to change the form and appearance of a material Assemble and combine 3D forms, making decisions about the balance of shape, pattern and colour Use relevant vocabulary to evaluate the outcomes How to apply and adapt previously learned techniques to create 3D forms How to create intentional designs using line and colour combinations Understand and use the terms amorphic and biomorphic Select analogous colours for their harmonious effect How to respond to the work of an artist How to create biomorphic forms using starch as a stiffening agent How to apply knowledge of complementary and analogous colours How to explore how the application of heat can alter the properties of a solid and can cause it to change its form How to create a mixed media sculpture in response to the work of an artist How to evaluate outcomes of processes completed How to describe the effects achieved using relevant artistic and technical vocabulary	
Craft Textiles Printmaking Collage	Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Textiles explore methods of manipulating fabric and yarns by poking, pulling, threading, and weaving use oil crayons and paint with control to explore pattern making explore methods of adding texture to a patterned surface use drawing tools such as chalk in different ways and on different surfaces combine materials to create colourful and textural effects apply taught techniques to a different context Know that fabric is the cloth made by weaving natural materials such as cotton or silk.	Textiles weave with fabric and thread and add texture by using tools make a variety of shapes and structures, cut, roll and coil mouldable materials Can use and combine a variety of techniques successfully Can create a range of repeated patterns, combining curved and straight lines Can express views about work created by others, making constructive comments and giving reasons for preferences use a variety of fabrics, buttons, string and features.	Textiles Identify primary colours Identify secondary colours Know how to mix secondary colours Experiment with the effects of adding water to marks made with pen Use the dip and dye technique Explore and explain the effects created by dying fabric using primary colours Understand the term concentric Apply paint using controlled brushstrokes Know how to make a collagraph block Paint concentric circles to create a mandala Draw detailed repeating patterns and designs Create a concentric circle design using collage	Textiles Identify primary colours Identify secondary colours Know how to mix secondary colours Experiment with the effects of adding water to marks made with pen Use the dip and dye technique Explore and explain the effects created by dying fabric using primary colours Understand the term concentric Apply paint using controlled brushstrokes Know how to make a collagraph block Paint concentric circles to create a mandala Draw detailed repeating patterns and designs Create a concentric circle design using collage	Textiles •use tie dye technique to create coloured designs on fabric •select materials for use as weft and warp •learn and apply weaving techniques •respond to the work of artists and crafts people •create designs based on traditional West African patterns and colours •Use tie dye to create colour designs Combine media to create texture •combine printing and textiles to create a mixed media piece of artwork •Learn and apply weaving techniques Use tie dye technique to create coloured designs on fabric Running stitches can be joined together to create a fern stitch	Textiles Record observation of details Notice details, patterns and lines in natural objects Weave with a range of materials Select materials for use as weft and warp and comment on the effects achieved Learn and apply weaving techniques Paint accurately onto fabric Thread a needle and use a simple running stitch	Textiles Can use the correct vocabulary to explain what perspective is Follow a specific printing process Explore how the application of paint and colour choices contribute to the effects achieved Create negative and positive spaces by repeating the same image by printing Transfer an image onto a printing block Be familiar with the three colour reduction printing process Can use the tjanting tool with accuracy and control and applies dye with care Can explain the batik process Can describe the effects that the wax has created and identifies difficulties and possible solutions

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Know how to create layered texture to usrafces using yarn and beads. Know that Anne Kelly uses a range of fabrics, stitching and embroidery to create her artwork. Know how the techniques and materials they have used in the previous lessons can be combined to create a small world.	experiment with constructing and joining recycled, natural and manmade materials Explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving Combine materials to create colourful and textural effects join fabric create part of a class textile freeze use simple 2-D shapes to create a 3-D form Know an image is a picture, photograph or statue that represents somebody or something. Know that an adhesive is a substance that is used to stick things together. Know that non-realistic means to represent something not in a way that is accurate or true to life.	Use dip, dip, dab method to mix colours Use controlled, slow movements to fill in blocks of colour in small spaces Create prints using a collagraph block Print and paint onto fabric Can use appropriate pressure to create clear prints onto fabric Can apply previously taught painting techniques to paint accurately onto fabric A mandala means circle in Sanskrit Mandalas are designs used in Hinduism and Buddhism Quilting is a way of conveying a message How to describe the effects created by adding water to marks made with pen How to explain what pigment is and identify the pigments revealed when water is added to ink Know how to describe what happens when primary colours ‘bleed’ into each other Know how to use controlled brushstrokes to paint a circular design Can draw in detail to create intricate patterns How to use appropriate pressure to create clear prints onto fabric How to apply previously taught painting techniques to paint accurately onto fabric How to express preference about their own and others’ work and suggest improvements	Can identify and describe the motifs commonly found in traditional henna designs Can make stitches that are consistent in size Can use a fern stitch Can sew curved and straight lines Can maintain appropriate tension in stitches Make a running stitch Know how to create an embroidered design based on traditional Indian patterns How to use the fern stitch to add decorative detail How to use running stitch to create shapes and patterns Evaluate results Know that when cotton fabric is twisted and folded, and secured with elastic bands and / or string, then dipped inn ink it will create a tie dye design. Know that weaving techniques can be created by using rectangles of paper or card where cuts have been made to form the warp. Know what a woven textured is. Know that there are traditional woven designs of Kente cloth and that these have the symbolism of the colours and designs used. Know that Kente cloth is a woven fabric from West Africa Know that Tie dye is a method used to create designs and colour Textile artists use a range of materials to create textured designs and images Know that tie dye, woven samples, collagraph and elastic band printing block are different techniques and skills that can be used for printmaking and textiles.	Know that lines can be used to represent pattern and texture Know how to use appropriate artistic vocabulary should be used to express preferences and evaluate the effectiveness of techniques Know that many artists use nature as their inspiration for artwork Know that a range of materials can be used for weaving and loom-making Know that Texere is a Latin word meaning to braid, weave or construct, from which the word textile is derived. Tactile relates to the sense of touch. If something is tactile, it has a surface that is pleasant to touch. Know that assemble means to come together in a single place or bring parts together in a single group Know the term appliqué and use this technique to respond to textures and lines found in nature Knowhow to evaluate the effectiveness of techniques	Use wax crayon to resist paint Understand the process of reduction printing Perspective allows three dimensions to be presented on a flat surface The steps required to create a clear reduction print How to explain why the lightest colour should be used first and can identify how to ensure a clear print is achieved Knows the meaning of positive and negative space and can create these by repeating a print with accuracy How to use specialist tools and resist processes such as batik to create colourful images How to gain knowledge and understanding of the origins and applications of traditional art processes
		Collage select and arrange colours, shapes and images to achieve adesired effect Develop and apply accurate cutting and tracing skills evaluate my own work select images, colours and textures for visual effect. experiment with the effects of tearing rather than cutting paper create a textured and muted background using mixed media Use line to represent simple shapes Use templates to draw shapes blend colours using chalks or pastels	Collage use a variety of fabrics, buttons, string and features. experiment with constructing and joining recycled, natural and manmade materials join fabric create part of a class textile freeze use simple 2-D shapes to create a 3-D form Know an image is a picture, photograph or statue that represents somebody or something.	Collage Identify primary colours Identify secondary colours Experiment with the effects of adding water to marks made with pen Paint concentric circles to create a mandala Draw detailed repeating patterns and designs Create a concentric circle design using collage Use controlled, slow movements to fill in blocks of colour in small spaces Create prints using a collagraph block Print and paint onto fabric Can use appropriate pressure to create clear prints onto fabric	Collage arrange simple body part shapes to depict movement - Assemble pieces of paper to create the illusion of movement - Alternate complementary colours to achieve visual effects in an image - Select images, patterns and colours to create interesting effects on 3D forms - Select and use complementary colours effectively to create a sense of movement - Cut and position strips of paper in a way that suggests movement - Understand the terms 2D and 3D - Apply paint evenly to a textured and threedimensional surface	Collage Comment on the effects created by collage and make suggestions about alternative choices Select and use collage materials effectively to represent textural qualities of natural objects Know that collage materials can be used to depict the colours, patterns and textures found in tree bark Know that paper can be manipulated to form three dimensional objects Know that assemble means to come together in a single place or bring parts together in a single group Knowhow to evaluate the effectiveness of techniques	Collage Can include detail in a sketch Can enlarge a sketch to create an abstract form with detail Focus on and include Detail Make referenceto previous markmaking Can draw features inproportion and to scale Understand proportion of facial features Work artisticallyusing: shape, line,form, texture, colour, value andspace Can transfer an image to a different place for effect draw a still life, representing 3D form as a 2D image, overlapping lines and superimposing the shape of an object

		Know that different types of paper can be create a collage landscape. Know how to conserve paper and how to trace and cut accurately around the shape. Know what happened when glue is used to stick the paper. Know that the paper can be arrnaged randomly or systematically to produce a pattern. Know work of Paul Klee experimented with colour theory. Some of his work was built up with paper, reflect his sometimes dry humour, a somewhat childlike perspective and his musicality. Know that Klee built up the background of his various paintings using paper as a way of adding texture. Know the different colours and shapes Know that art work has soft, muted colours and see the use of lie Know how to mute the bright colours by spreading white paint across the surface with a roller and how this technique results in softer tones Know that if teared pieces of paper are added to the muted backgrounds, the art work is creating a collage. Know how to draw vertical and horizonatl lines to create a house shape. Know that tracing around shapes can be used to create buildings. Know how brushing over the whole picture with water will soften and blend the colours.	Know that an adhesive is a substance that is used to stick things together. Know that non-realistic means to represent something not in a way that is accurate or true to life.	Can apply previously taught painting techniques to paint accurately onto fabric A mandala means circle in Sanskrit. Mandalas are designs used in Hinduism and Buddhism Quilting is a way of conveying a message How to describe the effects created by adding water to marks made with pen How to explain what pigment is and identify the pigments revealed when water is added to ink Know how to describe what happens when primary colours 'bleed' into each other Know how to use controlled brushstrokes to paint a circular design. Can draw in detail to create intricate patterns How to use appropriate pressure to create clear prints onto fabric How to apply previously taught painting techniques to paint accurately onto fabric How to express preference about their own and others' work and suggest improvements	Know how to use complementary colours to create the illusion of movement Know how to Show an understanding of the basic proportions of the human figure Know how to arrange simple body part shapes to depict movement Know how to use the technique of découpage Know how to Use form and colour to create the illusion of movement Know how to use relevant vocabulary to describe and state preference about the work of Giacometti Know how to use tools effectively to manipulate and sculpt wire into desired forms and positions Know how to articulate their feelings about their work and how effective they have been in depicting a specific action		from different viewpoints Can draw a portrait with recognisable features of the individual. Can include elements of surrealism in the background. Build up surfaces to show colour and shape Can use painting and collage to create a combined, mixed media effect Know how to draw enlarged images and scale to create abstract forms Know how to include detail Know how to draw features in proportion and include details
		Printmaking - Identify primary colours - Hold a paintbrush correctly - Use controlled brushstrokes - Make marks by printing from everyday objects - Experiment with layering marks by overprinting - Print clear marks using everyday objects - Explain the process of overprinting - Comment on the effects created by overprinting - Apply paint using controlled brushstrokes and stippling - Use a stencil and the stippling technique to create printed shapes - Experiment with stencilling techniques to achieve different effects - Create a repeated pattern using the relief printing technique - Combine printing techniques such as stencilling and relief printing	Printmaking Make marks by printing from everyday objects Experiment with layering marks by overprinting Make a printing block and use this to create repeated prints Identify the negative and positive space in a printed image Evaluate the quality of a printed image Can identify the negative space in their prints and comment on how this contributes to a pattern Apply appropriate pressure to obtain a series of prints	Printmaking Use water-based printing ink, rollers and ink blocks. Use a range of experimental marks with rollers, using ink on paper create monoprints Look at the work of a printmaker organise and arrange printed marks including impressed printing Know how to ink up a slab with the correct amount of ink. Know how to surface and move the roller across the paper to reveal the pattern of the textured surface. Know that an ink slab is a surface on which ink can be mixed and rolled.	Printmaking - respond to the work of artists and crafts people - create designs based on traditional West African patterns and colours - create repeat geometric patterns using printing techniques. - Create printing to represent Kente designs - Combine media to create texture - combine printing and textiles to create a mixed media piece of artwork - Create repeat geometric patterns using printing techniques Know that geometric or geometrical patterns or designs consist of regular shapes or lines.	Printmaking use tie dye technique to create coloured designs on fabric learn and apply weaving techniques respond to the work of artists and crafts people create designs based on traditional West African patterns and colours create repeat geometric patterns using printing techniques. Create printing to represent Kente designs	Printmaking Can show and explain which areas of the drawing require more detail than others Use a viewfinder Explain the meaning of 2D and 3D. Demonstrate an understanding of the term proportion Follow a specific printing process. Explore how the application of paint and colour choices contribute to the effects achieved Create negative and positive spaces by repeating the same image by printing Transfer an image onto a printing block. Be familiar with the three colour reduction printing process

		•Use the stippling technique and stencilling to create clear and defined shapes •Explain how to make and use a stencil •Produce a clear image from a relief printing block •Respond to the work of Karen Lederer •Apply a range of printing techniques •Explain processes and personal preferences Know how to respond to the marks they make Know how to print clear marks from a range of objects by applying paint carefully and using appropriate pressure Know how to comment on the effects created by overprinting Know how to explain the printing process Know the stippling technique and stencilling to create clear and defined shapes Know how to explain how to make and use a stencil Know how to produce a clear image from a relief printing block Know that relief printing block is applying paint with a sponge to the block and printed onto paper to create repeated printed shapes Know that the stippling technique is when painted is applied to a stencil. Know to start the lightest colour first when printing lots of colours. Know that firm pressure is needed printing with objects	Create repeated prints from natural objects such as fruit and leaves Create a symmetrical printed pattern Explain printing processes and comment on the effects achieved Create repeated prints from natural objects such as fruit and leaves Create a symmetrical printed pattern Apply a range of printing techniques to create patterned effects Use the technique of overprinting to create interesting effects Know how to respond to the marks they make Know that prints can be made from natural objects Know that natural objects are objects that exist in nature such as birds, flowers and trees. When ink is applied to the surface of leaves or the cross sections of fruit or vegetables, printed images can be created. Repeated. Know that repeated means that an action is performed many times, such as printing the same design to create a repeated pattern or printing an image again and again Know how to make a collagraph printing block Know how to apply appropriate pressure to obtain a series of clear prints Know why one print may be clearer or darker than another Know that William Morris used repeated images, symmetrical pattern. Know what is meant by a symmetrical pattern and how to make a symmetrical pattern. Know how to evaluate the effectiveness of printing techniques used Explain printing processes and comment on effects achieved	Know the printmaker Neil Bousfield used a variety of printmaking techniques to create repeated shapes, lines and patterns. Know that images or marks are scratched into a layer of ink before a print is taken and this called a monoprint Know that lolly sticks, toothpicks or thick card can be used to make marks directly onto the ink slabs, i.e. scratch thin and thick lines off the ink. Know that impressed stampers are created by pressing objects into a material such as clay to produce patterns and textured effects ; the stamp can be used to print from many times to create a repeated design. Know how to make an impressed block using a small ball of clay. Know how to dab ink onto the surface of the clay from a prepared ink slab.	Know that when cotton fabric is twisted and folded, and secured with elastic bands and / or string, then dipped inn ink it will create a tie dye design. Know that there are traditional woven designs of Kente cloth and that these have the symbolism of the colours and designs used. Know that printing block can be made by wrapping elastic bands around squares of cardboard to create a raised surface, outlining geometric shapes. Know that Kente cloth is a woven fabric from West Africa Know that Tie dye is a method used to create designs and colour Textile artists use a range of materials to create textured designs and images Know that tie dye, woven samples, collagraph and elastic band printing block are different techniques and skills that can be used for printmaking and textiles. Know that a collagraph block can be used to print geometric designs onto the squares of fabric and this can be used to create a repeated pattern .	combine printing and textiles to create a mixed media piece of artwork Create repeat geometric patterns using printing techniques Learn and apply weaving techniques Use tie dye technique to create coloured designs on fabric Know that geometric or geometrical patterns or designs consist of regular shapes or lines. Know that when cotton fabric is twisted and folded, and secured with elastic bands and / or string, then dipped inn ink it will create a tie dye design. Know that weaving techniques can be created by using rectangles of paper or card where cuts have been made to form the warp. Know what a woven textured is. Know that there are traditional woven designs of Kente cloth and that these have the symbolism of the colours and designs used. Know that printing block can be made by wrapping elastic bands around squares of cardboard to create a raised surface, outlining geometric shapes. Know that Kente cloth is a woven fabric from West Africa Know that Tie dye is a method used to create designs and colour Textile artists use a range of materials to create textured designs and images Know that tie dye, woven samples, collagraph and elastic band printing block are different techniques and skills that can be used for printmaking and textiles.	Can use the tjanting tool with accuracy and control and applies dye with care Can explain the batik process Can describe the effects that the wax has created and identifies difficulties and possible solutions Use wax crayon to resist paint Understand the process of reduction printing How to understand the concept of perspective and related vocabulary How to follow the process of creating a one-point perspective drawing Perspective drawings create the illusion of objects being near or far away Perspective allows three dimensions to be presented on a flat surface The steps required to create a clear reduction print How to explain why the lightest colour should be used first and can identify how to ensure a clear print is achieved Knows the meaning of positive and negative space and can create these by repeating a print with accuracy How to use specialist tools and resist processes such as batik to create colourful images How to gain knowledge and understanding of the origins and applications of traditional art processes
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						Know that a collagraph block can be used to print geometric designs onto the squares of fabric and this can be used to create a repeated pattern.	
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