




## Progression of skills – Art

	<p><b>Curriculum intent:</b></p> <p>We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge.</p> <p>Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.</p>
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	ELGs	Nursery	Reception
Developing ideas	Early Learning Goal To safely use and explore a variety of materials, tools and techniques,	Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	
Drawing		<ul style="list-style-type: none"> <li>To enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>To use and begin to control a range of media.</li> <li>To draw on different surfaces and coloured paper.</li> </ul>	



	experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none"> <li>• To produce lines of different thickness and tone using a pencil.</li> <li>• To start to produce different patterns and textures from observations, imagination and illustrations.</li> </ul>
Painting		<ul style="list-style-type: none"> <li>• To enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</li> <li>• To recognise and name the primary colours being used.</li> <li>• To mix and match colours to different artefacts and objects.</li> <li>• To explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</li> </ul>
Sculpture		<ul style="list-style-type: none"> <li>• To enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.</li> <li>• To cut shapes using scissors and other modelling tools.</li> <li>• To build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials</li> </ul>
Printing		<ul style="list-style-type: none"> <li>• To enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.</li> <li>• To develop simple patterns by using objects.</li> <li>• To enjoy using stencils to create a picture.</li> </ul>
Texture pattern colour line and tone		<ul style="list-style-type: none"> <li>• To enjoy playing with and using a variety of textiles and fabric.</li> <li>• To decorate a piece of fabric. Show experience in simple stitch work.</li> <li>• To show experience in simple weaving: paper, twigs.</li> <li>• To show experience in fabric collage: layering fabric.</li> <li>• To use appropriate language to describe colours, media, equipment and textures.</li> </ul>
Responding to art		<ul style="list-style-type: none"> <li>• To look and talk about what they have produced, describing simple techniques and media used.</li> </ul>



	National Curriculum	Year 1 Van Gogh Picasso	Year 2 William Morris (designer_ Colour link to Mondrian, Rothko, Klee, Kandinsky Tone refers to Jackson Pollock
Developing ideas	KS1 pupils should be taught to use a range of materials creatively to design and make products.	Early sketch book work <ul style="list-style-type: none"> <li>To start to record simple media and explorations.</li> </ul>	Early sketch book work <ul style="list-style-type: none"> <li>To plan and develop simple ideas</li> <li>To build information on colour mixing, the colour wheel and colour spectrums</li> <li>To collect textures and patterns to inform other work</li> </ul>
Drawing	KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk <ul style="list-style-type: none"> <li>To begin to control the types of marks made with the range of media.</li> <li>To draw on different surfaces with a range of media.</li> <li>To develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>To draw lines/marks from observations.</li> <li>To demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>To understand tone through the use of different grades of pencils (HB, 2B, 4B)</li> </ul>
Painting	KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination.	Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. <ul style="list-style-type: none"> <li>To explore techniques such as lightening and darkening paint without the use of black or white.</li> <li>To begin to show control over the types of marks made.</li> <li>To paint on different surfaces with a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>To understand how to make tints using white and tones by adding black to make darker and lighter shades.</li> <li>To build confidence in mixing colour shades and tones.</li> </ul>



		<ul style="list-style-type: none"> <li>To name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the colour wheel and colour spectrums.</li> <li>To be able to mix all the secondary colours using primary colours confidently.</li> <li>To continue to control the types of marks made with the range of media.</li> <li>To use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</li> </ul>
SCULPTURE	KS1 pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination.	<ul style="list-style-type: none"> <li>To experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</li> <li>To shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</li> <li>To continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>To impress and apply simple decoration techniques, including painting.</li> <li>To use tools and equipment safely and in the correct way.</li> </ul>	<ul style="list-style-type: none"> <li>To use equipment and media with increasing confidence.</li> <li>To use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</li> <li>To explore carving as a form of 3D art.</li> </ul>
Printing	KS1 pupils should be taught to develop a wide range of art/design techniques using colour, pattern, texture, line, shape, form and space.	<ul style="list-style-type: none"> <li>To explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>To experience impressed printing: e.g. printing from objects.</li> <li>To use equipment and media correctly and be able to produce a clean printed image.</li> <li>To explore printing in relief: e.g. String and card.</li> <li>To begin to identify forms of printing: Books, posters pictures, fabrics.</li> <li>To use printmaking to create a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>To continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> <li>To demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>To use equipment and media correctly and be able to produce a clean printed image.</li> <li>To make simple marks on rollers and printing palettes</li> <li>To take simple prints i.e. mono - printing.</li> <li>To experiment with overprinting motifs and colour</li> </ul>



Textiles pattern colour line and tone	KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<ul style="list-style-type: none"> <li>To investigate textures by describing, naming, rubbing, copying.</li> <li>To produce an expanding range of patterns and textures.</li> <li>To begin to understand how colours can link to moods and feelings in art.</li> <li>To use printmaking to create a repeating pattern.</li> </ul>	<p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <ul style="list-style-type: none"> <li>To investigate textures and produce an expanding range of patterns.</li> <li>To use line and tone in different media to consider shape, shade, pattern and texture.</li> <li>To use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</li> <li>To express links between colour and emotion.</li> </ul>
Art through technology		<ul style="list-style-type: none"> <li>To take a self-portrait or a photograph.</li> <li>To use a simple computer paint program to create a picture</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>
Responding to art	KS1 pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.	<ul style="list-style-type: none"> <li>To look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</li> <li>To explore 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.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</li> <li>To express thoughts and feelings about a piece of art.</li> <li>To reflect and explain the successes and challenges in a piece of art created.</li> <li>To explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further</li> </ul>
Vocabulary		adhesive Carve Chalk Crayon Colours crumple dark	Applique Chalks clay Colouring contrast Dye Fabric



	dough environment fabric Felt tips fold Impressed print knead light man made natural overlap pattern Pencil Poster paint plasticine Primary colours Relief print Repeating rollers Secondary colours Shape Tools Tone Rubbings Roll weave	Fray fringe Irregular knot Malleable Man made Mod rock natural Oil pastels over printing overlap overlay pastel pencils Pencils plait Regular sculpture shades stitch surfaces texture tint Tools twist
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	National Curriculum	Year 3 Marquis Mills Converse Monet with links to other impressionists	Year 4 Andy Warhol Roy Lichtenstein Andy Goldsworthy Wade Koniakowsky Benday	Year 5 Lowry	Year 6 Salvador Dali Jen Stark Escher
Exploring	To create sketch books to record their observations and revisit ideas.	<ul style="list-style-type: none"> <li>To use a sketchbook to record media explorations and experimentations</li> <li>To try out ideas, plan colours and collect source material for future works</li> <li>To use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>To identify interesting aspects of objects as a starting point for work.</li> <li>To use a sketch book to express</li> </ul>	<ul style="list-style-type: none"> <li>To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>To express likes and dislikes through annotations</li> <li>To use a sketch book to adapt and improve original ideas</li> <li>To keep notes to indicate their intentions/purpose of a piece of work</li> </ul>	<ul style="list-style-type: none"> <li>To use sketchbooks Plan a sculpture through drawing and other preparatory work.</li> <li>To use the sketch book to plan how to join parts of the sculpture.</li> <li>To keep notes which consider how a piece of work may be developed further</li> <li>To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> </ul>	<ul style="list-style-type: none"> <li>To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.</li> <li>To use the sketch book to plan how to join parts of the sculpture.</li> <li>To annotate work in sketchbook.</li> </ul>

		<p>feelings about a subject</p> <ul style="list-style-type: none"> <li>To make notes in a sketch book about techniques used by artists</li> <li>To annotate ideas for improving their work through keeping notes in a sketch book</li> </ul>		<ul style="list-style-type: none"> <li>To adapt work as and when necessary and explain why.</li> </ul>	
Drawing	KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.	<ul style="list-style-type: none"> <li>To develop intricate patterns/ marks with a variety of media.</li> <li>To demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>To begin to indicate facial expressions in drawings</li> <li>To begin to show consideration in the choice of pencil grade they use</li> </ul>	<ul style="list-style-type: none"> <li>To develop intricate patterns using different grades of pencil and other implements to create lines and marks.</li> <li>To draw for a sustained period of time at an appropriate level.</li> <li>To experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>To have opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>To work in a sustained and independent way to create a detailed drawing.</li> <li>To develop a key element of their work: line, tone, pattern, texture.</li> <li>To use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>To start to develop their own style using tonal contrast and mixed media.</li> <li>To have opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>To work in a sustained and independent way to develop their own style of drawing.</li> <li>To develop this style may be through the development of: line, tone, pattern, texture.</li> <li>To draw for a sustained period of time over a number of sessions working on one piece.</li> <li>To use different techniques for different purposes i.e. shading,</li> </ul>

			<p>develop further drawings featuring the third dimension and perspective.</p> <ul style="list-style-type: none"> <li>• To further develop drawing a range of tones, lines using a pencil.</li> <li>• To include in their drawing a range of technique and begin to understand why they best suit.</li> <li>• To begin to show awareness of representing texture through the choice of marks and lines made</li> <li>• To attempt to show reflections in a drawing</li> <li>• To begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</li> </ul>	<p>develop further simple perspective in their work using a single focal point and horizon.</p> <ul style="list-style-type: none"> <li>• To begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>• To use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>• To develop close observation skills using a variety of view finders.</li> </ul>	<p>hatching within their own work, understanding which works well in their work and why.</p> <ul style="list-style-type: none"> <li>• To develop their own style using tonal contrast and mixed media</li> <li>• To have opportunities to develop further simple perspective in their work using a single focal point and horizon</li> <li>• To develop an awareness of composition, scale and proportion in their paintings</li> </ul>
Painting	KS2 Pupils should be taught to improve their	<ul style="list-style-type: none"> <li>• To use a range of brushes to demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• To confidently control the types of marks made and</li> </ul>	<ul style="list-style-type: none"> <li>• To confidently control the types of marks made</li> </ul>	<ul style="list-style-type: none"> <li>• To work in a sustained and independent way</li> </ul>



	<p>mastery of art and design techniques, including painting with a range of materials.</p>	<p>increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>• To use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</li> <li>• To become increasingly confident in creating different effects and textures with paint according to what they need for the task.</li> <li>• To understand how to create a background using a wash</li> </ul>	<p>experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>• To start to develop a painting from a drawing.</li> <li>• To begin to choose appropriate media to work with.</li> <li>• To use light and dark within painting and show understanding of complimentary colours.</li> <li>• To mix colour, shades and tones with increasing confidence.</li> <li>• To work in the style of a selected artist (not copying).</li> </ul>	<p>and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>• To mix and match colours to create atmosphere and light effects.</li> <li>• To mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• To start to develop their own style using tonal contrast and mixed media.</li> </ul>	<p>to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <ul style="list-style-type: none"> <li>• To purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• To mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• To understand which works well in their work and why.</li> </ul>
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Sculpture	KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.	<ul style="list-style-type: none"> <li>To use equipment and media with confidence.</li> <li>To begin to show an awareness of objects having a third dimension and perspective.</li> <li>To learn to secure work to continue at a later date.</li> <li>To join two parts successfully.</li> <li>To construct a simple base for extending and modelling other shapes.</li> <li>To use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</li> <li>To produce more intricate surface patterns/ textures and use them</li> </ul> <p>when appropriate.</p>	<ul style="list-style-type: none"> <li>To work in a safe, organised way, caring for equipment.</li> <li>To secure work to continue at a later date.</li> <li>To make a slip to join to pieces of clay.</li> <li>To decorate, coil, and produce marquettes confidently when necessarily.</li> <li>To use recycled, natural and man-made materials to create sculptures.</li> <li>To adapt work as and when necessary and explain why.</li> <li>To gain more confidence in carving as a form of 3D art.</li> <li>To use language appropriate to skill and technique.</li> <li>To demonstrate awareness in environmental</li> </ul>	<ul style="list-style-type: none"> <li>To work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>To gain experience in model ling over an armature: newspaper frame for modroc.</li> <li>To use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</li> <li>To show increasing confidence to carve a simple form.</li> <li>To use language appropriate to skill and t create sculptures, confidently and successfully joining.</li> </ul>	<ul style="list-style-type: none"> <li>To work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>To model and develop work through a combination of pinch, slab, and coil.</li> <li>To work around armatures or over constructed foundations.</li> <li>To demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</li> <li>To demonstrate experience in relief and freestanding work using a range of media.</li> <li>To recognise sculptural forms in the environment:</li> </ul>
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		<ul style="list-style-type: none"> <li>To produce larger ware using pinch/ slab/ coil techniques.</li> <li>To continue to explore carving as a form of 3D art.</li> <li>To use language appropriate to skill and technique.</li> </ul>	<p>sculpture and found object art.</p> <ul style="list-style-type: none"> <li>To show awareness of the effect of time upon sculptures</li> </ul>	<ul style="list-style-type: none"> <li>To show increasing confidence to carve a simple form.</li> <li>To use language appropriate to skill and technique.</li> </ul>	<p>Furniture, buildings.</p> <ul style="list-style-type: none"> <li>To confidently carve a simple form.</li> <li>To solve problems as they occur.</li> <li>To use language appropriate to skill and technique.</li> </ul>
Printing	KS2 Pupils should be taught to improve their mastery of art/ design techniques, including drawing and painting with a range of materials.	<ul style="list-style-type: none"> <li>To print simple pictures using different printing techniques.</li> <li>To continue to explore both monoprinting and relief printing.</li> <li>To demonstrate experience in 3 colour printing.</li> <li>To demonstrate experience in combining prints taken from different objects to produce an end piece.</li> </ul>	<ul style="list-style-type: none"> <li>To increase awareness of mono and relief printing.</li> <li>To demonstrate experience in fabric printing.</li> <li>To expand experience in 3 colour printing.</li> <li>To continue to experience in combining prints taken from different objects to produce an end piece.</li> <li>To create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>To use tools in a safe way. Continue to gain experience in overlaying colours.</li> <li>To start to overlay prints with other media.</li> <li>To use print as a starting point to embroidery. Show experience in a range of mono print techniques</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate experience in a range of printmaking techniques.</li> <li>To describe techniques and processes</li> <li>To adapt their work according to their views and describe how they might develop it further.</li> <li>To develop their own style using tonal contrast and mixed media.</li> </ul>
Texture pattern colour line and tone	KS2 Pupils should be taught to improve their mastery of art and design techniques	<ul style="list-style-type: none"> <li>To create textures and patterns with a wide range of drawing implements.</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with different grades of pencil and other implements to</li> </ul>	<ul style="list-style-type: none"> <li>To included tones and tints, light and shade becoming increasingly subtle as understanding</li> </ul>	<ul style="list-style-type: none"> <li>To consider the use of colour for mood and atmosphere</li> </ul>

	with a range of materials.	<ul style="list-style-type: none"> <li>To create textures and patterns with a wide range of drawing implements.</li> <li>To create art works from natural materials to show an awareness of different viewpoints of the same object.</li> </ul>	<p>achieve variations in tone.</p> <ul style="list-style-type: none"> <li>To use complimentary and contrasting colours for effect</li> </ul>	and skill in using the techniques develops.	
Art through technology		<ul style="list-style-type: none"> <li>To use printed images taken with a digital camera and combine them with other media to produce art work</li> <li>To use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</li> <li>To take photographs and explain their creative vision</li> </ul>	<ul style="list-style-type: none"> <li>To create a piece of art which includes integrating a digital image they have taken.</li> <li>To take a photo from an unusual or thought-provoking viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>To scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</li> <li>To compose a photo with thought for textural qualities, light and shade.</li> </ul>	<ul style="list-style-type: none"> <li>To have opportunity to explore modern and traditional artists using ICT and other resources.</li> <li>To combine a selection of images using digital technology considering colour, size and rotation.</li> </ul>
Responding to art	KS2 pupils should be taught about great artists,	<ul style="list-style-type: none"> <li>To continue to explore the work of a range of artists, craft</li> </ul>	<ul style="list-style-type: none"> <li>To discuss and review own and others work, expressing</li> </ul>	<ul style="list-style-type: none"> <li>To recognise the art of key artists and begin to place them in key</li> </ul>	<ul style="list-style-type: none"> <li>To discuss and review own and others work, expressing</li> </ul>



	architects and designers in history.	makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work <ul style="list-style-type: none"><li>To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li><li>To respond to art from other cultures and other periods of time.</li></ul>	thoughts and feelings, and identify modifications/ changes and see how they can be developed further. <ul style="list-style-type: none"><li>To begin to explore a range of great artists, architects and designers in history.</li></ul>	movements or historical events. <ul style="list-style-type: none"><li>To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</li><li>To explore a range of great artists, architects and designers in history.</li><li>To compare the style of different styles and approaches.</li></ul>	thoughts and feelings explaining their views. <ul style="list-style-type: none"><li>To identify artists who have worked in a similar way to their own work.</li><li>To explore a range of great Artists, architects and designers in history.</li></ul>
Vocabulary		blending Charcoal collage Cross hatch Dip dye Dotting Dye Environmental	Acrylic Back stitch Chain stitch Chalk Clay Collage Construct Cross stitch	Mixing Model Observation Oil pastels Overlays Pencil Perspective Sculpture	Chalk Collage collage Composition Contrast Emotion Fabric Ink



	Grades Hue Implements Impressed Manmade Mono print Natural Oil pastel Over stitch Overlapping Pressprint Primary Relief Repeating Running stitch Scratching Secondary Shades Splashing Tertiary Texture Tints Tone	Embellish Fineliners Form Fresco Implements Impressed print Malleable Marbelling Model Overlays Pastels Pattern Pencils Rigid Running stitch Shades Shape Stitched Texture Third dimension Tints Tones Wash Watercolour	Shape Textiles Texture Tools Wire Mixing Model Observation Oil pastels Overlays Pencil Perspective Sculpture Shape Textiles Texture Tools Wire	Ink Light Mixed media Mood Observation Paint Paint Pastels Pattern texture Patterns Print Proportion Scale Screen print Shades Textures Tints Tonal Tones Watercolour Wet media
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