

Work of Artists and Designers	Drawing	Painting	Printing	Sculpture	Collage	Textiles
Children appreciate the work of a range of artists, craft makers, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Explore mark marking and drawing with increasing proficiency using a range of materials such as pencils, charcoal, crayon and pen.	Develop the skill of painting through gradual skill development and colour mixing using paints.	Children develop increasingly complex print designs using detail and colour.	Children use a variety media including clay, Modroc, cardboard and recycled materials to create 3D sculptures.	As the years progress children will be able to create more detailed collages with a range of materials and colours.	Children will use a variety of textiles and techniques with fabric to create pieces. Needlework and sewing will become increasingly proficient.

Curriculum Thread	EYFS		KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<i>Work of Artists and Designers</i>	<ul style="list-style-type: none"> I can make observations and talk about the work of artists, illustrators and peers. I can explore how to use different artistic techniques and effects. 	<ul style="list-style-type: none"> I can discuss drawings by famous artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to my own work. I know 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. I can explore how to use different artistic techniques and effects I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work. I have had the opportunity to see the work of other artists who use watercolour, and share my thoughts about their work. I can look at art made by other artists inspired by flora and fauna. I can share my artwork with the class and listen to what my classmates like about it. I can share what I like about my classmates' work. 	<ul style="list-style-type: none"> I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work. I can learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different techniques I can work in the style of an artist. I can use specific techniques of a famous artist. I can share my artwork with the class and listen to what my classmates like about it. I can share what I like about my classmates' work. 	<ul style="list-style-type: none"> I can comment on and compare the characteristics of drawings by famous artists and comment on their technique and style. I can learn about great artists, architects and designers in history. I can work in the style of an artist. I can use specific techniques of a famous artist. I can share my artwork with the class and listen to what my classmates like about it. I can share what I like about my classmates' work. I can comment on the characteristics of ceramic work by ceramicists. 	<ul style="list-style-type: none"> I can investigate artwork by famous artists and comment on the style, composition and technique. I can use research to inspire drawings from memory and imagination. I can learn about great artists, architects and designers in history. I can work in the style of an artist. I can use specific techniques of a famous artist. I can share my artwork with the class and listen to what my classmates like about it. I can share what I like about my classmates' work. 	<ul style="list-style-type: none"> I can learn about great artists, architects and designers in history. I can comment on and compare the characteristics of drawings by famous artists. I have been introduced to artwork by famous artists and can comment on their style, composition, technique and impact on the viewer. I can comment on and compare the characteristics of ceramic work by ceramicists. 	<ul style="list-style-type: none"> I can learn about great artists, architects and designers in history. I can comment on and compare the characteristics of drawings by famous artists. I have been introduced to artwork by famous artists and can comment on their style, composition, technique and impact on the viewer. I can comment on and compare the characteristics of ceramic work by ceramicists. I can identify artists who have worked in a similar way to my own work. I can work from a variety of sources, inc. those researched independently. 	
<i>Coverage and knowledge</i>	Ongoing	Molly Haslund (Term 1) Paul Klee (Term 3) Emma Burleigh (Term 3)	Hiroshige (Term 1) Van Gogh (Term 2) Chagall (Term 3) John Glick (Term 4) Picasso (Term 5) Otto Berger (Term 6)	Term 1: Janet Ahlberg Illustrations (Jolly Newbridge Postman book) Term 2: Laurien Stern Clay (Divali – RE) Term 3: Wassily Kandinsky Cell art Term 4: Justin Favela. Tissue paper art (Ranglo Peacock) Term 5: Pablo Picasso Using mixed media (Medusa picture – Ancient Greece.) Term 6: Georgia O'Keefe Observational work with pastels. (Plants in Science)	Oenone Hammersley, Helen Cowcher, Van Gogh, Edvard Munch (Term 1) Banksy (T2) Paul Klee (Term 5)	Aries Moross (Term 1) Kevork Mourad (Term 2)	Henri Matisse (Term 1) Van Gogh (Term 2) Keith Haring (Term 4) Barbara Hepworth (Term 6)	

<p style="text-align: center;"><i>Vocabulary</i></p>	<p>Artist Illustrator Peers Observe Techniques Effects</p>	<p>Artist Designer Craft maker Famous Similarities Differences Artistic techniques Effects Watercolour Inspiration Peers Observe</p>	<p>Artist Designer Craft maker Famous Similarities Differences Artistic techniques Effects Watercolour Inspiration Peers Observe Style</p>	<p>Artist Architects History Ceramicists Designer Craft maker Famous Similarities Differences Artistic techniques Effects Watercolour Inspiration Peers Observe</p>	<p>Artist Architects History Ceramicists Designer Craft maker Famous Similarities Differences Artistic techniques Effects Watercolour Inspiration Peers Observe</p>	<p>Artist Architects History Ceramicists Designer Craft maker Famous Similarities Differences Artistic techniques Effects Watercolour Inspiration Peers Observe Composition Style Impact</p>	<p>Artist Architects History Ceramicists Designer Craft maker Famous Similarities Differences Artistic techniques Effects Watercolour Inspiration Peers Observe Composition Style Impact Sources</p>
<p style="text-align: center;"><i>Drawing</i></p>	<ul style="list-style-type: none"> I can use gross and fine motor movements to create marks. I can create pastel observational drawings. 	<ul style="list-style-type: none"> I can develop a wide range of art and design techniques in using colour, pattern, line and shape I can draw from observation indoors and out. I can make a drawing using a continuous line for a minute or two. I can draw from my fingertips, my wrist, my elbow, my shoulder, my body I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. I can make choices about which colours I'd like to use in my drawing. I can talk about what I like in my drawings, and what I'd like to try again. I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen. I can look closely at plants and insects and make drawings using pen to describe what I see. I can look carefully at photos and films of birds, take in the details and overall shapes and then make drawings of what I have noticed. 	<ul style="list-style-type: none"> I can draw from imagination and from observation in a representational and abstract style. I can use a range of mark making tools including pencils, pens, crayons and oil pastels. I can sketch things out lightly before finalising my drawings. I can use patterning techniques for shading and decorating. I can draw for a sustained period of time from the figure and real objects, including single and grouped objects. I can experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> I can draw from imagination and from observation in a representational and abstract style. I can draw from observation indoors and out. I can use mark making tools including pencils, pens, crayons and oil pastels. I can do preparatory sketches. I can sketch things out lightly before finalising my drawings. I can use patterning techniques for shading and decorating. I can experiment with different grades of pencil and other implements. I can plan, refine and alter my drawings as necessary. I can draw for a sustained period of time at their own level. I can use different media to achieve variations in line, texture, tone, colour, shape and pattern. I can draw myself, my peers, as well as inanimate objects. I can comment on my style and technique. I have an awareness of colour, pattern, texture, line, space and form. 	<ul style="list-style-type: none"> I can draw from imagination and from observation (including still life drawing portraiture) in a representational and abstract style. I can make informed choices in drawing inc. paper and media. I can draw from observation indoors and out. I can confidently work with a range of mark making tools including pencils, pens, crayons, charcoal and oil pastels. I can do preparatory sketches. AI can alter and refine drawings and describe changes using art vocabulary. I can use tone in my drawings. I can use patterning techniques for shading and decorating. I can experiment with different grades of pencil and other implements. I can plan, refine and alter my drawings as necessary. I can draw for a sustained period of time at their own level. I can use different media to achieve variations in line, texture, tone, colour, shape and pattern. I can draw myself, my peers, as well as inanimate objects. I can explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> I can draw in a sustained and independent way. I can draw from imagination and from observation, indoors and out (including still life drawing and portraiture) in a representational and abstract style. I can confidently work with a range of mark making tools including pencils, pens, crayons, charcoal and oil pastels. I can sketch things out lightly before finalising my drawings. I can use a sketchbook and make preparatory sketches. I can show an awareness of the need to use tone in my drawings to show light and shade. I can use patterning techniques for shading and decorating. I can show an increasing confidence in using colour, pattern, texture, line, space and form. I can use sketchbooks to review, visit ideas and improve my work. 	<ul style="list-style-type: none"> I can draw in a sustained and independent way. I can draw from imagination and from observation, indoors and out (including still life drawing and portraiture) in a representational and abstract style. I can demonstrate a wide variety of ways to make different marks with dry and wet media. I can sketch things out lightly before finalising my drawings. I can develop ideas using different or mixed media, using a sketchbook. I can show an awareness of the need to use tone in my drawings to show light and shade. I can use patterning techniques for shading and decorating. I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. I can use sketchbooks to review, visit ideas and improve my work.

Coverage and knowledge	Ongoing	Spirals Term 1	Title Self Portraits Picasso (Term 5)	Janet Ahlberg Illustrations (Jolly Newbridge Postman book) (Term 1)	Investigate the colour wheel and how to use tone / tint and shade using pencil / wax crayons (Term 1/2)	Typography and Maps (Term 1 and 2)	Tonal drawing of a poppy Tonal colour drawing of a poppy (Term 2)
Vocabulary	Draw Create Marks Observe Pastels	Pattern Line Shape Observation Continuous line Marks Tools Graphite stick Soft pencil Handwriting pen Inspiration Detail	Observation Imagination Representational Abstract Mark making tools pencils, pens, crayons and oil pastels sketch control pressure technique shading decoration visual elements objects line pattern shape figure	Observation Imagination Representational Abstract Mark making tools pencils, pens, crayons and oil pastels sketch control pressure technique shading decoration visual elements objects line pattern texture tone shape figure shading still life drawing portraiture preparatory sketches pencil grades implements	Observation Imagination Representational Abstract Mark making tools pencils, pens, crayons and oil pastels sketch control pressure technique shading decoration visual elements objects line pattern texture tone shape figure shading still life drawing portraiture preparatory sketches pencil grades implements	Observation Imagination Representational Abstract Mark making tools pencils, pens, crayons and oil pastels sketch control pressure technique shading decoration visual elements objects line pattern texture tone shape figure shading still life drawing portraiture preparatory sketches pencil grades implements light shade sustained independent revisit review	Observation Imagination Representational Abstract Mark making tools pencils, pens, crayons and oil pastels sketch control pressure technique shading decoration visual elements objects line pattern texture tone shape figure shading still life drawing portraiture preparatory sketches pencil grades implements light shade sustained independent revisit review wet media mixed media manipulate experiment elements
Painting	<ul style="list-style-type: none"> I can explore a variety of media including paint, chalk, felt tips, malleable materials. I can experiment with colour mixing, texture mixing and observing the change. 	<ul style="list-style-type: none"> I can use drawing and painting to develop and share my ideas, experiences and imagination I can explore watercolour and understand the different effects I can achieve. I can work without an end goal in mind – letting the paint lead me. I can name and use primary colours, and begin to understand how colours mix to make secondary colours. I can understand that we all see different things in the artwork we make. We all have a different response. I can think about the marks I make and develop them further. I can hold a brush and select the colour of paint I need. 	<ul style="list-style-type: none"> I can hold a brush and begin to have a more precise control of it. I can select colour of paint and mix a range of secondary colours, shades and tones I can increasingly understand the importance of the amount of water that is mixed with the paint and use testing paper to check the tone and consistency of my paint. I have experience of creating abstract and figurative art. I can experiment and paint my own drawings and express my own ideas through art. 	<ul style="list-style-type: none"> I can use appropriate brushes and continue to have a more precise control of them. I can select the colour of paint I need and begin to mix their own colours. I am familiar with The Colour Wheel and understand the relationship between Primary and Secondary colours. I can use a developed colour vocabulary. I am become increasingly confident at mixing the required tone and consistency of paint. I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. I can create abstract and figurative art. 	<ul style="list-style-type: none"> I can select appropriate brushes and have a more precise control of them. I can choose paints and implements appropriately. I can select the colour of paint they need and confidently mix their own colours. I can demonstrate an understanding 'The Colour Wheel' and use this knowledge to appreciate the effect of using opposite colours. I can make and match colours with increasing accuracy. I can use more specific colour language e.g. tint, tone, shade, hue. I am becoming increasingly confident at mixing the required tone and consistency of paint. 	<ul style="list-style-type: none"> I can select appropriate brushes with confidence and show a precise control when using them. I can choose paints and implements appropriately. I can make colour selections and confidently mix my own colours using my understanding of 'The Colour Wheel'. I can demonstrate a secure understanding about primary and secondary, warm and cold, complementary and contrasting colours. I am confident at mixing the required tone and consistency of paint. I understand how variation of tone can be used to show light and shade. I can show an understanding of composition. 	<ul style="list-style-type: none"> I can select appropriate brushes with confidence and show a precise control when using them. I can choose paints and implements appropriately. I can make colour selections and confidently mix my own colours using my understanding of 'The Colour Wheel'. I can demonstrate a secure understanding about primary and secondary, warm and cold, complementary and contrasting colours. I am confident at mixing the required tone and consistency of paint. I understand how variation of tone can be used to show light and shade. I can show an understanding of composition.

		<ul style="list-style-type: none"> I can explore colour mixing. I can begin to understand the importance of the amount of water that is mixed with the paint. I can experiment and paint my own drawings and express my own ideas through art. 	<ul style="list-style-type: none"> I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc. I can name different types of paint and their properties. I can work on a range of scales e.g. large brush on large paper etc. I can mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> I can plan and paint my own drawings and express their own ideas through art. I can work confidently on a range of scales e.g. thin brush on small picture etc. I can use mark making and painting tools including watercolours and ready mixed paints. 	<ul style="list-style-type: none"> I can create abstract and figurative art using paint. I can plan and create different effects and textures with paint according to what they need for the task. I can show increasing independence and creativity with the painting process, showing knowledge of how the colours will best work together. 	<ul style="list-style-type: none"> I can express my own ideas through art using my increasing knowledge of painting techniques. I can work on preliminary studies to test media and materials. 	<ul style="list-style-type: none"> I can express my own ideas through art using my increasing knowledge of painting techniques. I can work on preliminary studies to test media and materials. I can create shades and tints using black and white. I can choose appropriate paint, paper and implements to adapt and extend my work. I can carry out preliminary studies, test media and materials and mix appropriate colours.
<i>Coverage and knowledge</i>	Ongoing	Exploring watercolour Term 4	Observational drawing Van Gogh (Term 2)	Wassily Kandinsky abstract colours (Term 3)	Investigate the colour wheel and how to mix colours using watercolours (Term 1/2)	Making monotypes (Term 2)	Bath Skyline at Christmas - background (Term1) Bath Skyline during the Blitz (Term1)
<i>Vocabulary</i>	paint, chalk, felt tips, malleable materials colour mixing change brush explore observe	Develop Observe Water colours Effects Primary colours Secondary colours Mix Change Test	Precise Control Select Mix Primary colours Secondary colours Shades Tones Consistency Paints layering, mixing media, scraping through	Appropriate brushes Precise Control Select Mix Primary colours Secondary colours Colour Wheel Colour vocabulary Shades Tones Consistency Paints layering, mixing media, scraping through texture Blocking in colour, washes, thickened paint Scale	Appropriate brushes Precise Control Select Mix Primary colours Secondary colours Colour Wheel Colour vocabulary Tint, tone, shade, hue Effects Shades Tones Consistency Paints layering, mixing media, scraping through texture Blocking in colour, washes, thickened paint Scale	Appropriate brushes Precise Control Select Mix Primary colours Secondary colours Colour Wheel Colour vocabulary Warm and cold, complementary and contrasting colours. Tint, tone, shade, hue Effects Shades Tones Consistency Paints layering, mixing media, scraping through texture Blocking in colour, washes, thickened paint Scale Test Composition Techniques	Appropriate brushes Precise Control Select Mix Primary colours Secondary colours Colour Wheel Colour vocabulary Warm and cold, complementary and contrasting colours. Tint, tone, shade, hue Effects Shades Tones Consistency Paints layering, mixing media, scraping through texture Blocking in colour, washes, thickened paint Scale Test Composition Techniques Tints Variation Light
<i>Printing</i>	<ul style="list-style-type: none"> I can develop my printing and painting skills. I can create finger printed pictures. 	<ul style="list-style-type: none"> I can make simple prints using my hands and feet. I can explore my environment and take rubbings of textures I find. I can push objects I find into plasticine and make prints. I can cut shapes out of foam board and stick them onto a block to make a plate. I can print from the plate. I can draw into the surface of the foam board and print from the plate. 	<ul style="list-style-type: none"> I can use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. I can design patterns of increasing complexity and repetition. I can print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> I can print using a variety of materials, objects and techniques including layering. I can talk about the processes used to produce a simple print. I can explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> I can research, create and refine a print using a variety of techniques. I can select broadly the kinds of material to print with in order to get the effect they want. I can experiment with resist printing including marbling, silkscreen and cold-water paste. 	<ul style="list-style-type: none"> I can explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. I can choose the printing method appropriate to the task. I can build up layers and colours/textures. I can organise my work in terms of pattern, repetition, symmetry or random printing styles. I can choose inks and overlay colours. 	<ul style="list-style-type: none"> I can describe varied techniques. I am familiar with layering prints. I am confident with printing on paper and fabric. I can alter and modify work. I can work relatively independently throughout the printing process.

		<ul style="list-style-type: none"> I can use colour, shape and line to make my prints interesting. I can create a repeat print. I can use my sketchbook to collect my prints and test ideas. 					
<i>Coverage and knowledge</i>	Ongoing	Simple printmaking Term 2	Hiroshige Inspired Prints (Term 1)		Leaf printing (Term 1)		Mayan inspired art – hieroglyphics – block colour (Term 4)
<i>Vocabulary</i>	Printing Painting Paint Fingertips	Simple prints Hands Feet Rubbings Textures Plasticine Prints Foam board Block Colour Shape Line Repeated pattern Collect Test Block printing	Techniques Carbon printing Relief Press Fabric printing Rubbings Design Patterns Repetition Materials	Techniques Layering Carbon printing Relief Press Fabric printing Rubbings Design Patterns Repetition Materials Processes Explore Shape	Resist printing Marbling Silkscreen Cold-water paste Techniques Layering Relief Press Fabric printing Rubbings Design Patterns Repetition Materials Processes Effect	Resist printing Marbling Silkscreen Cold-water paste Techniques Layering Relief Resist printing Press Fabric printing Rubbings Design Patterns Repetition Materials Processes Effect Inks Overlay Colours Methods Poly-blocks Mono printing Lino	Resist printing Marbling Silkscreen Cold-water paste Varied techniques Layering Relief Resist printing Press Fabric printing Rubbings Design Patterns Repetition Materials Processes Effect Inks Overlay Colours Methods Poly-blocks Mono printing Lino
<i>Sculpture</i>	<ul style="list-style-type: none"> I can use and combine resources creatively and imaginatively. I can join construction pieces together and make models for a purpose using a range of resources. I can create 3D work using playdough and clay. 	<ul style="list-style-type: none"> I can play and experiment with clay and plasticine. I can use a range of clay tools and objects for making marks/patterns. I have explored what we mean by 'sculpture' and thought about what I like about different pieces of sculpture. I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten. I can use my hands to make sculptures without designing first. I can just see what happens if... 	<ul style="list-style-type: none"> I can play and experiment with clay. I understand the safety and basic care of materials and tools. I can use a range of clay tools and objects for making marks/patterns. I can draw a plan for their pinch pot and base their clay model on this. I can make a pinch pot and decorate it with patterns and by using slip to stick on extra bits. I can successfully paint my finished pinch pot model with acrylic paint. I can experiment with, construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> I can use a range of clay tools and objects for making marks/patterns. I can roll out my clay to make a tile and decorate it below the surface as well as by constructing above the surface by attaching extra pieces using slip. I can draw a plan for my tile and base my clay tile on this. I can cut and join wood safely and effectively. I can make a simple papier mâché object. I can plan, design and make models. 	<ul style="list-style-type: none"> I can confidently use a wide range of clay tools and objects for making marks/patterns. I can adjust and develop a basic pinch pot shape to make the head of a creature/character. I can use techniques learned in previous years such as attaching with slip, rolling out clay and cutting to make features etc. I can accurately paint my fired model with acrylic paint, mixing my own colours when appropriate. I can make informed choices about the 3D technique chosen. I can show an understanding of shape, space and form. I can plan, design, make and adapt models. I can talk about my work understanding that it has been sculpted, modelled or constructed. I can use a variety of materials. 	<ul style="list-style-type: none"> I can describe the different qualities involved in modelling, sculpture and construction. I can confidently use a wide range of clay tools and objects for making marks/patterns. I can adjust and develop a basic pinch pot shape to make a human head. I can use techniques learned in previous years such as attaching with slip, rolling out clay and cutting to make sophisticated facial features etc. I can draw a plan for my model, face on and in profile and base my model on this. I can accurately paint my fired model with acrylic paint or ceramic glaze, mixing my own colours when appropriate. Use recycled, natural and manmade materials to create sculpture. 	<ul style="list-style-type: none"> I can use a range of clay tools and objects for making marks/patterns. I can roll out clay to make a tile and decorate it below the surface as well as by constructing above the surface by attaching extra pieces using slip. I can develop my skills in using clay inc. slabs, coils, slips, etc. I can draw a plan for a tile and base a clay tile on this. I can create sculptures and constructions with increasing independence using a range of materials.

<i>Coverage and knowledge</i>	Ongoing	Playful Making Term 3	Pinch Pots John Glick (Term 4)	Lorien Stern- Clay (Term __)	Plan, make and decorate Roman coins with clay (Term T4)		Anatomical heart – clay sculpture - form (Term 5)
<i>Vocabulary</i>	Playdough Clay Join Construct Model	Experiment Clay Plasticine Clay tools Marks Patterns Sculpture Bend Twist Fold Cut Fasten Design	Experiment Clay Plasticine Clay tools Safety Marks Patterns Sculpture Bend Twist Fold Cut Fasten Design Slip Pinch pot Acrylic paint Join Recycled materials Natural materials Man-made materials	Clay tools Safety Tile Decorate Slip Base Join Wood Effectively Safely Papier mâché Plan Design	Clay tools slip Safety Form Mould Shape Features Space Form Plan Design Adapt Model Sculpt Construct Materials Pinch pot Acrylics Fire Rolling Cutting	Clay tools slip Safety Form Mould Shape Features Space Form Plan Design Adapt Model Sculpt Construct Materials Pinch pot Acrylics Fire Rolling Cutting Accuracy Ceramic glaze Recycled materials Natural materials Man-made materials Sculpture	Clay tools Safety Form Mould Shape Features Space Form Plan Design Adapt Model Sculpt Construct Materials Pinch pot Acrylics Fire Rolling Cutting Accuracy Ceramic glaze Sculpture Decorate Coils Slabs Slip Clay tile
<i>Collage</i>	<ul style="list-style-type: none"> I can use a variety of different media to create art e.g. playdough, mud, boxes, collage. 	<ul style="list-style-type: none"> I can use a range of materials creatively to design and make products. I can create images from imagination, experience or observation. I can use colour in my drawings and mix two or more different media together. I can fold, tear, crumple and collage paper to transform it from 2d to 3d. I can cut out shapes in different colours and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like. 	<ul style="list-style-type: none"> I can use a range of materials creatively to design and make products. I can create images from imagination, experience or observation. I can use colour in my drawings and mix two or more different media together. I can fold, tear, crumple and collage paper to transform it from 2d to 3d I can create textured collages from a variety of media. I can make a simple mosaic. 	<ul style="list-style-type: none"> I can experiment with a range of media e.g. overlapping, layering etc. I can fold, tear, crumple and collage paper to transform it from 2d to 3d. I can create textured collages from a variety of media. 	<ul style="list-style-type: none"> I can choose collage or textiles as a means of extending work already achieved. I can experiment with a range of media e.g. overlapping, layering etc. I can fold, tear, crumple and collage paper to transform it from 2d to 3d I can create textured collages from a variety of media. 	<ul style="list-style-type: none"> I can create imaginative work from a variety of sources. I can use a range of media to create collage. I can use a range of previously learned techniques to create a collage. 	<ul style="list-style-type: none"> I can use different techniques, colours and textures etc when designing and making pieces of work. I can use the background and foreground accurately to build a composition. I can be expressive and analytical to adapt, extend and justify my work.
<i>Coverage and knowledge</i>	Ongoing	Inspired by flora and fauna Term 6	Mosaics - Chagall (Term 3)	Term 4: Justin Favela. Tissue paper art (Ranglo Peacock)	Roman mosaics (Term 3)		Bath Skyline during the Blitz (Term1)
<i>Vocabulary</i>	Playdough Mud Boxes Collage Layer	Materials Design Imagination Experience Observation Mixed media Fold Tear Crumple Transform 2D	Materials Design Imagination Experience Observation Mixed media Fold Tear Crumple Transform 2D	Design Imagination Observation Mixed media 2D 3D Layer Collage Fold Tear Crumple	Textiles Extending Design Imagination Observation Mixed media 2D 3D Layer Collage Fold	Textiles Extending Design Imagination Observation Mixed media 2D 3D Layer Collage Fold	Textiles Extending Design Imagination Observation Mixed media 2D 3D Layer Collage Fold

		3D Layer Collage	3D Layer Collage Simple mosaic Textures	Transform Textures	Tear Crumple Transform Textures	Tear Crumple Transform Textures Techniques Processes Apply	Tear Crumple Transform Textures Techniques Processes Apply Background Foreground Composition Expressive Analytical Adapt Extend Justify
<i>Textiles</i>	<ul style="list-style-type: none"> I can use a variety of different media to create art including materials. 	<ul style="list-style-type: none"> I can use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. I can thread a needle, cut, glue and trim material. I can use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> I can use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery I can stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> I can use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. I can develop my skills in stitching, cutting and joining. I can name the tools and materials they have used. 	<ul style="list-style-type: none"> I can match the tool to the material. I can combine skills more readily. I can refine and alter ideas and explain choices using an art vocabulary. I can experiment with paste resist (batik). I can use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. I can develop my skills in stitching, cutting and joining. 	<ul style="list-style-type: none"> I can join fabrics in different ways, including stitching I can use different grades and uses of threads and needles. I can extend my work using a specified technique. I can experiment with using batik safely. 	<ul style="list-style-type: none"> I can select different materials for their specific purpose. I can confidently join fabrics in different ways, including stitching. I can use different grades and uses of threads and needles. I can extend my work using a specified technique. I can use batik safely.
<i>Coverage and knowledge</i>	Ongoing	Making birds Term 5	Otti Berger Pattern Weaving (Term 6)	/	Plan and make Christmas' Stockings (Term 2)	Title (Term_)	Kite Building (Term 6)
<i>Vocabulary</i>	Materials Felt Wool Join	Materials Media Weaving Finger knitting Sewing Binca Thread Needle Sew Trim Glue Cut	Materials Media Weaving French knitting Tie-dyeing appliqué embroidery Fabric crayons Wax Oil resist Sewing Thread Needle Binca Thread Needle Sew Trim Stitch Knot	Materials printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. embroidery Fabric crayons Wax Oil resist Sewing Thread Needle Sew Trim Stitch Join Knot	Materials Tools printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Batik Paste resist embroidery Fabric crayons Wax Oil resist Sewing Trim Stitch Join Knot Refine Alter	Materials Tools printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Batik Paste resist embroidery Fabric crayons Wax Oil resist Sewing Trim Stitch Join Knot Refine Alter Specific techniques	Select Specific Materials Tools printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Batik Paste resist embroidery Fabric crayons Wax Oil resist Sewing Trim Stitch Join Knot Refine Alter Specific techniques