

New Park Primary Academy
Art Curriculum statement

Vision statement

At New Park, we believe that children’s creativity should be stimulated and nurtured through a broad and balanced Art curriculum. This is underpinned through the explicit teaching of artistic skills, cross curricular opportunities and real-life experiences. It is our responsibility to foster an enthusiasm and appreciation for the arts, so that pupils independently build their curiosity and are equipped with practical, observational and communicative skills that they will carry with them throughout their education.

New Park’s art provision should enrich children’s learning by encouraging them to be visual and critical thinkers, who take risks and develop non-verbal ways of organising and showcasing ideas. Children need to understand the role art has in shaping and reflecting history and culture, through studying the different principles, styles and periods of art. This learning should be embodied through the progression of discrete art skills, so that children adopt their own techniques and build a vocabulary that enhances their artistic expression.

What we teach

	Autumn	Spring	Summer
Year 1/2	Colour and Pattern	Texture and Form	Line
Year 3/4	Line	Colour and Pattern	Texture and Form
Year 5/6	Texture and Form	Line	Colour and Pattern

*Line block dependent on swimming timetable.

Final Outcomes:	Art week – 2D collaborative piece	Art Week – 3D Collaborative piece
	Whole-school art exhibition (separate from PBL end of year exhibitions). Art displayed by skill breakdown (above) so every year group is encouraged to look at the rest of school’s artwork and progression across the age-ranges is evident. Collaborative pieces from Art week showcased.	

Two Year rolling programme – 2020/21: Year A

*Artists and craftspeople suggestions only.

YEAR A – Resources and Artists Suggestions			
Line	Charcoal (e.g. compressed, willow/vine, pencil) Edgas Degas, Käthe Kollwitz, Leon Kossoff, Vija Celmins, Stephen Cox, Thomas George, Georges Braque, Alison Wilding	Wax (e.g. crayon, candle) George Bellows, Edgar Degas, Van Gogh, Monet, Pissarro, Cezanne, Paul Klee, John Marin, Christian Faur, https://www.fazzino.com/art-blog/crayon-resist-watercolor-painting/	Ink (e.g. drawing ink, Indian ink, fine-liner, biro, felt tip) Mr Doodle, Rembrandt, Mark Powell, David Stone Martin, Sarah Maycock, Tim McDonagh, Edward Ardizzone, Keira Rathbone, Terence Greer, David Gentleman, John Sewell, Le Gun, Laura Carlin, Quentin Blake
Colour and Pattern	Acrylic Paint Andy Warhol, Jackson Pollock, Marc Chagall, Ben Moseley, David Hockney, Robert Motherwell, Jasper Johns, Kenneth Noland, Bridget Riley, Mark Rothko, Van Gogh, Matisse, Picasso, Paul Klee, Piet Mondrian, Aboriginal art, Tinga Tinga art	Weaving (e.g. yarn, wool, material) William Morris, Annie Albers, Sheila Hicks, Gunta Stölzl, Erin M Riley, Lenore Tawney, Alexandra Kehayoglou, Olga de Amaral, Brent Wadden, Benita Koch-Otte, Ellen Jackson,	Collage (e.g. paper, glue, material) Gaudi, Hannah Höch, Kurt Schwitters, Matisse, Georges Braque, Richard Hamilton, Robert Rauschenberg, Kara Walker, Peter Blake, Picasso, Derek Gores, Jane Perkins
Texture and Form	Re-used materials (e.g. natural materials, card, packaging) Andy Goldsworthy, Mishelle Reader, Robert Bradford, Subodh Gupta, Vik Muniz, Louise Nevelson, Tim Noble and Sue Webster, Guerra de la Paz, Nick Gentry, Wim Delvoye, Khalil Chishtee, Ptolemy Elrington, Yuken Teruya, Rodney "Rodrigo" McCoubrey, Miguel Rivera, Leo Sewel, Eileen Agar, Recycled sculptures from Africa and India	Thread (e.g. embroidery thread, needles, felt, binca) Debbie Smith, Kazuhito Takadoi, Inge Jacobson, Izziyana Suhaimi, Sarah Walton, Meredith Woolnough, Linda Caverley Also consider tailors, seamstresses and designers?	

YEAR B – Resources and Artist Suggestions			
Line	Pencil (e.g. 2B-HB, coloured pencils) Leonardo da Vinci, Diego Fazio (photo-realism), Michelangelo Buonarrotti, Adonna Kharre, Paul Cadden, Pierre-Yves Riveau	Pastel (e.g. oil pastels, chalk pastels) Odilon Redon, Childe Hassam, Mary Cassatt, Jean François Millet, Nancy McDonald, Andrew McDermott,	Chalk (e.g. chunky chalk, chalk pastels) Vincent Van Gogh, Julian Beever, Kurt Wenner, Tracy Lee Stum, Corinne Sutter, Rajiv Surendra, Dana Tanamachi, Hirotaka Hamasaki
Colour and Pattern	Watercolour Paint J.M.W Turner, Paul Klee, Claude Monet, Edward Hopper, Seurat, Signac, Joan Miro, Gustav Klimt, Georgia O'Keeffe, Thomas Moran, Elizabeth Murray, Winslow Homer, John Singer Sargent, Reginald Marsh,	Printing (e.g. mono, block, natural materials, fabric, screen) Albrecht Dürer, Dan Mather, Roy Lichtenstein, Andy Warhol, Bridget Riley, MC Escher, Sol LeWitt, Hokusai, Hiroshige, William Blake, Frans Masereel, Blexbolex, Laurie Hastings, Claire Halifax, Alice Pattullo, Claire Curtis, Molly Lemon, Andy Lovell, Flora McLachlan, Helen Brown, Sarah Young, Patrice Aggs	
Texture and Form	Clay Henry Moore, Barbara Hepworth, Noriko Kuresumi, Jean Arp, Eliane Monnin, Linda Lopez, Lorien Stern, Ikuko Iwamoto, ReChang Tsang, Martha Rieger, Alexander Calder, Honor Freeman, Rachel Boxnboim, Naum Gabo, George Segal, Bernard Leach, Alberto <i>Giacometti</i>		Textiles (e.g. Batik, tie-dye, felting) William Morris, Alison King, Sheila Hicks, Nick Cave, Jill Denton, Datuk Chuah Thean Teng, Samuel Indratma, Ann Thetis Blacker, Linda Caverley, https://www.batikguild.org.uk/artists , Andrea Graham, Jo Neil, Moira West, Jenny Pepper, 'Tie Dye Mary', Zak Syroka, Molly Williams,

Objectives for each block/materials and technique

EYFS (materials and techniques to be used where appropriate)

A	B
<p><u>Line</u></p> <ul style="list-style-type: none"> - Begin to use charcoal / wax / ink - Use drawings to tell a story - Investigate different lines and explore different textures - Encourage accurate drawings of people <p><u>Colour and Pattern</u></p> <ul style="list-style-type: none"> - Naming colours (identifying colour blind children) - Experimenting with and using primary colours mixing (not formal) - Learn the names of and use different tools that bring colour - Look at repeating patterns, Irregular painting patterns - Simple symmetry - Simple weaving - Simple collages, using paper, pasta, beans and larger tactile things. - Selects, sorts, tears and glues items down. <p><u>Texture and Form</u></p> <ul style="list-style-type: none"> - Handling manipulating and enjoying using materials - Constructing and building using simple materials. - Language and vocabulary created through discussion. 	<p><u>Line</u></p> <ul style="list-style-type: none"> - Begin to use pencil / pastel / chalk - Use drawings to tell a story - Investigate different lines and explore different textures - Encourage accurate drawings of people <p><u>Colour and Pattern</u></p> <ul style="list-style-type: none"> - Naming colours (identifying colour blind children) - Experimenting with and using primary colours mixing (not formal) - Learn the names of and use different tools that bring colour. - Look at repeating patterns, Irregular painting patterns - Simple symmetry - Rubbings - Produce simple pictures from printing objects with block colours. - Print with variety of objects and on to different textures <p><u>Texture and Form</u></p> <ul style="list-style-type: none"> - Handling manipulating and enjoying using materials - Shape and model from observation and imagination. - Pulls apart and reconstructs. - Impress and apply simple decoration.

Year 1/2

A	B
<p>Line – build on EYFS</p> <ul style="list-style-type: none"> - Extend the variety of drawings tools (including ranges of drawing pencil). - Explore and draw on different textures. - Observe and draw landscapes. - Observe and draw patterns. - Observe anatomy (faces, limbs). - Sketch both natural and manmade world. - Draw a way of recording experiences and feelings. - Discuss use of shadows, use of light and dark. - Sketch to make quick records and work out ideas through drawing. 	<p>Line – build on EYFS</p> <ul style="list-style-type: none"> - Extend the variety of drawings tools (including ranges of drawing pencil). - Explore and draw on different textures. - Observe and draw landscapes. - Observe and draw patterns. - Observe anatomy (faces, limbs). - Sketch both natural and manmade world. - Draw a way of recording experiences and feelings. - Discuss use of shadows, use of light and dark. - Sketch to make quick records and work out ideas through drawing.
<p>Colour and Pattern</p> <ul style="list-style-type: none"> - Name all the colours and begin to describe colours by objects. - Mixing of colours. Make as many tones of one colour as possible (using white) and darken colours without using black. - Mix and match colours to those found in the natural world. - Find collections of colour. - Applying colour with a range of tools. - Using colour on a large scale. - Simple weaving. Paper and/or material using a card loom and a mix of colours. - Add objects to weaving – natural or manmade. - Use various materials to make collages. Use overlapping and overlaying to create effects. - Use collaging to create a specific picture. 	<p>Colour and Pattern</p> <ul style="list-style-type: none"> - Name all the colours and begin to describe colours by objects. - Mixing of colours. Make as many tones of one colour as possible (using white) and darken colours without using black. - Mix and match colours to those found in the natural world. - Find collections of colour. - Applying colour with a range of tools. - Using colour on a large scale. - Awareness and discussion of patterns: repeating patterns, regular and irregular patterns, symmetry. Natural and manmade patterns. - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. - Print with a growing range of objects - Develop impressed images (pencil, decorative detail) - Relief printing (sting, card, tape) - Identify the different forms printing takes.
<p>Texture and Form</p> <ul style="list-style-type: none"> - Construct from found junk materials. - Use both hands and tools to build. - Construct to represent personal ideas and express experiences. - Shape and form from direct observation. - Use recycled materials to make objects for a purpose. - Cut shapes using scissors and carve into media using tools. - Make simple joins. - Language and vocabulary created through discussion. - Awareness of natural and manmade forms and environments. - Replicate patterns and textures in a 3D form. - Use large eyed needles, different thicknesses of thread to create running stitches of different sizes. Draw with stitches. - Simple appliqué work (attaching material shapes to fabric using running stitch). - Start to explore other simple stitches (backstitch, cross-stitch). 	<p>Texture and Form</p> <ul style="list-style-type: none"> - Use both hands and tools to build and shape/mark make. - Construct to represent personal ideas and express experiences. - Shape and form from direct observation. - Use clay to make objects for a purpose. - Cut shapes using scissors and carve into media using tools. - Pinch and roll coils and slabs. - Use a range of decorative techniques: applied, impressed, painted etc. - Make simple joins. - Language and vocabulary created through discussion. - Replicate patterns and textures in a 3D form. - Use textiles to create collages. - Investigate and discuss how textiles create things. - Use texture to provide information – e.g. man-made/natural, the ‘journey’ of where they’re from. - Sort according to specific qualities e.g. warm, cold, shiny, smooth.

Year 3/4

Line – build on 1/2

- Experiment with the potential of various pencils (2B-HB) to show tone, texture etc.
- Identify and draw the effect of light (shadows) on a surface, on objects and people.
- Encourage close observation in both the natural and manmade world.
- Introduce the concept of scale and proportion.
- Observe and draw simple shapes and encourage more accurate drawings of whole people building on their work on facial features to include proportion, placement and shape of body.
- Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within.
- Make initial sketches as a preparation from painting and other work.
- Work on a variety of scales, A4 (wrist movement) larger (to involve development of arm and upper body movement and visual perceptions).
- Computer generated drawings.

Colour and Pattern

- Extend exploring of colour mixing into applying colour mixing. Make colour wheels.
- Make colours shown on a commercial colour chart. Mix and match colours to those in a work of art.
- Work with one colour against a variety of backgrounds.
- Introduce specific brushes for specific purposes. Begin to apply colour using different techniques: dotting, splashing, scratching. Including Pointillism (control over coloured dots to show tone and shade).
- Observe and explore skin tones and mix these 'flesh colours'.
- Use colour to reflect mood.
- Search for pattern around us in the world and interpret environmental and manmade patterns. Investigate regular, irregular and symmetry and tessellation.
- Investigate how different mark making creates patterns.
- Use sketchbooks to design own motif for repeating patterns.
- **Make patterns on a range of surfaces.**
- Use colour and material to express an idea in weaving. Seasons, moods or create a picture e.g. swamp or seascape.

Texture and Form

- Use equipment and media with increasing confidence, working independently and safely through organisation.
- Shape, form, model and construct from direct observation and from imagination with increasing confidence.
- Plan and develop ideas and make informed choices about media, size and consider aesthetics. Consider light, shadow, space and size.
- Have an understanding about different adhesives and methods of construction.
- Investigate, analyse and interpret natural and manmade forms of construction.
- Use smaller eyed needles and finer threads.
- Use a wider variety of stitches to 'draw' with and develop pattern and texture e.g. zig-zag stitch, chain stitch, seeding.
- Start to place more emphasis on observation and design of textural art.

Line – build on 1/2

- Experiment with the potential of various pencils (2B-HB) to show tone, texture etc.
- Identify and draw the effect of light (shadows) on a surface, on objects and people.
- Encourage close observation in both the natural and manmade world.
- Introduce the concept of scale and proportion.
- Observe and draw simple shapes and encourage more accurate drawings of whole people building on their work on facial features to include proportion, placement and shape of body.
- Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within.
- Make initial sketches as a preparation from painting and other work.
- Work on a variety of scales, A4 (wrist movement) larger (to involve development of arm and upper body movement and visual perceptions).
- Computer generated drawings.

Colour and Pattern

- Extend exploring of colour mixing into applying colour mixing. Make colour wheels.
- Make colours shown on a commercial colour chart. Mix and match colours to those in a work of art.
- Work with one colour against a variety of backgrounds.
- Introduce specific brushes for specific purposes. Begin to apply colour using different techniques: dotting, splashing, scratching. Including Pointillism (control over coloured dots to show tone and shade).
- Observe and explore skin tones and mix these 'flesh colours'.
- Use colour to reflect mood.
- Search for pattern around us in the world and interpret environmental and manmade patterns. Investigate regular, irregular and symmetry and tessellation.
- Investigate how different mark making creates patterns.
- Use sketchbooks to design own motif for repeating patterns.
- Create patterns using ICT.
- **Make patterns on a range of surfaces.**
- **Use the environment and other sources to make own patterns using printing and rubbing.**
- Use printing equipment and media with increasing confidence.
- Use relief and impressed printing processes.
- **Build upon appropriate language and vocabulary for technique.**
- Explore images through mono-printing on a variety of papers.
- Explore colour mixing through overlapping colour prints.
- **Modify and adapt print.**
- **Explore printing textures through selection of different materials.**

Texture and Form

- Use equipment and media with increasing confidence, working independently and safely through organisation.
- Shape, form, model and construct from direct observation and from imagination with increasing confidence.
- Plan and develop ideas and make informed choices about media, size and consider aesthetics. Consider light, shadow, space and size.
- Look at fabrics from other countries and discuss. Compare with own and look at different types of fabric.
- Ways of colouring or patterning material e.g. tie dye or batik.

Year 5/6

Line

- Observe and use a variety of techniques to show the effect of light on objects and people. Use rubbers to lighten, use pencil to show tone, use tones of the same colour.
- Look and record the effect of light on an object from different directions.
- Use a variety of techniques to interpret the texture of a surface.
- Produce increasingly accurate drawings of people.
- Produce increasingly detailed preparatory sketches for painting and other work.
- Introduce the concept of perspective.
- Work on a variety of scales and collaboratively.
- Independently selects materials and techniques to use to create a specific outcome.

Colour and Pattern

- Controlling and experimenting particular qualities of tone, shades hue and mood.
- Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.
- Consider colour for purposes.
- Use colour to express moods and feelings.
- Explore the texture of paint – very wet and thin or thick and heavy (add PVA). Vocabulary should include impasto.
- Encourage individual identification of suitable equipment for a purpose e.g. size of paintbrush or paper needed.
- Consider artist use of colour and application of it.
- Organise own patterns and use named shapes to create patterns, including abstract patterns.
- Patterns reflect personal experiences and expression.
- Create pattern for purposes.
- Look at various artists' creation of pattern and discuss effect.

Texture and Form

Following objectives fall into mixed media, **collaging** and **weaving**

- Interpret stories, music, poems and use of environment and townscapes as stimuli.
- Develops experience in embellishing, pooling together experiences in texture to complete a piece. Applique, drawing, sticking, cutting, weaving, collaging, layering and painting or printing on top of.
- Take into account the properties of media being used.
- Use found and constructed materials.
- Work collaboratively on a larger scale.
- Discuss and evaluate own work with that of other sculptors.
- Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.

Line

- Observe and use a variety of techniques to show the effect of light on objects and people. Use rubbers to lighten, use pencil to show tone, use tones of the same colour.
- Look and record the effect of light on an object from different directions.
- Use a variety of techniques to interpret the texture of a surface.
- Produce increasingly accurate drawings of people.
- Produce increasingly detailed preparatory sketches for painting and other work.
- Introduce the concept of perspective.
- Work on a variety of scales and collaboratively.
- Independently selects materials and techniques to use to create a specific outcome.

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- Consider colour for purposes.
- Use colour to express moods and feelings.
- Explore the texture of paint – very wet and thin or thick and heavy (add PVA). Vocabulary should include impasto.
- Encourage individual identification of suitable equipment for a purpose e.g. size of paintbrush or paper needed.
- Consider artist use of colour and application of it.
- Organise own patterns and use named shapes to create patterns, including abstract patterns.
- Patterns reflect personal experiences and expression.
- Create pattern for purposes.
- Look at various artists' creation of pattern and discuss effect.
- Experiments with ideas to design prints and records planning process in sketchbook.
- Experienced in combining prints taken from different objects to produce and end piece.
- Experienced in producing pictorial and patterned prints.
- Makes connections between own work and patterns in their local environment.
- Discuss and evaluate own work and that of others. Explore techniques of others.
- Designs and makes relief printing blocks.
- Screen printing.
- Recreates a scene remembered, observed or imagined through collage printing.

Texture and Form

- Use sketchbook to plan, form and develop ideas.
- Shape, form, model and join with confidence, producing more intricate patterns and textures.
- Take into account the properties of media being used.
- Discuss and evaluate own work with that of other sculptors.
- Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings, confidently working from observation or imagination.
- Consider methods of making material E.g. paper making, felting.
- Look at work of other artists using textiles.

How we teach

Children progress their artistic skills through exploring, recording, critiquing and redrafting.
What does this look like?

Whole class teaching... where to start?

Lesson 1: Intro to skill

- ✍ Hook and inspire: artist or craftsperson link. Demonstrate skill/style/technique.
- ✍ Carousel teach: Small group is teacher-led with explicit teaching of skill and recording. Rest of class independently exploring technique.

Lesson 2: Revisit skill

- ✍ Share previous technique exploration and recording. Model feedback and critique. Compare between original artist/craftsperson inspiration and peers. Record critique in sketchbooks. Redraft based on critique.

Exploring	<p>Skills based exploration:</p> <ul style="list-style-type: none">- Teaching based on rolling programme and skills progression document.- Using different artistic materials.- Using different artistic tools.- Children independently using their art skills.- Children applying known art skills to new skills.- Children taking risks with their art skills and trying new things. <p>Knowledge based exploration:</p> <ul style="list-style-type: none">- Teaching about artists/craftspeople, principles, styles/genres/movements.- Children independently seeking more information about artists and craftspeople.- Children identifying and copying artistic methods and styles.
Recording	<p>Evidencing skills and knowledge through:</p> <ul style="list-style-type: none">- Sketchbooks- Photographs- Displays- Exhibitions- Social media (School Twitter and Facebook)
Critiquing	<p>Verbal and written:</p> <ul style="list-style-type: none">- What has worked well?- What needs to be improved?- What techniques would make it different?- Who else's methods/techniques can be used? (Peers and artists and craftspeople)- How is your work similar or different to an artist or craftsperson?
Redrafting	<p>Using critique feedback:</p> <ul style="list-style-type: none">- Repeat technique/skill to show progress.- Focus on one area at a time to change.- Always keep first drafts.- Evaluate what made redrafting successful.

How we assess

Progression through techniques

Here is a table which shows the different techniques that children should progress through in relation to the different areas of Art.

Everything within this progression document is directly related to what is included in the two-year rolling programme.

EYFS and Year 1/2

Drawing	Painting	Collage	Printing	Textiles and Thread (including weaving)	Clay and Re-used Materials
Enjoys making marks, signs and symbols on a variety of types of paper	Explores making marks on a variety of papers	Handles different materials from the class "bit box"	Random experimental printing with hands, feet, found materials	Handles and manipulates materials such as threads, cottons, wool, raffia, grass	Handles, feels and manipulates rigid and malleable materials
Is spontaneously expressive, using marks, lines and curves	Uses a variety of tools to spread paint - straws, matchsticks as well as brushes	Selects and sorts, cuts, tears, stitches and discusses	Uses one colour of paint or ink on a block and produces a 'clean image'	Is aware of colour, texture and shape	Pulls apart and reconstructs basic shapes
Uses line to represent objects seen, remembered or imagined	Explores mark-making using thick brushes, foam and sponge brushes	Sorts according to specific qualities, e.g. warm, cold, shiny, smooth	Repeating patterns, random or organised, with range of blocks	Sorts, collects, discusses and pulls apart cloths and threads	Becomes aware of form, feel, texture, pattern and weight
	Experiments with and enjoys colour	Engages in more complex activities, e.g. cutting and sewing a variety of materials	Extends repeating patterns - overlapping, using two contrasting colours etc	Stitches and cuts threads and fibres	Experiments with basic tools on rigid and plastic materials
	Creates pattern using different tools and colours	Has experience of adhesives and decides on the most effective for a given task	Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit,	Simple weaving with strong wool through a stiff card loom	Compares and recreates form and shape to natural and made environments
		Develops skills of overlapping and overlaying			

Year 3/4

Drawing	Painting	Collage	Printing	Textiles and Thread (including weaving)	Clay and Re-used Materials
Explores tone using different grades of pencil, pastel and chalk	Uses colour and marks to express mood	Develops awareness of contrasts in texture and colour	Explores images through monoprinting on a variety of papers	Weaves paper, progressing from one to two colours	Creates texture using rigid and plastic materials and a variety of tools
Uses line and tone to represent things seen, remembered or observed	Represents things observed, remembered or imagined, using colour/tools	Experiments with creating mood, feeling, movement and areas of interest	Explores images and recreates texture using wallpaper, string, polystyrene etc	Able to discriminate between materials	Uses stimuli to create simple 2D and 3D images using a variety of tools and materials
Explores shading, using different media	Introduces different types of brushes for specific purposes	Interprets stories, music, poems and other stimuli	Explores colour mixing through printing, using two colours and a variety of materials	Prints on fabrics	Recreates 2D images in a 3D piece (eg the houses of the three little pigs)
Draws familiar things from different viewpoints	Explores the effect on paint of adding water, glue, sand, sawdust	Uses the natural environment or townscapes as a stimulus	Uses printing to represent the natural environment	Simple stitching - uses a long needle to make straight stitches	Shows an awareness of texture, form and shape by recreating an image in 3D form
	Introduces primary and secondary colours with the addition of black and white and other hues	Selects and uses materials to achieve a specific outcome	Compares own image and pattern making with that of well-known artists (William Morris)	Uses contrasting colours in stitching and weaving	Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work
	Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes		Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)	Dyes fabrics using tie-dye, batik etc	
				Develops an awareness of the natural environment through colour matching	

Year 5/6

Drawing	Painting	Collage	Printing	Textiles and Thread (including weaving)	Clay and Re-used Materials
Uses line, tone and shade to represent things seen, remembered or imagined	Uses different methods, colour and a variety of tools and techniques to express mood	Embellishes, using a variety of techniques, including drawing, painting and printing	Recreates images through relief printing using card	Uses plaiting, pinning, stapling, stitching, weaving and sewing techniques	Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour
Is happy to experiment with line, tone and shade	Investigates symbols, shapes, form and composition	Develops experience in embellishing, using more advanced stitching and appliqué techniques	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief	Stitching - using needles to produce more complex patterns	Looks at 3D work from a variety of genres and cultures and develops own response through experimentation
Uses a range of materials to produce line, tone and shade	Uses techniques, colours, tools and effects to represent things seen, remembered or imagined	Applies knowledge of different techniques as a form of expression	Recreates a scene remembered, observed or imagined, through collage printing	Cuts and stitches patterns	Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures
Selects appropriate media and techniques to achieve a specific outcome	Explores the effect of light and colour, texture and tone on natural and man-made objects	Designs an artefact, using knowledge of techniques, for a specific outcome	Designs prints for fabrics, book covers and wallpaper	Experiments with soft sculpture; cuts and joins patterns, embellishing the components	Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings
			Carries out screen printing	Designs shapes, tie-dyes, batiks and prints for a specific outcome	
			Experiments with approaches used by other artists		