



Personal **R**esponsibility **I**n **D**elivering **E**xcellence

Art and Design Progression Overview

Art and Design Curriculum Coverage

		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Overview	Statutory NC Content	<p>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.</p> <p>ELG: The Natural World Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</p> <p>To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</p> <p>To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To be taught about great artists, architects, and designers in history</p>	<p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To be taught about great artists, architects, and designers in history</p>	<p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To be taught about great artists, architects, and designers in history</p>	<p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To be taught about great artists, architects, and designers in history</p>	

		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Exploring and Developing Ideas	Skills Content	<p>ELG Fine Motor Skills: Birth to 3: Explore different materials and tools.</p> <p>ELG: Creating with Materials Birth to 3: Manipulate and play with different materials.</p> <p>3- & 4-year-olds: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>ELG: The Natural World Children in reception: Explore the natural world around them.</p> <p>ELG: Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG: Creating with Materials Children in reception: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills.</p> <p>ELG: 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.</p>	<p>respond positively to ideas for artwork and given starting points.</p> <p>explore and collect ideas.</p> <p>make links between their style and an artist's.</p> <p>identify simple changes they would make to their work in future.</p> <p>Use key vocabulary: <i>artist</i> <i>style</i></p>	<p>respond positively to ideas for artwork and suggest their own starting points.</p> <p>explore and collect ideas from first-hand observations and imagination.</p> <p>describe differences and similarities between their style and an artist's;</p> <p>identify simple changes they would make to their work in future and explain why/how it would improve it;</p> <p>Use key vocabulary: <i>artist</i> <i>style</i> <i>observation</i> <i>imagination</i> <i>improvement</i></p>	<p>use sketchbooks to record singular ideas or pieces of work;</p> <p>explore, collect, and record ideas from first-hand observations in detail;</p> <p>question and make observations about starting points;</p> <p>adapt and refine ideas suggested to them;</p> <p>Use key vocabulary: <i>artist</i> <i>style</i> <i>observation</i></p>	<p>use sketchbooks to record and develop a variety of ideas for a piece of work on one page; question and make observations about starting points and select ideas to use and develop in their own work;</p> <p>adapt and refine ideas independently.</p> <p>Use key vocabulary: <i>artist</i> <i>style</i> <i>observation</i></p>	<p>review and revisit ideas in their sketchbooks before completing a final piece;</p> <p>offer feedback about ideas and starting points using technical vocabulary;</p> <p>think critically about their art ideas and methods;</p> <p>use digital technology as sources for developing ideas;</p> <p>Use key vocabulary: <i>artist</i> <i>style</i> <i>observation</i> <i>digital technology</i></p>	<p>review and revisit ideas in their sketchbooks before completing a final piece using annotations;</p> <p>question and offer feedback about ideas and starting points using technical vocabulary;</p> <p>think critically about their art and the art of others to compare their ideas and methods;</p> <p>use digital technology as sources for developing ideas and end outcomes;</p> <p>Use key vocabulary: <i>artist</i> <i>style</i> <i>observation</i> <i>digital technology</i></p>

Exploring and Developing Ideas	Retrieval of prior knowledge (including procedural knowledge)	<p>Experiences / Reading presumed: Playing with box modelling and materials to plan and make models.</p> <p>Sharing the works of others – famous and otherwise.</p> <p>Talking about designing processes alongside a familiar adult.</p>	A plan is my idea for something I will make/do (F1)	I can change my plans (F2) The work of others (like famous paintings, photos, models) can be copied (F2) I can improve my work to make it better (F2)	Starting points and ideas for artwork are given. (Year 1) Work can be compared to an artist's using statements such as; "I have used ... like the artist". (Year 1) Improvements to work can be planned using statements such as; "Next time I would..." (Year 1)	Ideas can be collected and displayed/recorded. (Year 1) Ideas collected can be from imagination or observations. (Year 2) Starting points and ideas for artwork are given. (Year 1)	Ideas collected can be recorded/displayed in sketchbooks. (Year 3) Starting points can be questioned and observations can be made. (Year 3) Starting points and ideas can be adapted and refined when suggested have been made. (Year 3)	Ideas collected in sketchbooks can display a variety of ideas on a single page. (Year 4) Starting points can be questioned and observations can be made. (Year 3) Improvements to work can be planned using statements such as; "Next time I would..." (Year 1)	Ideas within a sketchbook can be reviewed and revisited before completing a final piece. (Year 5) Feedback can be given about starting points using technical vocabulary. (Year 5) Art ideas and methods can be thoroughly and critically thought about. (Year 5) Digital technology is used to develop ideas, using simple computer programs. (Year 5)
	New Knowledge (including procedural knowledge)	A plan is my idea for something I will make/do.	I can change my plans. The work of others (like famous paintings, photos, models) can be copied. I can improve my work to make it better.	<p>New Key Vocabulary: Artist – a person who creates drawings/paintings for a living. Style – having a particular way that they create their work.</p> <p>Starting points and ideas for artwork are given.</p> <p>Ideas can be collected and displayed/recorded.</p> <p>Work can be compared to an artist's using statements such as; "I have used ... like the artist".</p> <p>Improvements to work can be planned using statements such as; "Next time I would..."</p>	<p>New Key Vocabulary: Improvement - the action taken to make something better. Imagination – using only your mind to create images and ideas. Observation – looking closely at something to notice aspects.</p> <p>Own starting points can be suggested.</p> <p>Ideas collected can be from imagination or observation.</p> <p>Work can be compared to an artist's using both similarities and differences.</p> <p>Discuss how work can be improved and why.</p>	<p>New Key Vocabulary: Ideas collected can be recorded/displayed in sketchbooks.</p> <p>First- hand observations can be explored, collected, and recorded in different ways.</p> <p>Starting points can be questioned and observations can be made.</p> <p>Starting points and ideas can be adapted and refined when suggested have been made.</p>	<p>New Key Vocabulary: Ideas collected in sketchbooks can display a variety of ideas on a single page.</p> <p>Ideas can be selected from a variety and developed.</p> <p>Starting points and ideas can be adapted and refined independently.</p>	<p>New Key Vocabulary: Digital technology - using a computer to generate ideas.</p> <p>Ideas within a sketchbook can be reviewed and revisited before completing a final piece.</p> <p>Feedback can be given about starting points using technical vocabulary.</p> <p>Art ideas and methods can be thoroughly and critically thought about.</p> <p>Digital technology is used to develop ideas, using simple computer programs.</p>	<p>New Key Vocabulary: Ideas in a sketchbook can be reviewed, revisited, and annotated before completing a final piece.</p> <p>Feedback and questioning about starting points uses technical vocabulary.</p> <p>Critical thinking can be applied to compare art ideas and methods to others.</p> <p>Digital technology is used to complete end outcomes.</p>

		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Drawing Skills	Skills Content	<p>ELG Fine Motor Skills: Birth to 3: Develop manipulation and control. Explore different materials and tools.</p> <p>3- & 4-year-olds: Use large-muscle movements to Paint and make marks. Use one handed tools and equipment.</p> <p>ELG: Creating with Materials Birth to 3: Start to make marks intentionally. Explore paint with - fingers/ brushes/ tools.</p> <p>3- & 4-year-olds: Create closed shapes with continuous lines and begin. to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>ELG Fine Motor Skills: Children in reception: Develop their small motor skills to that they can use a range of tools competently, safely, and confidently e.g., pencils.</p> <p>ELG Use a range of small tools, including pencils. Begin to show accuracy and care when drawing.</p> <p>ELG: Creating with Materials Children in reception: Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>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;</p>	<p>use a variety of different materials to draw pencils, crayons, chalk, felt tips;</p> <p>begin to explore the use of line, shape, and colour;</p> <p>use dots and lines to demonstrate patterns;</p> <p>Use key vocabulary: <i>colour</i> <i>line</i> <i>shape</i> <i>pattern</i></p>	<p>continue to explore a variety of different materials to draw pastels, charcoal, ball-point pen;</p> <p>experiment with line, shape, pattern, and colour E.g., changing thickness of line;</p> <p>draw figures and real objects including singular and grouped objects;</p> <p>Use key vocabulary: <i>colour</i> <i>line</i> <i>shape</i> <i>pattern.</i> <i>figure</i></p>	<p>experiment with different grades of pencil;</p> <p>use different media to achieve variations in line, texture, tone, colour, shape, and pattern;</p> <p>draw figures and real objects with increasing detail to features;</p> <p>Use key vocabulary: <i>space</i> <i>texture</i> <i>tone</i> <i>Primary colour</i> <i>Secondary colour</i> <i>tint</i> <i>shade</i></p>	<p>make informed choices about the media they use inc, paper and media;</p> <p>explore the relationship between line and tone, pattern and shape, line, and texture;</p> <p>draw figures and real objects with increasing details and shadows;</p> <p>Use key vocabulary: <i>media</i> <i>texture</i> <i>tone</i> <i>shadow</i></p>	<p>use a variety of media for their work, making informed choices;</p> <p>draw figures and real objects with increasing detail, shadows, and reflection;</p> <p>use a variety of techniques to add effects, e.g., shadows, reflection, hatching and cross-hatching;</p> <p>use increasingly accurate scale and proportion;</p> <p>Use key vocabulary: <i>shadow.</i> <i>scale</i> <i>proportion</i></p>	<p>demonstrate a wide variety of ways to make different marks with dry and wet;</p> <p>draw figures and real objects with increasing detail, shadow, reflection and explain how they have created the effect;</p> <p>experiment with scale and proportion to create different effects;</p> <p>depict movement and perspective in drawings;</p> <p>Use key vocabulary: <i>shadow</i> <i>perspective.</i> <i>scale</i> <i>proportion</i></p>

Drawing Skills	Retrieval of prior knowledge (including procedural knowledge)	<p>Experiences / Reading presumed:</p> <p>Mark making with a variety of different media, including with large chalks, pencil, and paints.</p> <p>Holding pens, pencil, crayons etc and being taught how to make marks with different media.</p>	<p>Pencils need to be held with a good grip to make clear marks (F1)</p> <p>Different coloured pencils can be used to make drawings more colourful (F1)</p>	<p>I know that a pencil makes marks (F2)</p> <p>I can use a pencil to make marks on a page (F2)</p> <p>I know I need to take care over my marks in order to ensure a clear picture (F2)</p> <p>If I press my pencil hard it will make a darker shape (F2)</p>	<p>Prior Key Vocabulary:</p> <p>Colour</p> <p>Line – a mark linking 2 points. It can vary in length, width, direction, and shape.</p> <p>Shape – a flat enclosed area surrounded by edges or an outline.</p> <p>Pattern – a design in which lines, shapes, forms, or colours are repeated.</p> <p>Drawing simple shapes using pencils, crayons, chalks, felt tips. (Year 1)</p> <p>Begin to explore the use of line through drawing in different directions E.g., straight, wavy, zigzag (Year 1)</p> <p>Begin to explore shape by drawing a variety of objects. (Year 1)</p> <p>Begin to explore colour, choosing different colours for different parts of their art. (Year 1)</p> <p>Show patterns in simple ways such as dots and lines. (Year 1)</p>	<p>Prior Key Vocabulary:</p> <p>Colour</p> <p>Line – a mark linking 2 points. It can vary in length, width, direction, and shape.</p> <p>Shape – a flat enclosed area surrounded by edges or an outline.</p> <p>Pattern – a design in which lines, shapes, forms, or colours are repeated.</p> <p>Figure – a representation of the human form.</p> <p>Drawing simple shapes using pencils, crayons, chalks, felt tips. (Year 1)</p> <p>Experiment with the use of line, changing from thick to thin for purpose. (Year 2)</p> <p>Experiment with shape, adding more detail, experimenting with size. (Year 2)</p> <p>Experiment with pattern, increasing/decreasing the number/size of pattern components. (Year 2)</p> <p>Experiment with colour, choosing different colours for different purposes. (Year 2)</p> <p>Draw simple figures and real objects. (Year 2)</p>	<p>Prior Key Vocabulary:</p> <p>Line – a mark linking 2 points. It can vary in length, width, direction, and shape.</p> <p>Shape – a flat enclosed area surrounded by edges or an outline.</p> <p>Pattern – a design in which lines, shapes, forms, or colours are repeated.</p> <p>Figure – a representation of the human form.</p> <p>Texture – the surface quality of work. Showing visual and physical properties.</p> <p>Tone – showing a difference in light or darkness of a colour.</p> <p>Experiment with the use of different media for line, changing from thick to thin for purpose. (Year 3)</p> <p>Experiment with the use of different media for line, changing from thick to thin for purpose. (Year 3)</p> <p>Experiment with the use of different media for shape, adding more detail, experimenting with size. (Year 3)</p> <p>Experiment with the use of different media for pattern, increasing/decreasing the number/size of pattern components. (Year 3)</p> <p>Experiment with the use of different media for pattern, increasing/decreasing the number/size of pattern components. (Year 3)</p> <p>Draw simple figures and real objects. (Year 2)</p> <p>Show increasing detail on their drawings. (Year 3)</p>	<p>Prior Key Vocabulary:</p> <p>Figure – a representation of the human form.</p> <p>Media – the materials and tools used by an Artist.</p> <p>Shadow – a shape that is created by an object on a surface by blocking the light.</p> <p>Experiment with the use of different media for line, changing from thick to thin for purpose. (Year 3)</p> <p>Experiment with the use of different media for line, changing from thick to thin for purpose. (Year 3)</p> <p>Experiment with the use of different media for shape, adding more detail, experimenting with size. (Year 3)</p> <p>Experiment with the use of different media for pattern, increasing/decreasing the number/size of pattern components. (Year 3)</p> <p>Using prior knowledge about media, make choices about which media works well for the task they are completing. (Year 4)</p> <p>Draw simple figures and real objects. (Year 2)</p> <p>Show increasing detail on their drawings. (Year 3)</p> <p>Notice and show shadows on objects when drawing. (Year 4)</p>	<p>Prior Key Vocabulary:</p> <p>Figure – a representation of the human form.</p> <p>Shadow – a shape that is created by an object on a surface by blocking the light.</p> <p>Reflection – the casting back of light from an object.</p> <p>Scale – the size of the artwork or object/s.</p> <p>Proportion – the relation between one object/part to another referring to size.</p> <p>Draw simple figures and real objects. (Year 2)</p> <p>Show increasing detail on their drawings. (Year 3)</p> <p>Notice and show shadows on objects when drawing. (Year 4)</p> <p>Notice and show reflections on objects when drawing. (Year 5)</p> <p>Know how to use a variety of shading techniques, E.g., hatching, cross-hatching (Year 5)</p>
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Drawing Skills	New Knowledge (including procedural knowledge)	Pencils need to be held with a good grip to make clear marks.	I know that a pencil makes marks.	New Key Vocabulary: Colour Line – a mark linking 2 points. It can vary in length, width, direction, and shape. Shape – a flat enclosed area surrounded by edges or an outline. Pattern – a design in which lines, shapes, forms, or colours are repeated.	New Key Vocabulary: Figure – a representation of the human form.	New Key Vocabulary: Texture – the surface quality of work. Showing visual and physical properties. Tone – showing a difference in light or darkness of a colour. Secondary Colour – the colours created by mixing 2 Primary colours together. Purple/Orange/Green	New Key Vocabulary: Media – the materials and tools used by an Artist. Shadow – a shape that is created by an object on a surface by blocking the light.	New Key Vocabulary: Hatching/cross-hatching – using lines in a variety of different directions to show a change in tone. Reflection – the casting back of light from an object. Scale – the size of the artwork or object/s. Proportion – the relation between one object/part to another referring to size.	New Key Vocabulary: Perspective – trying to show 3D form within the drawing.
		Different coloured pencils can be used to make drawings more colourful.	I can use a pencil to make marks on a page. I know I need to take care over my marks in order to ensure a clear picture. If I press my pencil hard it will make a darker shape.	Drawing simple shapes using pencils, crayons, chalks, felt tips. Begin to explore the use of line through drawing in different directions E.g., straight, wavy, zigzag. Begin to explore shape by drawing a variety of objects. Begin to explore colour, choosing different colours for different parts of their art. Show patterns in simple ways such as dots and lines.	Further their knowledge of different media, using pastels, charcoal, ball-point pen. Experiment with the use of line, changing from thick to thin for purpose. Experiment with shape, adding more detail, experimenting with size. Experiment with pattern, increasing/decreasing the number/size of pattern components. Experiment with colour, choosing different colours for different purposes. Draw simple figures and real objects.	Sketching pencils have different grades of hard and black which can create different marks. Experiment with the use of different media for line, changing from thick to thin for purpose. Experiment with the use of different media for shape, adding more detail, experimenting with size. Experiment with the use of different media for pattern, increasing/decreasing the number/size of pattern components. Experiment with different media for colour, choosing different colours for different purposes. Show increasing detail on their drawings.	Using prior knowledge about media, make choices about which media works well for the task they are completing. Explore the relationship between line and tone in drawings. Explore the relationship between pattern and shape in drawing. Explore the relationship between line and texture in drawing. Notice and show shadows on objects when drawing.	Using prior knowledge about media and it's uses, make informed choices about which medias work well and use a variety within their end outcome. Notice and show reflections on objects when drawing. Know how to use a variety of shading techniques, E.g., hatching, cross-hatching. Start to show a consideration of scale and proportion within their work.	Explain how they have created different effects within their artwork. Depict movement within drawing. Show perspective using a variety of techniques, E.g., hatching, cross-hatching

		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Painting Skills	Skills Content	<p>ELG Fine Motor Skills: Birth to 3: Develop manipulation and control. Explore different materials and tools.</p> <p>3- & 4-year-olds: Use large-muscle movements to Paint and make marks. Use one handed tool and equipment.</p> <p>ELG: Creating with Materials Birth to 3: Explore paint with - fingers/brushes/tools.</p> <p>3- & 4-year-olds: Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.</p>	<p>ELG Fine Motor Skills: Children in reception: Develop their small motor skills to that they can use a range of tools competently, safely, and confidently e.g., paintbrushes.</p> <p>ELG Use a range of small tools, including paint brushes.</p> <p>ELG: Creating with Materials ELG 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;</p>	<p>know the names of all of the colours;</p> <p>use a variety of brushes including size and type;</p> <p>start to mix different colours;</p> <p>be able to paint something they can see;</p> <p>Use key vocabulary: <i>colour</i> <i>mix</i></p>	<p>know which colours are Primary colours;</p> <p>experiment with different types of brushes, tools, and techniques to make different brush strokes: E.g., dab, smooth, sponge, stipple.</p> <p>mix different colours to match objects they are painting;</p> <p>work on a variety of different scales and choose the appropriate equipment;</p> <p>Use key vocabulary: <i>Primary colour.</i> <i>dab</i> <i>smooth</i> <i>stipple</i></p>	<p>use a range of different brushes to create different effects;</p> <p>experiment with different effects and textures inc. blocking in colour, washes, thickened paint Etc.</p> <p>mix a variety of colours and know which Primary colours mix to create the Secondary colours using a colour wheel;</p> <p>create tints by adding white and shades by adding black;</p> <p>work confidently on a variety of different scales, confidently choosing the correct equipment;</p> <p>Use key vocabulary: <i>texture.</i> <i>blocking</i> <i>colour wash</i> <i>tint</i> <i>Primary colour</i> <i>Secondary colour</i></p>	<p>plan and create different textures with paint according to what they need for the task;</p> <p>make and match colours with increasing accuracy;</p> <p>use more specific colour vocabulary E.g., tint, tone, shade;</p> <p>confidently create different marks and lines to show texture using a variety of brushes and techniques, showing brush control;</p> <p>show increasing independence and creativity with the painting process;</p> <p>Use key vocabulary: <i>tint</i> <i>tone</i> <i>shade</i> <i>line</i> <i>texture</i></p>	<p>demonstrate a secure knowledge about Primary and Secondary colours;</p> <p>use more specific vocabulary E.g., warm/cold colours, complementary/contrasting colours, hues and use these to show mood and atmosphere;</p> <p>work on a preliminary level to test media and materials before crafting final pieces;</p> <p>make informed choices about media equipment;</p> <p>show differences in the background and foreground;</p> <p>Use key vocabulary: <i>Primary colours</i> <i>Secondary colours</i> <i>warm colours</i> <i>cold colours</i> <i>complementary</i> <i>contrasting</i> <i>hues</i> <i>background</i> <i>foreground.</i></p>	<p>express mood and feelings through their work;</p> <p>choose appropriate paint and equipment to adapt and extend their work;</p> <p>layer paint to add detail to background and foreground;</p> <p>Work on a preliminary level to test media and materials to make informed decisions about a final piece;</p> <p>show an awareness of how paintings are created;</p> <p>explore paint textures by adding water, glue, sand, sawdust, Etc.</p> <p>Use key vocabulary: <i>layer</i> <i>background</i> <i>foreground</i> <i>texture</i></p>

Painting Skills	Retrieval of prior knowledge (including procedural knowledge) (including procedural knowledge)	<p>Experiences / Reading presumed:</p> <p>Mark making with a variety of different media, including with large chalks, pencil, and paints.</p> <p>Holding paint brushes, sponges etc and being taught how to make marks with different media.</p>	<p>A brush can be moved in different ways to make marks. (F1)</p> <p>Paints come in lots of colours. (F1)</p> <p>Paint is wet on the page and takes time to dry. (F1)</p>	<p>Know a paintbrush can be used as a tool for painting. (F2)</p> <p>We have different types of painting tools like brushes, sponges, rollers. (F2)</p> <p>Some paints are used with water, some paints do not need water. (F2)</p> <p>When 2 colours are mixed, they make a different colour. (F2)</p> <p>A range of small tools, including paint brushes. (F2)</p>	<p>Prior Key Vocabulary: Colour Mix - to combine 2 or more colours to make a new colour.</p> <p>Know that colours can be mixed to create new colours. (Year 1)</p> <p>Know that different brushes can be used for different reasons. (Year 1)</p>	<p>Prior Key Vocabulary: Primary colours – Red/Yellow/Blue. They cannot be created by mixing other colours together.</p> <p>Know that painting can be done with a variety of brushes and tools. (Year 2)</p> <p>Know that brushes and tools can be used in a variety of ways E.g., dabbing, stippling (Year 2)</p> <p>Know the 3 Primary colours are red/yellow/blue (Year 2)</p> <p>Know that colours can be mixed to create new colours. (Year 1)</p> <p>Know that work can be done on a variety of scales and equipment can be matched. E.g., big paint brush for a big area. (Year 2)</p>	<p>Prior Key Vocabulary: Texture – the surface quality of work. Showing visual and physical properties. Tint – adding white to create a lighter version of a colour. Shade – adding black to create a darker version of the colour.</p> <p>Experiment with different effects and textures in their work, using colour washes and colour blocking by changing the thickness of paint. (Year 3)</p> <p>Know that colours can be repeatedly mixed until they closely replicate the colour of an object. (Year 2)</p> <p>Know that different brushes can be used for different reasons. (Year 1)</p> <p>Know that painting can be done with a variety of brushes and tools. (Year 2)</p> <p>Know that brushes and tools can be used in a variety of ways E.g., dabbing, stippling. (Year 2)</p>	<p>Prior Key Vocabulary: Primary colours – Red/Yellow/Blue. They cannot be created by mixing other colours together. Secondary colour–colours that are created by mixing 2 Primary colours together. red + yellow = orange blue + yellow = green red + blue = purple</p> <p>Mix Primary colours in order to create Secondary colours. (Year 3)</p> <p>Create a colour wheel to show the Primary and Secondary colours. (Year 3)</p> <p>Know that different brushes can be used for different reasons. (Year 1)</p> <p>Know that painting can be done with a variety of brushes and tools. (Year 2)</p> <p>Know that brushes and tools can be used in a variety of ways E.g., dabbing, stippling. (Year 2)</p> <p>Confidently choose the correct equipment according to the scale of work they are completing. (Year 3)</p>	<p>Prior Key Vocabulary: Hue- a graduation or variety of colour. Warm colours – Red/Orange/Yellow. Cold colours – Blue/Green/Purple. Texture – the surface quality of work. Showing visual and physical properties. Background – the part of a picture/image which is furthest away from the viewer. Foreground - the part of a picture/image which is nearest the viewer. Media - the materials and tools used by an artist.</p> <p>Know that Red/Orange/Yellow are warm colours. (Year 5)</p> <p>Know that Blue/Green/Purple are cold colours. (Year 5)</p> <p>Experiment with different effects and textures in their work, using colour washes and colour blocking by changing the thickness of paint. (Year 3)</p> <p>Know that different brushes can be used for different reasons. (Year 1)</p> <p>Know that painting can be done with a variety of brushes and tools. (Year 2)</p> <p>Know that brushes and tools can be used in a variety of ways E.g., dabbing, stippling. (Year 2)</p> <p>Confidently choose the correct equipment according to the scale of work they are completing. (Year 3)</p> <p>Know that they can show differences between the foreground and background, thinking about size, detail Etc. (Year 5)</p> <p>Know that they can test out media and work on a preliminary level before completing a final piece. (Year 5)</p>
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Painting Skills	New Knowledge (including procedural knowledge)	<p>A brush can be moved in different ways to make marks.</p> <p>Paints come in lots of colours.</p> <p>Paint is wet on the page and takes time to dry.</p>	<p>Know a paintbrush can be used as a tool for painting.</p> <p>We have different types of painting tools like brushes, sponges, rollers.</p> <p>Some paints are used with water, some paints do not need water.</p> <p>When 2 colours are mixed, they make a different colour.</p> <p>Use a range of small tools, including paint brushes</p>	<p>New Key Vocabulary: Colour Mix - to combine 2 or more colours to make a new colour.</p> <p>Name all of the colours.</p> <p>Know that colours can be mixed to create new colours.</p> <p>Know that different brushes can be used for different reasons.</p> <p>Paint something that they can see.</p>	<p>New Key Vocabulary: Primary colours – Red/Yellow/Blue. They cannot be created by mixing other colours together. Dab – to press against something lightly multiple times. Smooth – a long sweeping motion creating a ‘smooth’ finish. Stipple – using a high number of small dots.</p> <p>Know the 3 Primary colours are red/yellow/blue.</p> <p>Know that painting can be done with a variety of brushes and tools.</p> <p>Know that brushes and tools can be used in a variety of ways E.g., dabbing, stippling.</p> <p>Know that colours can be repeatedly mixed until they closely replicate the colour of an object.</p> <p>Know that work can be done on a variety of scales and equipment can be matched. E.g., big paint brush for a big area.</p>	<p>New Key Vocabulary: Secondary colour-colours that are created by mixing 2 Primary colours together. red + yellow = orange blue + yellow = green red + blue = purple Texture – the surface quality of work. Showing visual and physical properties. Tint – adding white to create a lighter version of the colour. Shade – adding black to create a darker version of a colour. Blocking – bold and bright blocks of colour. Colour wash – paint thinned out with water to create subtle ‘wash’ of colour.</p> <p>Experiment with a variety of different brushes to create different effects.</p> <p>Experiment with different effects and textures in their work, using colour washes and colour blocking by changing the thickness of paint.</p> <p>Mix Primary colours in order to create Secondary colours.</p> <p>Create a colour wheel to show the Primary and Secondary colours.</p> <p>Know that purple/orange/green are Secondary colours.</p> <p>Know that adding white creates a tint of a colour.</p> <p>Know that adding black creates a shade of a colour.</p> <p>Confidently choose the correct equipment according to the scale of work they are completing.</p>	<p>New Key Vocabulary: Tone – showing a difference in light or darkness of a colour. Line – a mark linking 2 points. It can vary in length, width, direction, and shape.</p> <p>Plan to use a variety of different textures/thicknesses of paint within their work E.g., colour wash for background, thick, colour-blocking in foreground.</p> <p>Mix and match colours to objects more accurately without prompting.</p> <p>Use vocabulary; tint, tone, shade to describe the colours they create.</p> <p>Using a variety of brushes and tools, create a variety of marks and lines with increasing control.</p> <p>Show more independence and creativity in their own artwork.</p>	<p>New Key Vocabulary: Hue- the dominant colour within the family. Warm colours – Red/Orange/Yellow. Cold colours – Blue/Green/Purple. Complimentary – colours on opposite sides of the colour wheel which work well together. Contrasting – the difference between 2 elements in a composition. Background – the part of a picture/image which is furthest away from the viewer. Foreground - the part of a picture/image which is nearest the viewer.</p> <p>Confidently, describe where the Primary and Secondary colours are on the colour wheel.</p> <p>Know that Red/Orange/Yellow are warm colours.</p> <p>Know that Blue/Green/Purple are cold colours.</p> <p>Know that colours opposite each other on the colour wheel are complimentary colours but also contrasting.</p> <p>Know that hue refers to the dominant colour. E.g., Green is a hue. Turquoise is a hue of green and blue.</p> <p>Know that they can test out media and work on a preliminary level before completing a final piece.</p> <p>Make informed choices about their choice of media.</p> <p>Know that they can show differences between the foreground and background, thinking about size, detail Etc.</p>	<p>New Key Vocabulary: Layer –</p> <p>Know that warm colours and lighter tints are often associated with happy feelings.</p> <p>Know that cold colours and darker shades are often associated with sad feelings.</p> <p>Use warm/cold tints/shades to show mood and feelings in their work.</p> <p>Know that paint can be used adapt and extend their work.</p> <p>Know that paint can be layered to show background and foreground.</p> <p>Make informed choices about a final piece by testing media and materials on a preliminary level.</p> <p>Know how paintings are created throughout history.</p> <p>Know that they can change the texture paint by adding water, glue, sawdust, sand Etc.</p>
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		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Sculpture	Skills	<p>ELG Fine Motor Skills: Birth to 3: Develop manipulation and control. Explore different materials and tools.</p> <p>ELG: Creating with Materials Birth to 3: Manipulate and play with different materials. 3- & 4-year-olds: Join different materials and explore different textures.</p>	<p>ELG Fine Motor Skills: ELG Children at the expected level of development will: - Begin to show accuracy and care when drawing.</p> <p>ELG: Creating with Materials Children in reception: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. ELG: 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;</p>	<p>create a variety of recognisable shapes;</p> <p>experiment with joining parts of their 3D form;</p> <p>manipulate clay in a variety of ways: E.g., rolling, kneading, shaping.</p> <p>Use key vocabulary: <i>rolling</i> <i>kneading</i> <i>shaping</i> <i>pressing</i></p>	<p>use tools to create texture with clay;</p> <p>add line and shape to their work;</p> <p>understand the safety and basic care of materials and tools;</p> <p>Use key vocabulary: <i>texture</i> <i>line</i> <i>shape</i></p>	<p>make a simple papier mache object;</p> <p>join parts of their 3D form adequately and independently;</p> <p>plan, design and make models;</p> <p>construct a clay base for extending and modelling other shapes;</p> <p>Use key vocabulary: <i>base</i></p>	<p>create a variety of texture on clay sculptures;</p> <p>plan, design, make and adapt models;</p> <p>use a variety of materials to make a model;</p> <p>show an understanding of shape, space, and form;</p> <p>Use key vocabulary: <i>Texture</i> <i>Shape</i> <i>Space</i> <i>form</i></p>	<p>plan a sculpture through drawing and other preparatory work;</p> <p>use recycled, natural, and man-made materials to create sculpture;</p> <p>use a variety of textures and detailing within clay sculpting;</p> <p>Use key vocabulary: <i>Texture</i> <i>Recycled</i> <i>Natural</i> <i>Man-made</i></p>	<p>make a mould and use plaster safely;</p> <p>develop skills in using clay inc. slabs, slips etc;</p> <p>create sculpture and construction using increasing independence;</p> <p>Use key vocabulary: <i>Mould</i> <i>slab</i> <i>Slip</i></p>
	Retrieval of prior knowledge (including procedural knowledge)	<p>Experiences / Reading presumed:</p> <p>Playing with playdough, blocks and bricks and making models with peers and adults.</p>	<p>Models can be big or small. (F1)</p> <p>We can make models of different shapes and sizes. (F1)</p>	<p>Join different materials and explore different textures. (F2)</p> <p>Prior key vocabulary: flat – a level surface. round – a curved shape like a ball. (F2)</p> <p>Cutters can be used to cut out shapes. (F2)</p> <p>A sculpture is a model that has been made. (F2)</p>	<p>Know that clay can be rolled, kneaded, and shaped into a recognisable shape. (Year 1)</p>	<p>Know that they can join different shapes together to create a 3D form. (Year 1)</p>	<p>Prior key vocabulary: Texture – the surface quality of work. Showing visual and physical properties. Shape – a flat enclosed area surrounded by edges or an outline.</p> <p>Know that tools can help to create texture in clay to show a more realistic shape/form. (Year 2)</p> <p>Know that structures can be planned and designed before being made. (Year 3)</p> <p>Know that clay can be rolled, kneaded, and shaped into a recognisable shape. (Year 1)</p> <p>Know how to use papier mache to build up a structure. (Year 3)</p>	<p>Prior key vocabulary: Texture – the surface quality of work. Showing visual and physical properties.</p> <p>Know that structures can be planned and designed before being made. (Year 3)</p> <p>Know that a variety of textures can be created within the same piece of clay work. (Year 4)</p>	<p>Know that they can join different shapes together to create a 3D form. (Year 1)</p> <p>Know that tools can help to create texture in clay to show a more realistic shape/form. (Year 2)</p> <p>Know that clay can be rolled, kneaded, and shaped into a recognisable shape. (Year 1)</p>

	<p style="text-align: center;">New Knowledge (including procedural knowledge)</p>	<p>Models can be big or small.</p> <p>We can make models of different shapes and sizes.</p>	<p>New key vocabulary: flat – a level surface. round – a curved shape like a ball.</p> <p>Cutters can be used to cut out shapes.</p> <p>A sculpture is a model that has been made.</p>	<p>New key vocabulary: Rolling – to move by turning over and over. Kneading – to massage or squeeze in your hands. Shaping – to give a particular shape or form to. Pressing – applying pressure or force to something.</p> <p>Know that they can create shapes from different materials.</p> <p>Know that they can join different shapes together to create a 3D form.</p> <p>Know that clay can be rolled, kneaded, and shaped into a recognisable shape.</p>	<p>New key vocabulary: Line – a mark linking 2 points. It can vary in length, width, direction, and shape. Shape – a flat enclosed area surrounded by edges or an outline. Texture – the surface quality of work. Showing visual and physical properties.</p> <p>Know that tools can help to create texture in clay to show a more realistic shape/form.</p> <p>Know that line and shape can be added.</p> <p>Know that tools should be handled carefully and looked after in order to be used again and again.</p>	<p>New key vocabulary: Base – the bottom or lowest part of an object.</p> <p>Know how to mix papier mache paste.</p> <p>Know how to use papier mache to build up a structure.</p> <p>Know how to join different parts of a sculpture together independently and adequately so that it stays together.</p> <p>Know that structures can be planned and designed before being made.</p> <p>Know that clay can be used as a base for sculpture to stand on.</p>	<p>New key vocabulary: Space – the area around or between objects, including background, foreground, middle-ground. Form – a 3D shape created in a sculpture.</p> <p>Know that a variety of textures can be created within the same piece of clay work.</p> <p>Know that models can be adapted in order to better fit their purpose.</p> <p>Know that a variety of materials can be used to create a model.</p> <p>Know that shape, space, and form play a big part of creating a realistic sculpture.</p>	<p>New key vocabulary: Recycled – reused material. Natural – materials which are created naturally in the environment. Man-made – created by humankind and not by nature.</p> <p>Know that a sculpture can be planned through drawing, including details such as texture, joining Etc.</p> <p>Be able to use recycled, natural, and man-made materials to create sculpture.</p> <p>Use clay tools to create e detail and texture in a variety of different ways.</p>	<p>New key vocabulary: Mould – a hollow cavity produced to pour material into. Slab – a piece of clay rolled flat. Slip – a mix of clay and water used to help join separate pieces of clay together.</p> <p>Know how to create a mould from different materials.</p> <p>Use plaster within a mould safely to create a structure.</p> <p>Know that slabs can be created from clay.</p> <p>Know how to use slip to join clay pieces successfully.</p> <p>Know how to work independently to create sculpture.</p>
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		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Collage	Skills	<p>ELG Fine Motor Skills: Birth to 3: Explore different materials and tools.</p> <p>3- & 4-year-olds: Use one handed tools and equipment, for example making snips in scissors.</p> <p>ELG: Creating with Materials Birth to 3: Manipulate and play with different materials.</p> <p>3- & 4-year-olds: Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>ELG Fine Motor Skills: Children in reception: Develop their small motor skills to that they can use a range of tools competently, safely, and confidently e.g., scissors.</p> <p>ELG Children at the expected level of development will: - Use a range of small tools, including scissors.</p> <p>ELG: Creating with Materials Children in reception: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills.</p> <p>ELG: 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;</p>	<p>use a wide variety of media: plastic, tissue, crepe paper etc;</p> <p>tear and cut paper and card for collage;</p> <p>Use key Vocabulary: <i>Media</i> <i>collage</i> <i>tear</i> <i>cut</i></p>	<p>create textured collages from a variety of media;</p> <p>create individual and group work;</p> <p>use repeating patterns;</p> <p>make a simple mosaic;</p> <p>Use key vocabulary: <i>Media</i> <i>textured.</i> <i>mosaic</i> <i>repeating pattern.</i></p>	<p>experiment with a range of media;</p> <p>use overlapping and layering;</p> <p>use mosaic techniques;</p> <p>name tools and materials they have used;</p> <p>Use key vocabulary: <i>media</i> <i>mosaic</i> <i>overlapping</i> <i>layering</i></p>	<p>choose collage or textiles as a means of extending work already achieved;</p> <p>refine and alter ideas using an art vocabulary;</p> <p>Use key vocabulary: <i>collage</i> <i>textiles</i> <i>refine.</i></p>	<p>join fabrics in different ways;</p> <p>use a range of media to create collage giving reasons for their choices;</p> <p>Use key vocabulary: <i>Textiles</i> <i>media</i> <i>collage</i></p>	<p>have an awareness of the potential of different materials;</p> <p>use different techniques, colours and textures when designing and making pieces of work;</p> <p>express mood and emotion through the use of line, pattern, shape, and colour;</p> <p>Use key vocabulary: <i>Colour</i> <i>Line</i> <i>Shape</i> <i>pattern</i></p>

Collage	Retrieval of prior knowledge (including procedural knowledge)	<p>Experiences / Reading presumed:</p> <p>Cutting, sticking, and “crafting” together with a variety of different materials with adults and peers.</p>	<p>Materials can all be stuck together to make a piece of art. (F1)</p>	<p>If we put materials in different places, we can make different shapes of artwork. (F2)</p> <p>Materials all feel different to touch. (F2)</p> <p>Materials come in a variety of colours. (F2)</p>	<p>Prior key vocabulary: Collage- a piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing. Fold – bend a material over itself so that one part covers another. Crumple – crush something so that it becomes creased and wrinkled. Twist – rotate in a curling motion. (Year 1)</p> <p>Know that collage can be created by a variety of different materials stuck down. (Year 1)</p> <p>Know that the materials can be cut neatly or torn for effect. (Year 1)</p>	<p>Prior key vocabulary: Collage- a piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing. Mosaic - a picture or pattern produced by arranging together small pieces of stone, tile, glass, etc. Media – the materials and tools used by an artist.</p> <p>Know that collage can be created by a variety of different materials stuck down. (Year 1)</p> <p>Know that the materials can be cut neatly or torn for effect. (Year 1)</p> <p>Know that the materials used can create a texture through different techniques E.g., folding, crumpling, twisting (Year 2)</p> <p>Know how to create a simple mosaic using paper or card. (Year 2)</p>	<p>Prior key vocabulary: Collage- a piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.</p> <p>Know that different medias can be used for different purposes and effects. (Year 3)</p> <p>Know that overlapping and layering can create different effects. (Year 3)</p> <p>Know that mosaic techniques can be used within a variety of end outcomes. (Year 3)</p>	<p>Prior key vocabulary: Collage- a piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing. Textiles – a type of cloth or woven fabric. Media – the materials and tools used by an artist.</p> <p>Know that different medias can be used for different purposes and effects. (Year 3)</p> <p>Know that overlapping and layering can create different effects. (Year 3)</p> <p>Know that mosaic techniques can be used within a variety of end outcomes. (Year 3)</p>	<p>Prior key vocabulary: Collage- a piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.</p> <p>Know that different medias can be used for different purposes and effects. (Year 3)</p> <p>Know that overlapping and layering can create different effects. (Year 3)</p> <p>Know that mosaic techniques can be used within a variety of end outcomes. (Year 3)</p> <p>Know how to use a range of materials and explain why they have chosen those materials. (Year 5)</p>
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Collage	New Knowledge (including procedural knowledge)	<p>Materials can all be stuck together to make a piece of art.</p>	<p>Materials all feel different to touch.</p> <p>Materials come in a variety of colours.</p> <p>If we put materials in different places, we can make different shapes of artwork.</p>	<p>New key vocabulary: Collage- a piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing. Media – the materials and tools used by an artist. Cut – divide into pieces using a sharp implement E.g., scissors. Tear -to pull paper apart with hands and fingers.</p> <p>Know that collage can be created by a variety of different materials stuck down.</p> <p>Know that the materials can be cut neatly or torn for effect.</p>	<p>New key vocabulary: Textured - the surface quality of work. Showing visual and physical properties. Mosaic - a picture or pattern produced by arranging together small pieces of stone, tile, glass, etc. Repeating pattern – patterns that repeat themselves repeatedly.</p> <p>Know that the materials used can create a texture through different techniques E.g., folding, crumpling, twisting.</p> <p>Know that work can be created individually and within a group.</p> <p>Use repeating patterns within their collage work.</p> <p>Know how to create a simple mosaic using paper or card.</p>	<p>New key vocabulary: Overlapping - place materials over one another to create effect. Layering -place different materials on top of one another to create an effect.</p> <p>Know that different medias can be used for different purposes and effects.</p> <p>Know that overlapping and layering can create different effects.</p> <p>Know that mosaic techniques can be used within a variety of end outcomes.</p> <p>Know how to create mosaics using different materials E.g., tile pieces.</p> <p>Know the names of the different tools and materials that are involved in the process of creating collage and mosaic.</p>	<p>New key vocabulary: Textiles – a type of cloth or woven fabric. Refine – make minor changes to improve or clarify.</p> <p>Know that collage and mosaic techniques can be used within other outcomes as a means of extending and refining work.</p> <p>Know how to refine work and explain using key vocabulary.</p>	<p>Know how to join fabrics in different ways E.g., stitching, glue.</p> <p>Know how to use a range of materials and explain why they have chosen those materials.</p>	<p>New Key vocabulary: Colour Line – a mark linking 2 points. It can vary in length, width, direction, and shape. Shape – a flat enclosed area surrounded by edges or an outline. Pattern – a design in which lines, shapes, forms, or colours are repeated.</p> <p>Know how different materials can have different effects on work.</p> <p>Use prior knowledge to include different techniques, colours and textures when designing and making.</p> <p>Know that mood and emotions can be expressed through the use of line, pattern, shape, and colour.</p>
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		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Textiles	Skills	<p>ELG Fine Motor Skills: Birth to 3: Explore different materials and tools.</p> <p>3- & 4-year-olds: Use one handed tools and equipment, for example making snips in scissors.</p> <p>ELG: Creating with Materials 3- & 4-year-olds: Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>ELG Fine Motor Skills: Children in reception: Develop their small motor skills to that they can use a range of tools competently, safely, and confidently e.g., scissors.</p> <p>ELG Children at the expected level of development will: - Use a range of small tools, including scissors.</p> <p>ELG: Creating with Materials Children in reception: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills.</p> <p>ELG: 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;</p>	<p>use a variety of techniques E.g., weaving, fabric crayons, sewing, binca;</p> <p>know how to thread a needle, cut/glue/trim material;</p> <p>Use key vocabulary: <i>Weaving</i> <i>sewing</i> <i>needle</i> <i>thread</i> <i>cut</i> <i>Binca</i></p>	<p>use a variety of techniques including weaving, tie-dying, wax/oil resist;</p> <p>stitch, knot and use other manipulative skills;</p> <p>Use key vocabulary: <i>tie-dying</i> <i>weaving</i> <i>stitch</i> <i>knot</i> <i>wax/oil resist</i></p>	<p>use a variety of techniques, including printing, dyeing, quilting, embroidery;</p> <p>name the tools and materials they have used;</p> <p>develop skills in stitching, cutting, and joining;</p> <p>Use key vocabulary: <i>dyeing</i> <i>printing</i> <i>quilting</i> <i>embroidery</i> <i>stitching</i></p>	<p>match the tool to the material;</p> <p>choose textiles as a means of extending work already achieved;</p> <p>experiment with paste resist;</p> <p>Use key vocabulary: <i>paste resist</i></p>	<p>join fabrics in different ways, including different stitching techniques;</p> <p>use different grades and uses of threads and needles;</p> <p>experiment with using batik safely.</p> <p>Use key vocabulary. <i>pattern</i> <i>needle</i> <i>thread</i> <i>stitching</i></p>	<p>use fabrics to create 3D structures;</p> <p>Experiment with a range of media to overlap and layer creating textures, effects, and colours;</p> <p>be expressive and analytical to adapt, extend and justify their work;</p> <p>Use key vocabulary: <i>Overlapping</i> <i>Layering</i> <i>textures</i></p>

Textiles	Retrieval of prior knowledge (including procedural knowledge)	<p>Experiences / Reading presumed:</p> <p>Exploring different materials and fabrics.</p> <p>Dressing up and learning about different clothes and textile produces.</p>	<p>Different materials feel different to touch. (F1)</p>	<p>New key vocabulary: Material: cloth or fabric. (F2)</p>	<p>Prior key vocabulary: Weaving- form (fabric or a fabric item) by interlacing long threads passing in one direction with others at a right angle to them. (Year 1)</p> <p>Know how to weave paper and card with support. (Year 1)</p> <p>Know how to thread a needle and pass thread/string through binca. (Year 1)</p>	<p>Prior key vocabulary: Stitching - a link made by drawing a thread through material by a needle.</p> <p>Know how to tie-dye material. (Year 2)</p> <p>Know how to create a basic stitch with support. (Year 2)</p> <p>Know how to knot thread and string. (Year 2)</p> <p>Know how to thread a needle and pass thread/string through binca. (Year 1)</p>	<p>Know the names of different materials and tools used. (Year 3)</p> <p>Know how to create a basic stitch with support. (Year 2)</p> <p>Know how to knot thread and string. (Year 2)</p> <p>Know how to thread a needle and pass thread/string through binca. (Year 1)</p> <p>Know how to use wax and oil to create a wax resist on material. (Year 2)</p>	<p>Needle- a fine piece of metal with a point at one end and a hole or eye for thread at the other, used in sewing. Thread- a long thin strand of cotton used in sewing. Also, a verb to describe the action of threading a needle. Stitch - a link made by drawing a thread through material by a needle.</p> <p>Know how to create a basic stitch with support. (Year 2)</p> <p>Know how to knot thread and string. (Year 2)</p> <p>Know how to thread a needle and pass thread/string through binca. (Year 1)</p> <p>Know how to use wax and oil to create a wax resist on material. (Year 2)</p>	<p>Know how to use fabric crayons. (Year 1)</p> <p>Know how to weave other materials such as fabric. (Year 2)</p> <p>Know how to tie-dye material. (Year 2)</p> <p>Know how to print basic shapes onto fabrics. (Year 3)</p> <p>Know how to create simple embroidery designs using needle and thread. (Year 3)</p> <p>Know how to use paste resist to create art on material. (Year 4)</p> <p>Know how to use batik techniques to dye materials. (Year 5)</p>
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Textiles	New Knowledge (including procedural knowledge)	Different materials feel different to touch.	New key vocabulary: Material: cloth or fabric. Soft hard	New key vocabulary: Weaving- form (fabric or a fabric item) by interlacing long threads passing in one direction with others at a right angle to them. Needle- a fine piece of metal with a point at one end and a hole or eye for thread at the other, used in sewing. Thread- a long thin strand of cotton used in sewing. Also, a verb to describe the action of threading a needle. Binca- a type of fabric made up of holes. Know how to weave paper and card with support. Know how to use fabric crayons. Know how to thread a needle and pass thread/string through binca. Know how to cut, glue and trim materials.	New key vocabulary Tie-dying – A hand method of tying portions of fabric so it will not absorb the dye. This produces a pattern. Stitch - a link made by drawing a thread through material by a needle. Knot – a fastening created by looping a piece of string or material. Wax/oil resist - a method of dyeing textiles with patterns. Methods are used to "resist" or prevent the dye from reaching all the cloth. Know how to weave other materials such as fabric. Know how to tie-dye material. Know how to use wax and oil to create a wax resist on material. Know how to create a basic stitch with support. Know how to knot thread and string.	New key vocabulary Dying - the application of dyes on textile materials to achieve a new colour. Printing - the process of applying colour to fabric in definite patterns or designs. Quilting - the process of sewing two or more layers of fabric together to make a thicker padded material. Embroidery - decorating fabric or other materials using a needle to apply thread or yarn. Know how to print basic shapes onto fabrics. Know how to dye materials with fabric paints and inks. Know how to stitch materials together to create a quilting technique. Know how to create simple embroidery designs using needle and thread. Know the names of different materials and tools used. Know how to complete more than one type of stitch E.g., running stitch, cross-stitch.	New key vocabulary Paste resist - a flour paste brushed or squeezed onto cotton cloth. Once dry it is painted with textile paints. Know which materials and tools are needed for different techniques. Know that textile techniques can be used as a way of extending work. Know how to use paste resist to create art on material.	New key vocabulary Batik – applying wax to material and then dyeing the material. The waxed areas will not be dyed. Know how to join fabrics with a variety of different stitches E.g., running stitch, cross-stitch, back-stitch. Know how to use batik techniques to dye materials.	New key vocabulary: Overlapping - place materials over one another to create effect. Layering - place different materials on top of one another to create an effect. Textured - the surface quality of work. Showing visual and physical properties. Know that textiles can be used to create 3D work. Know that a variety of different techniques can be layered and overlapped to create different effects and textures. Use a variety of techniques as a means of extending and adapting work.
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		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Printing	Skills	<p>ELG Fine Motor Skills: Birth to 3: Develop manipulation and control. Explore different materials and tools.</p> <p>3- & 4-year-olds: Use large-muscle movements to Paint and make marks. Use one handed tools and equipment.</p> <p>ELG: Creating with Materials Birth to 3: Explore paint with - fingers/ brushes/ tools.</p>	<p>ELG Fine Motor Skills: Children in reception: Develop their small motor skills to that they can use a range of tools competently, safely, and confidently. ELG Use a range of small tools.</p> <p>ELG: Creating with Materials ELG 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;</p>	<p>make marks in print with a variety of objects;</p> <p>make rubbings;</p> <p>build a repeating pattern and recognise pattern within the environment;</p> <p>Use key vocabulary: <i>Printing</i> <i>Rubbing</i> <i>Repeating pattern</i></p>	<p>use a variety of printing techniques inc. relief press, rubbings, and fabric printing;</p> <p>design patterns of increasing complexity and repetition;</p> <p>print using a variety of materials, objects, and techniques;</p> <p>Use key vocabulary: <i>Printing</i> <i>Relief press</i> <i>Rubbings</i> <i>Fabric printing</i> <i>Repeating pattern</i></p>	<p>talk about the process used to create a simple print;</p> <p>print using a variety of materials, objects, and techniques inc. layering;</p> <p>explore pattern and shape while creating designs for printing;</p> <p>Use key vocabulary: <i>Layering</i> <i>Pattern</i> <i>Shape</i></p>	<p>research, create and refine a design for printing;</p> <p>select their own materials for printing in order to create a desired effect;</p> <p>experiment with tone and texture while creating designs for printing;</p> <p>Use key vocabulary: <i>Tone</i> <i>texture</i></p>	<p>build layers/colours and textures while creating designs for printing;</p> <p>experiment with lines of symmetry while creating designs for printing;</p> <p>Use key vocabulary: <i>Layering</i> <i>Colour</i> <i>Texture</i> <i>Lines of symmetry</i></p>	<p>confidently print on a variety of materials;</p> <p>create complex patterns while creating designs for printing considering finer detail;</p> <p>Use key vocabulary: <i>pattern</i></p>

Printing Skills	Retrieval of prior knowledge (including procedural knowledge)	<p>Experiences / Reading presumed:</p> <p>Explore the process of making marks using stamps.</p> <p>Printing with different media during play e.g., potato printing, tool printing</p>	<p>Experiences / Reading presumed:</p> <p>Explore the process of making marks using stamps.</p> <p>Printing with different media during play e.g., potato printing, tool printing</p>	<p>Know that printing involves making marks on paper with different objects covered in paint. (F2)</p>	<p>Prior key vocabulary: Printing – An indentation or mark made on a surface or substance. Rubbing – An action of rubbing something. Repeating pattern – patterns that repeat themselves repeatedly.</p> <p>Know that different objects make different marks. (Year 1)</p> <p>Know that printing can be done on a variety of surfaces. (Year 1)</p> <p>Know that media can be rubbed over paper to create a rubbing from the material underneath. (Year 1)</p> <p>Know that patterns can be repeated. (Year 1)</p>	<p>Know that printing involves making marks on paper with different objects covered in paint. (Year 1)</p> <p>Know that media can be rubbed over paper to create a rubbing from the material underneath. (Year 1)</p> <p>Know that printing can be done in a variety of ways. (Year 2)</p> <p>Know that relief printing involves designing and creating a piece of material (polystyrene tile) which can be used to create an image when printed. (Year 2)</p> <p>Know that patterns can be repeated. (Year 1)</p> <p>Know that patterns can be simple or complex. (Year 2)</p>	<p>Know that different objects make different marks. (Year 1)</p> <p>Know that printing can be done on a variety of surfaces. (Year 1)</p> <p>Know that printing can be done in a variety of ways. (Year 2)</p> <p>Know that relief printing involves designing and creating a piece of material (polystyrene tile) which can be used to create an image when printed. (Year 2)</p> <p>Know that media can be rubbed over paper to create a rubbing from the material underneath. (Year 1)</p>	<p>Prior key vocabulary: Texture – the surface quality of work. Showing visual and physical properties.</p> <p>Be able to use a variety of different print techniques and even layer printing ideas. (Year 3)</p> <p>Know that texture can be shown through printing E.g., rubbing work. (Year 4)</p>	<p>Prior key vocabulary: Pattern – a design in which lines, shapes, forms, or colours are repeated.</p> <p>Know that printing involves making marks on paper with different objects covered in paint. (Year 1)</p> <p>Know that media can be rubbed over paper to create a rubbing from the material underneath. (Year 1)</p> <p>Know that printing can be done in a variety of ways. (Year 2)</p> <p>Know that relief printing involves designing and creating a piece of material (polystyrene tile) which can be used to create an image when printed. (Year 2)</p> <p>Know that printing can be done on a variety of surfaces. (Year 1)</p> <p>Know that patterns can be repeated. (Year 1)</p> <p>Know that patterns can be simple or complex. (Year 2)</p> <p>Know that pattern can be used on large or small scales. (Year 3)</p>
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Printing Skills	New Knowledge (including procedural knowledge)	<p>Experiences / Reading presumed:</p> <p>Explore the process of making marks using stamps.</p> <p>Printing with different media during play e.g., potato printing, tool printing</p>	<p>Know that printing involves making marks on paper with different objects covered in paint.</p>	<p>New key vocabulary: Printing – An indentation or mark made on a surface or substance. Rubbing – An action of rubbing something. Repeating pattern – patterns that repeat themselves repeatedly.</p> <p>Know that different objects make different marks.</p> <p>Know that printing can be done on a variety of surfaces.</p> <p>Know that media can be rubbed over paper to create a rubbing from the material underneath.</p> <p>Know that patterns can be repeated.</p> <p>Look for patterns in the natural and manmade environment.</p>	<p>New key vocabulary: Relief press – A process consisting of cutting or etching a printing surface in such a way that all that remains of the original surface is the design to be printed. Fabric printing – An indentation or mark made on a fabric material.</p> <p>Know that printing can be done in a variety of ways.</p> <p>Know that relief printing involves designing and creating a piece of material (polystyrene tile) which can be used to create an image when printed.</p> <p>Know that printing can be completed on fabric as well as paper.</p> <p>Know that patterns can be simple or complex.</p>	<p>New key vocabulary: Layering -place different materials on top of one another to create an effect. Pattern – a design in which lines, shapes, forms, or colours are repeated. Shape – a flat enclosed area surrounded by edges or an outline.</p> <p>Be able to talk about the printing process and explain how to create a simple print.</p> <p>Be able to use a variety of different print techniques and even layer printing ideas.</p> <p>Know that pattern can use variations in shape.</p> <p>Know that pattern can be used on large or small scales.</p>	<p>New key vocabulary: Tone – showing a difference in light or darkness of a colour. Texture – the surface quality of work. Showing visual and physical properties.</p> <p>Know that print designs can be planned and refined in order to create a successful outcome.</p> <p>Be able to select their own materials in order to create the effect they want with their printing.</p> <p>Know that tone can be changed and refined to create a desired effect.</p> <p>Know that texture can be shown through printing E.g., rubbing work.</p>	<p>New key vocabulary: Colour Line of Symmetry – A line which cuts a shape exactly in half, which means that both sides look exactly the same when folded.</p> <p>Know that the same print design can be used but colours can be changed to create a layered effect.</p> <p>Know that using lines of symmetry can create an effect within print.</p> <p>Be able to create a symmetrical design.</p>	<p>Using all prior knowledge, be able to confidently create prints on a variety of different materials.</p> <p>Know that patterns can be designed prior to printing.</p> <p>Know that patterns can be used to show finer detailing.</p>
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		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Knowledge of Artists, craft makers and Designers	Skills	<p>ELG: Understanding the World 3- and 4-year-olds Show interest in different occupations.</p>		<p>know the names of some famous, notable artists.</p> <p>express simply what they like about an artist's work.</p>	<p>know the names of some famous, notable artists and designers.</p> <p>express an opinion on the work of some artists.</p> <p>use inspiration from artists to create their own work and compare using simple language.</p>	<p>know the names of some famous, notable artists and designers and be able to describe one of their pieces of art.</p> <p>express an opinion on the work of artists and refer to techniques they use.</p>	<p>know the names of some famous, notable artists and designers, be able to describe one of their pieces of art and the techniques they use.</p> <p>use inspiration from famous artists to replicate a piece of work.</p> <p>express an opinion on the work of artists and refer to techniques they use and what effect the techniques have.</p> <p>reflect upon their work inspired by artists and the development of their art skills.</p>	<p>know the names of some famous, notable artists and give facts about their lives.</p> <p>use inspiration from famous artists work to inform their own artwork.</p>	<p>know the names of some famous, notable artists and give facts about their lives and name some of their more famous pieces of work.</p> <p>give detailed observations about notable artists', artisans' and designers' work and the techniques they use.</p>

Knowledge of Artists, craft makers and Designers	Retrieval of prior knowledge (including procedural knowledge)	<p>Experiences / Reading presumed:</p> <p>Experience of looking at and talking about a range of famous and locally famous artists, artwork, craft makers and designers.</p>	An artist is the person who does artwork (F1)	Artists all create different looking pieces. (F2)	Be able to name the focus artists they look at. (Year 1)	Be able to name focus artists and designers. (Year 2)	Be able to name focus artists and designers. (Year 2)	Be able to name focus artists and designers. (Year 2)	Be able to name focus artists and designers. (Year 2)
	New Knowledge (including procedural knowledge)	An artist is the person who does artwork.	<p>Artist Suggestions for Vehicles:</p> <p>Yayoi Kusama Who is Yayoi Kusama? – Who Are They? Tate Kids</p> <p>Artists all create different looking pieces.</p> <p>Some art pieces we like and some we do not, and this is ok.</p>	<p>Artist Suggestions for Vehicles:</p> <p>Me, Myself, and I – Leonardo Da Vinci (Self-portrait/Head of a woman), Picasso (self-portrait)</p> <p>Location, location, location – Claude Monet (Houses of Parliament), Andre Derain (Charring Cross)</p> <p>Bee Happy/Glorious Gardening – Claude Monet (The Artists Garden at Giverny), Barbra Hepworth (Sculpture)</p> <p>Be able to name the focus artists they look at.</p> <p>Be able to express what they like about the artwork using STEM sentence support: I like... because...</p>	<p>Artist Suggestions for Vehicles:</p> <p>Gruesome Germs – Sarah Roberts (painter), London's Burning – Zaha Hadid (architect), Angela Wright (Tower Bridge drawing), The Deep – Sarah Turner (plastic artist), Sophie Ryder (sculptor), What's Growing? – Georgia O'Keefe (painter), Vincent Van Gough (Sunflowers),</p> <p>Be able to name focus artists and designers.</p> <p>Be able to express opinions about artwork, including likes and dislikes.</p> <p>Be able to create artwork after looking at an artist's work.</p> <p>Be able to compare their work to the artist's using STEM sentence support: I have used... like the artist.</p>	<p>Artist Suggestions for Vehicles:</p> <p>Battle of the mines – Pitmen Painters, Leon Kossoff (use of charcoal), Valeria Ganz Can I take your order? – Kathleen Ryan (Bad fruit sculpture), Dennis Wojtkiewicz (large scale paintings), Paul Cezanne (still life) Hunter Gatherers – Nek Chand, Alberto Giacometti (sculptors)</p> <p>Be able to describe one of the focus artist's famous pieces of work.</p> <p>Be able to express opinions about the artist's work and describe the techniques they use.</p> <p>Compare the techniques the artist uses to those that they choose.</p>	<p>Artist Suggestions for Vehicles:</p> <p>Marvellous Museum – Pietro Cavallini (mosaic artist), Laurel True (Mosaic artist) 'Bored' Games – Brian Mock (Sculptor), Mexican Mayhem – Frida Kahlo (Mexican artist – self-portrait),</p> <p>Be able to describe some of the artists techniques.</p> <p>Be able to replicate an artist's work after looking at it.</p> <p>Be able to discuss the artist's techniques and what effect they have.</p> <p>Be able to reflect on work they have replicated and discuss their art skills.</p>	<p>Artist Suggestions for Vehicles:</p> <p>WW2 – Paul Nash (Over the top, Spring in the trenches), Eric Ravilious Gift of Giving – Stephen Alcorn (printing) – print design for a charity card. I'm a survivor – Hokusai (tidal wave and volcano painter)</p> <p>Be able to recall simple facts about the focus artists lives.</p> <p>After looking at artists work, use their knowledge to inform their own artwork.</p>	<p>Artist Suggestions for Vehicles:</p> <p>Ancient Egypt Virtual Museum – Roberto Lugo (potter), Betty Woodman (potter), Michael Cardew (potter) Our Changing World: A HP/SRP Magazine – Caroline Bell (Textiles), Banksy Scream Machines – Peter Blake (pop art), Romero Britto (pop art)</p> <p>Be able to name some of the more famous pieces of an artist's work.</p> <p>Be able to give detailed explanations of what they observe within famous artist's work.</p>