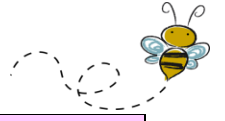




Busill Jones Primary: Progression of Skills – Art

Expressive Arts and Design	30-50 Months	40-60 Months	ELG
Being imaginative	<ul style="list-style-type: none"> <li>To develop a preference for forms of expression.</li> <li>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<ul style="list-style-type: none"> <li>To create simple representations of events, people and objects.</li> <li>To choose particular colours to use for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>
Media and Materials	<ul style="list-style-type: none"> <li>To explore colour and how colours can be changed.</li> <li>To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.</li> <li>To begin to be interested in and describe the texture of things.</li> </ul>	<ul style="list-style-type: none"> <li>To explore what happens when they mix colours.</li> <li>To experiment to create different textures.</li> <li>To understand that different media can be combined to create new effects.</li> <li>To manipulate materials to achieve a planned effect.</li> <li>To construct with a purpose in mind, using a variety of resources.</li> <li>To use simple tools and techniques competently and appropriately.</li> <li>To select the appropriate resources and adapt work where necessary.</li> <li>To select tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
<b>New Curriculum Expressive Art and Design</b>	<p align="center">Birth to 3 years <b>(babies, toddlers and young children)</b></p> <ul style="list-style-type: none"> <li>•Explore different materials, using all their senses to investigate them.</li> <li>•Manipulate and play with different materials.</li> </ul>	<p align="center">3 – 4 years</p> <ul style="list-style-type: none"> <li>•Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>•Develop their own ideas and then decide which materials to use to express them.</li> <li>•Join different materials and explore different textures.</li> </ul>	<p align="center">4 – 5 years</p> <ul style="list-style-type: none"> <li>•Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>•Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>•Create collaboratively sharing ideas, resources and skills.</li> </ul>



	<ul style="list-style-type: none"> <li>•Use their imagination as they consider what they can do with different materials.</li> </ul>		
	<ul style="list-style-type: none"> <li>•Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>•Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>•Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>•Use drawing to represent ideas like movement or loud noises.</li> <li>•Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>•Explore colour and colour mixing.</li> </ul>	



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing ideas	<p>To experiment with an open mind.</p> <p>To explore their own ideas.</p> <p>To record their exploration.</p> <p>Ask and answer questions about starting points.</p> <p>Investigate different kinds of art, craft and design Record and explore ideas from first hand observation, experience and imagination.</p> <p>Work on their own, and collaboratively with others, on projects in 2 dimensions and work in different scales.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Respond positively to ideas and starting point.</p> <p>Explore ideas and collect information.</p> <p>Investigate different kinds of art, craft and design, including digital media.</p> <p>Creating digital Art.</p> <p>Create their own picture and edit their own work using ICT.</p> <p>Deliberately choosing to use certain techniques for a given purpose.</p>	<p>Adapt and refine ideas</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Annotate work in sketchbook.</p> <p>Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques.</p> <p>Gather and review information, references and resources related to their ideas and intentions.</p> <p>Record planning and shaping of ideas.</p> <p>Begin to select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p>	<p>Question and make thoughtful observations about starting points and selecting appropriate ideas to use in their work.</p> <p>Use sketchbook and drawings purposefully to improve understanding, inform ideas and plan for an outcome.</p> <p>Respond positively to suggestions.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Investigate the nature and quality of different materials and processes systematically.</p> <p>Plan and develop design.</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Pan colours and collect source material for future works.</p> <p>Create imaginative work from a variety of sources.</p> <p>I am starting to develop my own style using tonal contrast and mixed media.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p>	<p>Use sketchbooks to collect and record visual information from a variety of different sources as well as planning and collecting source materials to develop their future art pieces.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes across drawing, painting and sculpture.</p> <p>Sketches communicate emotions and a sense of self within accuracy and imagination.</p> <p>Annotate work in sketchbook – explaining why certain techniques/colours/objects may be used.</p> <p>Work from a variety of sources, including those researched independently.</p> <p>Have an awareness of the potential of the uses of material.</p> <p>Review and revisit ideas in their sketchbooks.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Use different techniques, colours and textures when designing pieces of work.</p>



						Experiment with a variety of techniques exploiting ideas from sketchbook.
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Evaluating and Developing work	<p>Showing an interest in and describing what they think about the work of others.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Recognising simple characteristics of Art, Craft and Design techniques.</p> <p>Review what they have done.</p> <p>To know the names of the tools, techniques and the formal elements that they have used.</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work and explain why.</p> <p>Express an opinion on the work produced.</p> <p>Look at and talk about own work and the techniques they had used.</p> <p>Describe differences and similarities and make links to their own work.</p>	<p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of techniques.</p> <p>Compare ideas, methods and approaches in their own and</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further, including techniques and materials.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Reflect upon their own work and use comparisons of others to identify how to improve.</p> <p>Explain how their work is similar and different.</p> <p>Explain their reasons behind their choices</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to think critically about their art and design work.</p> <p>Use digital technology as sources for developing ideas.</p> <p>Regularly analyse and reflect on their progress taking into account what they hoped to achieve.</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials when developing work.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to the views of themselves and others and describe how they might develop it further using appropriate language.</p> <p>Offer feedback using technical vocabulary.</p> <p>Think critically about their art and design work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> <p>Explain and establish their own style.</p>
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	<p>Look at and talk about their own work and begin to talk about techniques they had used.</p>	<p>When looking at creative work, express clear preferences and give some reasons for these.</p> <p>Discuss own work and others work, expressing thoughts and feeling.</p> <p>Be able to talk about the materials, techniques and processes they have used using appropriate vocabulary.</p>	<p>others' work and say what they think and feel about them.</p> <p>Take time to reflect upon what they like and dislike about their work in order to improve it.</p> <p>Refine work as they go to ensure precision.</p>	<p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Regularly reflect upon their work and use the work of others as comparisons to identify how to improve.</p>	<p>Talk to a peer or teacher about the artwork made and share what was enjoyed during the process, and what they like about the end result. Discuss problems which came up and how they were solved. Think about what they might try next time.</p>	<p>Use a wide range of techniques in their work.</p> <p>Explain why they have chosen specific painting techniques.</p> <p>Solve problems as they occur.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> <p>Create work which is open to interpretation by the audience.</p>
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<p>Work of Artists.</p>	<p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Link their own product to well-known Artists.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Look at the work of other artists and experiment with their approaches.</p> <p>Use inspiration from famous, notable artists to create their own work and compare.</p> <p>Describe the work of famous, notable artists and designers.</p> <p>Express an opinion on the work of famous, notable artists.</p>	<p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Explore work from different cultures and time periods.</p> <p>Reflect upon their work inspired by historical paintings.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p>Reflect upon their work inspired by a famous notable</p>	<p>Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures, comparing techniques.</p> <p>Discuss works of sculptors.</p> <p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Reflect upon their work inspired by a famous notable artist, architect or designer and the development of their art skills.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Use research and knowledge on different artist styles to experiment in their own work.</p> <p>Use observational skills to replicate artists work.</p> <p>Give observations about notable artists', artisans' and designers' work.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p>Explore the impact of the artist's work on society at the time.</p> <p>Can use features of researched artists in their own work.</p> <p>Look at the work of other artists to generate ideas.</p> <p>Give detailed observations about notable artists', artisans' and designers' work.</p> <p>Confidently offer facts about notable artists', artisans' and designers' lives.</p>
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		Describe differences and similarities and make links to their own work.	<p>artist and the development of their art skills.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Express an opinion on the work of famous, notable artists and refer to techniques, materials, media and effect</p> <p>Start to look at working in the style of a selected artist.</p> <p>Can discuss and describe well known artists work.</p> <p>Explain art from other periods of history.</p>	<p>Offer facts about notable artists', artisans' and designers' lives.</p> <p>Use research and knowledge on different artist styles to experiment in their own work</p> <p>Learn about the work of others by looking at books, the internet and galleries.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>Can use features of researched artists in their own work with confidence.</p> <p>Provide a reasoned evaluation both of their own and of professionals work which takes into account of the starting points, intentions and contexts behind the work.</p> <p>How to describe, interpret and explain the work, ideas and different practices of some significant artists, craftspeople, designers and architects taking account of the influence of different historical, cultural, and social contexts in which they have worked.</p>
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Drawing	<p>Use a variety of tools, including pencils, crayons and rubbers.</p> <p>Begin to explore the use of line, shape and colour.</p> <p>Use a variety of tools, including pastels and charcoal.</p> <p>Try out a range of materials and process.</p>	<p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Draw lines of varying thickness.</p> <p>Using key vocabulary to demonstrate knowledge and understanding in this strand: line drawing, detail, landscape, line, bold, size and space.</p>	<p>Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>Show an awareness of space when drawing.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use shading to show light and shadow effects.</p>	<p>Draw demonstrating an understanding of line, tone, scale, texture and depth.</p> <p>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Work in a sustained and independent way from</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Understand which techniques work well in their work and why.</p>
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<p>Create images from imagination, experience or observation.</p> <p>Build a repeating pattern.</p> <p>Begin to control the types of marks made with the range of media.</p>	<p>Using different materials to draw.</p> <p>Use dots and lines to demonstrate pattern and texture.</p> <p>Use different materials to draw, for example pastels, chalk, felt tips.</p> <p>Creating shadow and reflections.</p>	<p>Use different materials to draw, e.g. pastels, chalk, felt tips.</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>Use shading to create tone.</p> <p>Use different pressures to create hard and soft lines.</p> <p>Developing intricate marks with a variety of media.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p>	<p>Draw for a sustained period of time at an appropriate level.</p> <p>Develop drawings featuring the third dimension and perspective.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use shading to show light and shadow effects.</p> <p>With pen/charcoal/crayons, make a variety of lines free-flowing, sweeping, broken, faint &amp; hard.</p> <p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Use mirrors, viewfinders, magnifying glasses or other to aid observation.</p>	<p>observation, experience and imagination.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Build up layers and colours/textures.</p> <p>Develop further simple perspective in using a single focal point and horizon.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and crosshatching.</p> <p>Explain why they combined different tools to create their drawing.</p> <p>Explain why they have chosen specific drawing techniques.</p> <p>Develop their own style using tonal contrast and mixed media.</p>
			<p>Make informed choices in drawing including paper and media.</p>	<p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Use hard and soft lines to show the detail in the distance and foreground.</p>	<p>Depict movement and perspective in drawings</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Develop their own style of drawing.</p>



<p>Painting</p>	<p>Mix secondary colours and shades.</p> <p>Mix and match colours to artefacts and objects. Using different types of paint.</p> <p>Explore lightening and darkening paint without the use of black or white. Use a variety of tools and techniques including the use of different brush sizes and types.</p>	<p>Mix primary colours to make secondary colours.</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools.</p> <p>Using key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, warm colours and cool colours.</p> <p>Mix a range of secondary colours, shades and tones.</p> <p>Name different types of paint and their properties.</p> <p>Add white and black to alter tints and shades. Darken colours without using black.</p> <p>Mix tints, shades (adding black and white) and use secondary colours to create an effect.</p> <p>Mix and match colours using artefacts and objects</p>	<p>Experiment with different effects and textures including blocking in colour, washes and thickened paint.</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Select an appropriate brush type, size and style depending on the task.</p> <p>Create different textures and effects with paint.</p> <p>Work confidently on a range of scales.</p> <p>Use light and dark within painting and begin to explore complimentary colour. Create different textures and effects with paint.</p>	<p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Begin to choose appropriate media to work with.</p> <p>Make and match colours with increasing accuracy.</p> <p>Create different textures and effects with paint.</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Confidently control the types of marks made and experiment with different effects and textures. Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Mix and match colours to create atmosphere and light effect.</p> <p>Create mood and feelings in paintings.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Use a range of paint (acrylic, oil paints, and watercolours) to create visually interesting pieces.</p> <p>Use layers of paint to add detail to background colours.</p> <p>Create a colour palette, demonstrating mixing techniques.</p> <p>Express their own emotions through their painting</p> <p>Create mixed media work – work back into paintings</p>	<p>Purposely control the types of marks made.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p> <p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Can add texture into paint by adding PVA, sawdust, sand etc.</p>
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		<p>Continue to control the types of marks made with the range of media.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Demonstrate increasing control with the types of marks made.</p> <p>Can mix colours with accuracy.</p>	<p>Start to develop a painting from a drawing.</p>	<p>Create mood and feelings in their paintings.</p> <p>Create different skin tones (shadows/light/reflections).</p>	<p>Use brushes in different ways with thickened paint.</p> <p>Understanding which colours work well in their work and why.</p>
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<p>Sculpture</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Develop and use a texture for effect. Explore shape and form.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p>	<p>Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Work on projects in 3 dimensions and on different scales.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Construct and join recycled, natural and man-made materials with confidence.</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. plastic, straw, cardboard and card.</p> <p>Use a variety of techniques, e.g. rolling, cutting and pinching.</p>	<p>Add materials to the sculpture to create detail.</p> <p>Develop skills in cutting and joining.</p> <p>Cut, make and combine shapes to create recognisable forms.</p> <p>Join clay adequately and work reasonably independently.</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>Construct a simple clay base for extending and modelling other shapes.</p> <p>Add materials to the sculpture to create detail.</p>	<p>Use recycled, natural and manmade materials to create sculptures.</p> <p>Use language appropriate to skill and technique.</p> <p>Plan, design, make and adapt models.</p> <p>Select colours and materials to create effect, giving reasons for their choices.</p> <p>Develop skills further in cutting and joining.</p> <p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Discuss own work and work of other sculptors.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan and design models.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Combine materials and process to design and make 3D art.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Use materials other than clay to create a 3D sculpture.</p> <p>Work in 3 dimensions and on different scales.</p> <p>Develop understanding of different ways of finishing work: glaze, <u>paint</u>, polish</p>	<p>Create sculpture and constructions with increasing independence.</p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Independently select and effectively use relevant processes in order to create successful work.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Investigate and explore a range of media by overlapping and layering in order to create texture, effect and colour.</p> <p>Add decoration to create effect.</p> <p>Create models on a range of scales.</p> <p>Develop skills in using clay, including slabs, slips and carving.</p> <p>Create sculpture and constructions with increasing independence.</p> <p>Confidently include visual and tactile elements to their work.</p>
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		<p>Manipulate clay for a purpose.</p> <p>Use a variety of shapes, including lines and texture.</p>	<p>Add onto their work to create texture.</p>	<p>Produce maquettes confidently when necessary.</p> <p>Model over an armature: newspaper frame.</p>	<p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Experiments and combine materials and process to design and make 3D art.</p> <p>Confidently carve a simple form.</p>	<p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Use tools and materials to carve, add shape, add texture and pattern.</p>
Textiles	<p>Decorate textiles with glue, to add colour and detail.</p> <p>Begin to cut, glue and trim material.</p> <p>Use a wide variety of media.</p> <p>Use a variety of techniques (sewing, cutting, joining, and weaving).</p>	<p>Show pattern by weaving.</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Use a variety of techniques, including weaving.</p> <p>Develop and exercise some care and control over the range of materials that are used.</p> <p>Use a dyeing technique to alter a textile's colour and pattern.</p> <p>Decorate textiles with glue or stitching, to add colour and detail.</p> <p>Start to explore simple stitches.</p>	<p>Develop skills in cutting and joining.</p> <p>Cut, make and combine shapes to create recognisable forms.</p> <p>Select colours and materials to create effect, giving reasons for their choices.</p> <p>Add materials to create detail</p> <p>Using a wider combination of materials that have been cut, torn and glued.</p> <p>Layer different materials to create effect.</p>	<p>Develop skills in stitching, cutting and joining.</p> <p>Become confident in applying colour with dyes.</p> <p>Apply decoration using needle and thread.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Select appropriate materials, giving reasons for their choices. Use a variety of materials.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, and decoration.</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</p> <p>Demonstrate experience in combining techniques to produce an end piece.</p> <p>Use weaving with confidence.</p> <p>Use a variety of tools and select the most appropriate.</p>	<p>Continue to develop and increase confidence with cutting and joining skills.</p> <p>Solve problems with textiles as they occur.</p> <p>Design and plan a fabric piece.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</p> <p>Develop a range of stitches.</p> <p>Decorate a fabric piece previously planned and designed.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p>



<p>Printing</p>	<p>Using paint as a form of printing.</p> <p>To use materials purposefully to achieve particular qualities.</p> <p>Use a variety of materials, e.g. sponges or fruit/vegetables. Demonstrate a range of techniques, e.g. pressing and stamping.</p> <p>Create different textures.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p> <p>Make rubbings.</p>	<p>Begin to add line and shape to their printing work.</p> <p>Carve a drawing into a foam tile.</p> <p>Design patterns of increasing complexity.</p> <p>Print using a variety of materials and techniques.</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p>	<p>Use more than one colour to layer in a print.</p> <p>Replicate patterns from observations.</p> <p>Make printing blocks.</p> <p>Make repeated patterns with precision.</p> <p>Refine work as they go to ensure precision. Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing.</p>	<p>Explore environmental and manmade patterns.</p> <p>Select colours to create effect, giving reasons for their choices.</p> <p>Use resist printing including marbling.</p> <p>Create repeating patterns.</p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Create repeating patterns.</p> <p>Increase awareness of relief printing.</p> <p>Expand experience in 3 colour printing.</p>	<p>Print using a number of colours.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Build up layers and colours/textures.</p> <p>Choose inks and overlay colours.</p> <p>Explain a few techniques, including the use of relief and mono printing.</p> <p>Show experience in a mono print technique.</p> <p>Use tools in a safe way.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles. Paint onto different materials.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p>	<p>Design and create printing blocks/tiles.</p> <p>Develop techniques in mono, block and relief printing.</p> <p>Describe techniques and processes.</p> <p>Create and arrange accurate patterns.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Be familiar with layering prints.</p> <p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work.</p>
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Collage	<p>How to use a wide variety of media and tools, including photocopied material, fabric, plastic, tissue, magazine and crepe paper.</p> <p>Try out a range of materials and processes and recognise that they have different properties.</p> <p>Create different textures.</p> <p>Build a repeating pattern.</p>	<p>Experiment with the visual elements; pattern and colour.</p> <p>Create textured collages from a variety of media.</p> <p>Use a combination of materials that have been cut, torn and glued.</p> <p>Sort and arrange materials for a particular purpose.</p> <p>Layer different media.</p> <p>Experiment with tools and techniques such as mixing media.</p>	<p>Experiment with a range of media e.g. overlapping and layering.</p> <p>Select colours and materials to create effect, giving reasons for their choices.</p> <p>Using ICT to capture Images.</p> <p>Practise a variety of techniques, e.g. tessellation, mosaic and montage.</p> <p>Experiment with a range of media.</p> <p>Begin to overlap materials to experiment with different final looks.</p>	<p>Learn a variety of techniques, e.g. overlapping, or montage.</p> <p>Creating different surface patterns and textures.</p> <p>Refine work as they go to ensure precision.</p> <p>Work collaboratively with others, on projects in 2 dimensions and on different scales.</p> <p>Show an understanding of shape, space and form.</p> <p>Test different materials for collage and evaluate their quality.</p>	<p>Create and arrange accurate patterns.</p> <p>Use a range of mixed media.</p> <p>Plan and design a collage.</p> <p>Extend their work within a specified technique.</p> <p>Add collage to a painted or printed background. Use language appropriate to skill and technique.</p> <p>Choose materials appropriate for their collage.</p>	<p>Justify the materials they have chosen.</p> <p>Combine pattern tone and shape into their collage.</p> <p>Use different techniques, colours and textures when making pieces of work. Add collage to a painted or printed background for a purpose.</p> <p>Create and arrange accurate patterns.</p> <p>Use a range of mixed media, chosen appropriately.</p> <p>Use software to create pieces of digital art.</p>