

## Art and Design at St Margaret's

Our art and design curriculum at St. Margaret's is used as a vehicle for creativity, exploration and personal expression. We aim to deliver a progressive, varied and high-quality art and design skills-based programme. In doing this we equip our children with the knowledge and experience to experiment, invent and produce their own works of art, craft and design and thus develop their arts capital through the enjoyment of art. Our ultimate aim is to help our children gain knowledge and skills not only through engaging classroom experiences, but also through enriching educational visits/visitors.

### Our Curriculum

Art is taught through carefully planned units across the academic year. Each unit is thoughtfully sequenced to help children develop a deep understanding of artists, art movements and styles. Where possible, meaningful connections with other subjects have been established to enrich learning in a cross-curricular approach. The structure and frequency of lessons within each unit may vary to best support the acquisition of knowledge and skills—for example, a unit might be delivered through a series of shorter lessons spread over several weeks, or through longer, more intensive sessions over a shorter period.

Retrieval tasks are used in art to strengthen long-term memory of artists, styles, and concepts, which provide a foundation for new knowledge. Each lesson includes a retrieval task which encourages pupils to actively recall information through activities like drawing previously studied concepts or discussing artists or artistic styles. Through these, students improve retention and understanding whilst also building students' confidence and metacognitive awareness by allowing them to monitor their own learning progress.

### Extra Curriculum

In addition to our curriculum, we deliver an annual Arts Week. This usually takes place during the Summer Term, during which the school dedicates a whole week to the arts in which art-based activities are planned around a theme. The theme changes each year (often linked to local/national events occurring at the time) and many different art activities and experiences are on offer within school. Professional artists are invited in to deliver workshops with the children, sometimes a visit to an art gallery or exhibition might be involved.

### EYFS and 'Understanding the World'

In Reception, children explore art and design through practical, hands-on experiences that build curiosity, confidence, and early creative skills. Through the EYFS area of Expressive Arts and Design, pupils experiment with a wide range of colours, textures, and materials. Reception focus on Henri Matisse's 'The Snail' and explore colour, shape, and collage by creating their own cut-paper compositions inspired by Matisse's bold, playful style. Art in Reception is rooted in play, exploration, and enjoyment, laying the foundations for the more structured skills and techniques they will encounter as they move through the school.

### Sequencing: Our journey through Art and Design in KS1 and KS2

Medium Term planning has been put in place by the Art and Design Co-ordinator. The planning ensures continuity with progression of skills within and across the key stages. This is in line with the long-term plan for the school. Class teachers work together to organise short-term planning which can be taught in blocks or on a weekly basis. Where possible, units link to a range of historical and living artists with local links/relevance.

At St Margaret's, the art and design curriculum is a rich and progressive journey that nurtures creativity, cultural awareness, and technical skill from Year 1 through to Year 6. Each year builds upon the last, offering pupils opportunities to explore a wide range of artistic media, styles, and historical contexts.

In Year 1, children begin with a focus on portraits, drawing inspiration from Van Gogh, Modigliani, and Derek Russell. Later in the year, they explore local sculptures such as Anthony Gormley's *The Angel of the North*, Fenwick Lawson's *The Journey*, and Durham Cathedral's *Sanctuary Knecker*. The summer term introduces environmental printing and collage, with artistic influences from William Morris and Cath Kidston.

Year 2 continues the development of printing and sculpture through animal patchwork prints and 3D clay models. Pupils study Tom Claassen and the Pitmen Painters, connecting art with local heritage. Drawing and painting are explored through the works of LS Lowry and Norman Cornish, while the seascapes topic in the summer term provides a platform for collage and textiles inspired by Hokusai, Homer, Turner, and Monet.

In Year 3, pupils delve into prehistoric art with Stone Age cave drawings and Iron Age labyrinth patterns, exploring drawing, painting, and collage. Catherine Anderson's labyrinth art provides a contemporary link. Architectural sculpture becomes the focus in spring, with studies of local landmarks like *The Sage* and other Norman Foster buildings such as *The Gherkin*. The year concludes with Ancient Egyptian patterns and prints, deepening pupils' understanding of historical art forms.

Year 4 begins with 3D animal collages, inspired by artists such as Robert Jefferson, Travis Pond, Gilles Cenazandotti, and Nick Mackman. Pupils then explore famous Italian masterpieces through drawing and painting, studying Leonardo da Vinci, Giotto, and Michelangelo. The summer term introduces Mayan art, adapted from the Year 5 curriculum, with a focus on drawing and printing.

In Year 5, the curriculum explores medieval patterns through clay work, inspired by the Lindisfarne Gospels and Norse art. Observational drawing and painting of flowers link with literacy and science, guided by the work of Georgia O'Keeffe. This year, pupils will continue to focus on portraits and printing, as part of a special theme for the 2025–2026 academic year. The Year 2026-2027 will have a different focus (yet to be decided).

Finally, Year 6 offers a global perspective with Japanese art, including Ukiyo-e paintings, prints, and manga styles, inspired by Hokusai. Pupils then engage in kitbashing sculpture projects with a robot theme, linking with design and technology and drawing influence from Henry Moore. The year concludes with forest landscapes, where pupils use sketching, watercolour painting, and textiles to create collages inspired by Henri Rousseau and local artists Jenny Ulyatt and Sarah Hill.

## Our long Term Plan:

Year	Autumn	Spring	Summer
1	<u>Local Sculptures – Angel of the North, The Journey, Durham Cathedral, Sanctuary Klocker</u>  Drawing and Sculpture  <u>Artists</u> – Anthony Gormley, Fenwick Lawson	<u>Portraits – self and others</u>  Painting and Drawing  <u>Artists</u> – Van Gogh, Modigliani, Derek Russell_	<u>Environmental Printing and Collage –</u>  Printing and Collage  Artists – William Morris and Cath Kidston
2	<u>Animal Patchwork Prints – science link/3D Modroc animals</u>  Printing and sculpture  Artist – Tom Claassen	<u>Local artists – Pitmen painters</u>  Drawing and painting  Artists- LS Lowry and Norman Cornish	<u>Seascapes – compare different artists, different techniques and create collage inspired by favourite artist</u>  Collage and Textiles  Artists - Hokusai, Homer, Turner, Monet
3	<u>Stone Age Cave Drawings and Paintings and Iron Age Labyrinth Patterns/Collages</u>  Drawing, painting, collage  <u>Artists</u> – Catherine Anderson (Labyrinth art)	<u>Architectural Sculpture - famous local landmarks – The Sage, The Gerkin</u>  Sculpture and drawing  Artist – Norman Foster	<u>Ancient Egyptian Patterns and Prints</u>  Printing
4	<u>3D Animal collages</u>  Sculpture and Collage  Artists – Robert Jefferson Travis Pond, Gilles Cenazandotti, Nick Mackman	<u>Famous Italian Masterpieces</u>  Drawing and Painting  Artists – Leonardo Da Vinci, Giotto, Michelangelo	<u>Mayan Art –From year 5 - adapt of required</u>  Drawing and printing
5	<u>Medieval Patterns – The Lindisfarne Gospels and Norse Art</u> 3D - Clay	<u>Linked with literacy/Science - Observational drawing and Painting of flowers</u>  Drawing and Painting  Artist – Georgia O’Keefe_	<u>Mayan Art – Portraits and Printing</u>  Drawing and Printing  (2025-2026 only then change next year)
6	<u>Japanese Art (Ukiyo-e paintings and prints and Manga Art)</u>  Painting and Printing  Artist – Hokusai and art styles of Ukiyo-e and manga_	<u>Kitbashing sculptures – robot theme (link with DT theme of toys)</u>  Drawing and 3D  Artist – Henry Moore	<u>Forest Landscapes</u> Sketching, Water colour painting and textiles (collage)  Artists - Jenny Ulyatt, Sarah Hill and Henri Rousseau_

## Monitoring and Assessment

Monitoring is carried out regularly and can be seen in many different forms. We carry out pupil voice every year alongside analysis of children's work which includes various evidence sources. Each child has an art progression portfolio which records their drawing skills once a term. In the Autumn Term the children do a memory drawing of a self-portrait, in the Spring Term they do an observational drawing of a daffodil and in the Summer Term they do an abstract piece titled "What is Summer?". These drawings are repeated each year so that by the end of Key Stage 2, the work in the folders show how each child's artistic skills have progressed during their time at St. Margaret's.

Assessment forms part of the planning process and is clearly linked to intended learning objectives and outcomes for art attainment targets. Each pupil has a sketch book which is used as a working document, to show continuity and progression throughout the school, alongside larger project work. Not every piece of work is formally assessed however, work is dated and labelled with a learning intention. A variety of marking is used and includes work that is teacher, peer and self-marked.

## Skills Progression - PRINTING.

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Finger, hand and foot prints, simple mono prints, printing with found objects.	Press prints, found object prints, mono prints (positive and negative)	Press prints, found object prints. (1 colour repeat, random, organised)	Block prints, pattern, mono prints (over own work or other stimuli)	Block prints, 2 colour, mono print adding texture by drawing into.	Screen printing e.g torn paper stencils. String and block printing developed from drawings.	Screen printing- developed from drawings. Mono prints employing different techniques learnt.
Skills	<i>Use ready mix paint to explore initial printing techniques using found objects, fingers, hands and feet.</i>	<i>Transferring drawing or image onto press print.  Explore styles and types of printing using a variety of shapes and texture.</i>	<i>In addition to creating line images within press printing, show texture by using dots, crosses and lines.  Repeat printing in one colour either organised or randomly.</i>	<i>Make own printing block. Re-create own or others work on Perspex over original and take mono-print.</i>	<i>Create 2 colour patterns, looking at different ways to place the print and create texture.  Extend mono-print experience by adding texture.</i>	<i>Learning how to screen print, using torn paper stencils.  Adapt own drawing to create a string or block version.</i>	<i>Using ideas taken from own drawing to create a screen print.  Employ different mono-printing techniques learnt.</i>
Suggested tools and equipment.	Thick ready mix paint, found objects, plastic trays or sheets, absorbent surface.	Found objects, poly-tiles, thick and thin ready mix paint. Plastic trays or sheets.	Found objects, poly-tiles, thick and thin ready mix paint. Plastic trays or sheets. Inks.	Perspex, paint, potatoes, string, materials, card etc.	Materials to create own block prints. Printing ink, ready mix paint.	Screen printing equipment. Materials to create string and block prints.	Screen printing equipment. Materials to create a range of mono-prints, lino prints.
Application	Initial exploration of objects, paint and techniques.	Using objects and fingers to explore printing lines/ shapes.	Exploring with repeat printing.	Creating own designs using various objects/ materials and use these to explore printing.	Create own designs, making them more complex.	Be independent and inventive when exploring printing techniques.	Independently select appropriate tools to develop ideas.
Developing responses.	Discussion of own work.	Discuss objects used within own work and positive response to friends work.. Discuss techniques used.	Ask and answer questions about starting points e.g whether particular objects/ textures will print effectively. Predict.	Make connections between their own work and real life observations/ similarities e.g. wallpaper, paper bags.	Create printing techniques with particular attention to detail. Discuss possible improvements.	Have the confidence to take an original idea and change/ adapt it to develop it further.	To show some understanding of how work is affected by the technique and texture used.
KEY VOCAB.	<b>Like, dislike, because.</b>	<b>Impression, Mono-Print.</b>	<b>Random. Organised. Repeat. Infilling.</b>	<b>Create, design, Perspex, mono-print.</b>	<b>Detail, improvement, technique.</b>	<b>Original, change, adapt, develop, stencil.</b>	<b>Technique, texture, independent, select.</b>

## Skills Progression – TEXTILES

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Exploring a range of fabrics and textiles.	Develop combining thread and materials and introduce tie dying.	Continue to develop combining thread and materials. Look at textiles as inspiration for own work.	Introduction to putting pattern onto fabric and weaving/ plaiting.	Develop additional methods of putting pattern onto fabric.  Using a structure to hold weaving.	Weaving; working within given limitations e.g. colour/ texture.	Soft sculptures and appliqué.
Skills	<i>Combine thread and material in a variety of ways.</i>	<i>Developing stitches. Methods of tying.</i>	<i>Develop accuracy of stitching.</i>	<i>Using fabric paints and block printing skills to print onto fabric.</i>  <i>'Under/ over' movement for weaving.</i>	<i>Exploring methods of pattern making on fabric.</i>  <i>Weaving within a frame.</i>	<i>Develop weaving skills with further accuracy.</i>  <i>Selecting appropriate materials and equipment.</i>	<i>Using sewing skills to attach fabrics together. Develop ideas and create from initial drawings.</i>
Suggested tools and equipment.	Various fabrics and textiles, threads, blunt needles.	Dyes, fabric, blunt needles, buckets.	Fabric, blunt needles, scissors.	Materials for printing, fabric paints, fabric, thick thread, wool, string	Printing blocks, found materials, paints and trays.  Frames e.g polystyrene trays/ card. Thick wool, rags.	Variety of fabric, materials and equipment. (frames etc.) for weaving.	Fabrics and various materials, e.g. sequins, net. Wadding, stuffing, scissors, needles, if possible - sewing machine.
Application	Exploring and experimenting by wrapping, tying, altering the appearance etc.	Explore methods of tying and the resulting patterns.	Use previous experience of stitching to develop further accuracy and neatness.	Print on fabric. Create a woven/ plaited article using basic weaving/ plaiting skills.	Print on fabric. Create weaving using a frame. Improved dexterity.	Create own piece of woven work with specific focus.	From initial sketch or drawing create a soft sculpture or appliqués with independent selection of tools and equipment.
Developing responses.	Discussion of own work.	Discuss outcomes of dying, own and others work.	Responding to examples of textiles that they have seen.	Evaluating outcome of work and explaining reasons for choice of fabric etc.	Compare ideas, methods and approaches in their own and others work. Discuss possible improvements.	To adapt their work, discussing how they might develop it further.	To discuss how materials selected recreate their drawing/ sketch. To evaluate own work.
KEY VOCAB.	<b>Join, wrap, stitch, tie, pull, stretch, rip.</b>	<b>Tie, dye, wrap, tight, loose.</b>	<b>Pattern, rough, smooth, woven, stiff, floppy, shiny, sparkly, thick, flimsy.</b>	<b>Print, transfer, weave, plait, woven, fabric,</b>	<b>Print, frame, weave, woven,</b>	<b>Select, independent, create, focus, specific.</b>	<b>Evaluate, recreate, appliqué, sculpture.</b>

## Skills Progression – 3D

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Properties of their work and viewpoints (difference between 2D/ 3D )	Properties of their work and viewpoints. Surface decoration.	Papier mache, form and surface texture.	Form, technique in joining component parts. Painting pattern onto 3D object.	Plaster casting.  Clay.	Space. Diorama. 3D work inspired by another culture.	Plaster bandage (mod-roc) work.  Create bas relief (to build up from a flat base e.g mask)
Skills	<b>Confidence in handling modelling materials.</b>  <b>Discuss and explain difference between 2D/3D.</b>	<b>Increased confidence in handling modelling materials.</b>  <b>Develop understanding and awareness of the difference between 2D/3D.</b>	<b>Manual dexterity.</b> <b>Confidence to explore different modelling materials.</b>	<b>Understanding methods of joining component parts.</b>  <b>Painting onto 3D objects, selecting appropriate paint types.</b>	<b>Learn how to plaster cast.</b>  <b>Become more sophisticated in using clay.</b>	<b>Applying all previous skills learnt but including awareness of space and perspective.</b>	<b>Start from flat base, created from initial drawing. Build up using mod-roc, papier mache.</b>  <b>Using hands to mould and model without tools.</b>
Suggested tools and equipment.	Modelling materials- salt dough, clay, papier mache	Modelling materials. Materials for surface decoration.	Newspaper, paste, clay, clay tools, modelling tools, found materials to create surface texture.	Clay.  Found materials.	Plaster, casts, clay.	Box (diorama) Papier mache, clay, modelling materials and equipment.	Mod-roc, papier mache.
Application	To explore and discuss properties.	Consider adding surface decoration when creating a 3D model/ sculpture.	To use found/ provided materials to create surface texture.  Explore some form of working with papier mache (not balloon work)	Model making. Focus on joining component parts.  Selecting appropriate paint types e.g. will it need to be mixed with PVA glue?	To put into practise new skills.  Become more adventurous and confident with clay.	To consolidate previous skills in creating 3D work.	Using hands to mould and create 3D image from a flat starting point.
Developing responses.	Responding to whether materials can be twisted, rolled, bent, wet, joined, squeezed etc.	Discussion of own and positive response to friends work. Discuss materials used.	Ask and answer questions in relation to starting points e.g. selected tools, texture etc.	Discussing techniques used. Which were successful? Which other techniques would be appropriate?	Compare ideas and discuss possible improvements.	To adapt their work according to their views and consider how they might develop it further.	To show some understanding of how work is affected by the medium used. Evaluate own work.
KEY VOCAB.	<b>Twist, roll, bend, wet, dry, join, squeeze.</b>	<b>Add, surface, decoration, 2D/3D difference.</b>	<b>Papier mache, surface, texture, selection.</b>	<b>Technique, component parts, joining.</b>	<b>Plaster, cast.</b>	<b>Hang, overlap, layer, perspective, space, diorama.</b>	<b>Mould, bas relief, mod-roc.</b>

## Skills Progression - PAINTING.

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Colour.  2 primaries.	Colour.  Primary/ secondary shades of colour.	Colour revision texture in paint.	Colour.  Warm and cool.	Colour.  How they work together.	Colour.  Symbolism (mood)	Choice of painting media.
<i>Skills  (Training in the use of a palette across Key Stages)</i>	<i>Experimenting with 2 primary colours, finding different shades.</i>	<i>Recognise and name primary and secondary colours. Mix the above through experimentation and in a structured lesson. Making paint lighter and darker.</i>	<i>Revision of Step 2 work and extend by asking children to match these to real life objects.</i>	<i>Working with a range of shades linking colour and mood.e.g warm colours/ cool colours.</i>	<i>The use of colour created by illusion. e.g pointillism using dots of selected colour. Also building on Step 4.</i>	<i>Investigating and associating colours with feelings and moods. Using complementary and harmonising colours. Look at the effect that colours have on each other.</i>	<i>Choose appropriate colours, media and equipment for a given brief.</i>
Suggested tools and equipment.	Finger paint/ ready mix/ powder paint. Limited range of brushes.e.g thick/thin.  Fingers.  Range of papers.	Finger paints, ready mix, large poster blocks and powder paint.	Finger paints, ready mix, large poster blocks and powder paint.	Ready mix paint, mixed with PVA, powder paint, large water colour tins, inks.	Ready mix paint, mixed with PVA, powder paint, large water colour tins, inks.	Ready mix paint, mixed with PVA, powder paint, large water colour tins, inks. Tubed water colours.	Ready mix paint, mixed with PVA, powder paint, large water colour tins, inks. Tubed water colours. Wide range of paper and tools.
Application	Mixing thick and thin. Wet brush/ dry brush. Wet paper/ dry paper.	Mixing thick and thin. Wet brush/ dry brush. Wet paper/ dry paper. Use range of tools to apply paint.	Mixing thick and thin. Wet brush/ dry brush. Wet paper/ dry paper. Use range of tools to apply paint. All with increased confidence and independence.	Mixing thick and thin. Wet brush/ dry brush. Wet paper/ dry paper. Select and use from a wider range of tools to apply paint.	Improved control and appropriate selection of tools and equipment. Using textured paints.	Independent selection of tools and equipment. Use paint in a focussed way e.g large areas first, working lighter to darker colours.	Independent selection of tools and equipment. Use paint in a focussed way e.g large areas first, working lighter to darker colours. Develop perspective drawing and awareness of receding tones.
Developing responses.	Discussion of own work.	Discussion of own and positive response to friends work. Discuss colours used.	Ask and answer questions about starting points e.g famous artists, for their work, and develop their ideas.	Discussion of own and others work, comparing to famous artists and peers.	Compare ideas, methods and approaches in their own and others work and say what they think and feel	To adapt their work according to their views and describe how they might develop it further.	To show some understanding of how work is affected by the medium used and what



					about them. Discuss possible improvements.		the artist set out to achieve.
KEY VOCAB.	LIKE, DISLIKE, BECAUSE...	Colour names. Primary colour names.	Colour names. Primary colour names. Texture, colour, line, shades. Similar, different.	Brush mark? Consistency. Apply. Texture vocab. Effectiveness of colour and mood. Reason with skills.	Tone, shadow, pointillism, technique, illusion, improvement. Contrasting colours. .	Adapt, develop, foreground, background, scale, brilliant, glowing, dark, faded, expressive.	Perspective, viewpoint, receding tones.

## Skills Progression – DRAWING.

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Mark making, blending and rubbing.	Observational drawing.  Tone, blending and rubbing.	Objects need to overlap. Understand space, sketching from more than one angle.	Foreground and background, shading with different types of pencil.	Build on previous skills, using a variety of media.	Portraits and figure work. Sketches of action figures and parts of body.	Close and more detailed observational drawings from different views.
Skills	<i>Using ends, sides, pressing lightly, pressing hard, making thin and thick lines.</i>	<i>Draw overall shape and show some detail within. Shading.</i>	<i>To record, from observation, more than one object from still life, to include overlapping.</i>	<i>Select and use different pencil types appropriately for shading.</i>  <i>Understand depth, foreground, background and middle distance.</i>	<i>Review, reinforce and explore techniques.</i>	<i>Extend all previous skills.</i>	<i>Use a viewfinder for observational drawing, introduce technique of perspective.</i>
Suggested tools and equipment.	Thick and thin wax crayons, oil pastels, chalk, chalk pastels and charcoal and a range of paper.	Thick and thin wax crayons, oil pastels, chalk, chalk pastels and charcoal, felt pen, pencil and a range of paper.	Thick and thin wax crayons, oil pastels, chalk, chalk pastels and charcoal, felt pen, range of pencil types.	Thick and thin wax crayons, oil pastels, chalk, chalk pastels and charcoal, felt pen, range of pencil types, watercolour pencils.	Thick and thin wax crayons, oil pastels, chalk, chalk pastels and charcoal, felt pen, range of pencil types, watercolour.	Thick and thin wax crayons, oil pastels, chalk, chalk pastels and charcoal, felt pen, range of pencil types, watercolour.	Thick and thin wax crayons, oil pastels, chalk, chalk pastels and charcoal, felt pen, range of pencil types, watercolour, inks.
Application	Comparing types of crayon, comparing crayon on different types of paper/ surface.	Tonal work, highlights and shadows. Record details of observations.	Line and shape, highlights and shadows, rubbing.	Improved control, appropriate selection of medium.	Improved control, appropriate selection of medium.	Developing ideas from drawings into one or more mediums.	Identifying close and specific detail.
Developing Responses.	Discussion of own work.	Discussion of own and positive response to friends work.. Discuss techniques used.	Make connections between their own work and that of other artists e.g Cezanne.	Portray observations accurately and sensitively.	Review and change work if necessary to develop ideas.	Extend their knowledge of the work of other artists to enhance their own imagination and inventiveness.	Develop own style and compare with other artists and peers.
KEY VOCAB.	<b>Like, dislike, because, blend, smudge, rub.</b>	<b>Observation, outline, shade, shadows.</b>	<b>Highlight, shadow, overlapping, angle.</b>	Foreground, background, middle distance, depth.	<b>See previous steps.</b>	<b>See previous steps.</b>	<b>See previous steps.</b>

## Skills Progression – COLLAGE and MIXED MEDIA

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus	Paper / collage.  Use of found materials. Working with 2 or 3 media.	Paper collage.  Colour mixing.  Mixed media.  Found materials.  Working as a group.	Collage onto background. Space and depth.  Mixed media.	Space and composition. Use different media for foreground and background.	Tone and texture within collage.  Specific use of paper- select for texture and tone. Colour own paper for use within work.  Mixed media collage.	Interpreting paintings in mixed media.  Collage and tone.	Colour and pattern.  Complimentary/contrast  Mixed media collage.
Skills	<i>Cutting and tearing, selecting from a range provided. Using glue/ paste to attach to base. Using 2 or 3 media on the same piece of work.</i>	<i>Crushing and tearing, selecting from a range provided. Selecting appropriate types and shapes of paper. Overlapping media. Using glue/ paste to attach to base. Using 2 or 3 media on the same piece of work.</i>	<i>Develop an understanding of space using backgrounds with overlapping objects, collaged on top.</i>	<i>Selective effective media to emphasise foreground and background appropriately within work.</i>  <i>Select mixed media to create a picture in a pleasing way.</i>	<i>Colouring the paper the required colour.</i>  <i>Selecting from paper range provided for texture, tone or to adapt for use within own work.</i>	<i>Consider using fabrics and thinking about texture as well as line within portraits.</i>  <i>Use newspaper to show tone in representation of own drawing.</i>  <i>Represent themselves within collage.</i>	<i>To recognise complimentary, harmonising or clashing colours.</i>  <i>Paper cutting follows a specific pattern as well, e.g. zig-zag, curves.</i>  <i>To space out or overlap to create interesting visual effect.</i>
Suggested tools and equipment.	Wide range of textures and colour.  Base canvas (paper/ card etc)  Scissors, sand, paint, crayons, glue, paste. Various types of paper.	Wide range of textures and colour.  Base canvas (paper/ card etc)  Scissors, glue, paste, paint, sand, crayons.  Various types of paper.	Wide range of textures and colour.  Base canvas (paper/ card etc)  Scissors, glue, paste, paint, sand, crayons.  Various types of paper.	Wide range of textures and colour.  Base canvas (paper/ card etc)  Scissors, glue, paste, paint, sand, crayons.  Various types of paper. Found materials.	Range of textured and coloured paper.  Wide range of textures and colour.  Base canvas (paper/ card etc)  Scissors, glue, paste, paint, sand, crayons.  Various types of paper. Found materials.	Range of textured and coloured paper.  Wide range of textures and colour.  Base canvas (paper/ card etc)  Scissors, glue, paste, paint, sand, crayons.  Various types of paper. Found materials.  Newspaper.	Range of textured and coloured paper.  Wide range of textures and colour.  Base canvas (paper/ card etc)  Scissors, glue, paste, paint, sand, crayons.  Various types of paper. Found materials.  Newspaper.
Application	To explore by tearing and cutting and attaching to base canvas.	To create 2D/3D work with 2 or 3 media by crushing, tearing, selecting, overlapping papers/ plastic films.	Create own background for collaged work.	Create background and foreground using mixed media. Match appropriate found materials to the scene being created.	To adapt paper by colouring to suit work being undertaken.	Choosing appropriate materials for collage.	Select appropriate media for use within collage depicting complimentary, harmonising or clashing colours.
Developing responses.	To discuss own work.	Discussion of own and positive response to friends work. Discuss media used.	Ask and answer questions about starting points.	Discussion of own and others work. Particularly in relation to materials selected and their relevance to their work.	Encourage the use of specific vocabulary when talking about their own work.	To adapt their work according to their views and describe how they might develop it further.	To show some understanding of how work is affected by the medium used and what the artist set out to achieve.
KEY VOCAB.	Tear, cut, stick, choose, attach. Collage.	2D/ 3D crush, tear, cut, overlap, colour change.	Background, foreground,	Relevant, foreground background, texture, appropriate.	Tone, texture, adapt, alter, range.	Tone, texture, portrait, appropriate.	Complimentary, harmonising, clashing.