

The Mosley Academy Art Knowledge and Skills Progression

<p>The National Curriculum for art and design aims to ensure that all pupils by the end of Year 6:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft, and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	
EYFS	<p>Children explore and use a variety of media and materials through a combination of child initiated and adult directed activities.</p> <p>Expressive Arts and Design (Exploring and Using Media and Materials)</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products. • to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination. • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to create sketch books to record their observations and use them to review and revisit ideas. • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; • about great artists, architects and designers in history.
<p>Skills are taught in the following terms: Autumn, Spring, Summer, Cross Curricular or ongoing</p>	
<p>Intent</p> <p>At The Mosley Academy we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	
<p>Implementation</p> <p>The teaching and implementation of the Art and Design Curriculum at The Mosley Academy is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The children are taught Art and Design as part of their termly topic work, although some skills may be taught discretely to ensure coverage and progression. Areas covered include sculpture, mosaics, printing based on topic work, Tudor jewellery, nature, street art, river collage and textiles, painting, pointillism, Pop Art all whilst comparing their own work to a range of artists. More detail can be found in Art overview. The work of famous local, national and international artists are explored to enhance the children's learning. The children's learning is further enhanced with whole school 'Big Art' days when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.</p>	
<p>Impact</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. Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Children in EYFS are assessed within Expressive Arts and Design and their progress is tracked termly and age-related expectation levels are reported to parents at the end of the Reception year.</p>	

Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)						
<p>EYFS</p> <p>Expressive Arts & Design</p> <p>Creating with Materials:</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>KS1</p> <p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 		<p>Lower KS2</p> <p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 		<p>Upper KS2</p> <p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. 	
EYFS	Year 1	Year 2 Klee, Picasso	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of media. Use and begin to control a range of media.</p> <p>Produce lines of different thickness and tone using a pencil.</p>	<p>Begin to control the types of marks made with the range of media.</p>	<p>Begin to control the types of marks made with the range of media with the focus on tone.</p> <p>Use charcoal to show tone.</p>	<p>Developing intricate patterns/ marks with a variety of media.</p>	<p>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>Understanding why they best suit.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>To discuss, review and modify work.</p>
<p>Draw on different surfaces and coloured paper.</p>	<p>Draw on different surfaces.</p>	<p>Draw on different surfaces with a range of media (pens and charcoal)</p> <p>Pens on backgrounds they have created</p>	<p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p>	<p>Draw for a sustained period of time at an appropriate level.</p> <p>All terms</p>	<p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p>	<p>Develop their own style of drawing through: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p>
<p>Start to produce different patterns and textures from observations, imagination, and illustrations.</p>	<p>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.</p> <p>Focus on tone.</p>	<p>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Then charcoal</p>	<p>Begin to show an awareness of objects having a third dimension and perspective.</p>	<p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their drawings.</p> <p>CC Geography</p>	<p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their drawings</p>
	<p>Start to record simple media explorations in a sketch book.</p>	<p>Use a sketchbook to plan and develop simple ideas.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p>	<p>Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media.</p>	<p>Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</p>

Painting (watercolour, ready mixed, acrylic) Possible Artists: Klee, Hockney, Pollock, Monet, Rothko, Rivera, Hopper, Lowry, Matisse. Recognise the art of key artists and begin to place them in key movements or historical events.						
EYFS Expressive Arts & Design Creating with Materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	KS1 Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: <ul style="list-style-type: none"> name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. 		LOWER KS2 Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 		UPPER KS2 Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: <ul style="list-style-type: none"> Create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. 	
EYFS Jackson Pollock	Year 1 Paul Klee	Year 2	Year 3	Year 4 Holbein	Year 5	Year 6
Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.	Explore with a variety of media; different brush sizes and tools.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.	Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes thickened paint creating textural effects.	Confidently control the types of marks made and experiment with different effects and textures.	Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade
Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.	Explore lightening and darkening paint without the use of black or white.	Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.	Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.	Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.	Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.	Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
To use appropriate vocabulary when describing marks.	Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Use different brush strokes.	Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.		Start to look at working in the style of a selected artist (not copying).	Start to develop their own style using tonal contrast and mixed media.	Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.
Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Start to record simple media explorations in a sketch book.	Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.	Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.	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.	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.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.

Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)

Possible Artists: Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.

<p>EYFS Expressive Arts & Design <u>Creating with Materials:</u> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p>KS1 Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. 	<p>LOWER KS1 Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ul style="list-style-type: none"> cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	<p>UPPER KS2 Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ul style="list-style-type: none"> plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy a range of malleable media such as clay, papier Mache, Salt dough.	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.	Use equipment and media with increasing confidence.	Use equipment and media with confidence. Learn to secure work to continue later.	Work in a safe, organised way, caring for equipment. Secure work to continue later.	Work in a safe, organised way, caring for equipment. Secure work to continue later.	
Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled natural and manmade materials.	Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.	Shape, form, construct and model from observation and imagination.	Join two parts successfully. Construct a simple base for extending and modelling other shapes.	Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily.	Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish	Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.
	Impress and apply simple decoration techniques: impressed, painted, applied.	Demonstrate experience in surface patterns/ textures and use them when appropriate.	Produce more intricate surface patterns/ textures and use them when appropriate.	Model over an armature: newspaper frame for modroc. Use recycled, natural and man-made materials to create sculptures.	Gain experience in modelling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.	Demonstrate experience in relief and freestanding work using a range of media.
				Adapt work as and when necessary and explain why.	Adapt work as and when necessary and explain why.	Solve problems as they occur.
		Explore carving as a form of 3D art	Continue to explore carving as a form of 3D art.		Confidently carve a simple form.	
		Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.	Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.	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.	Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.	Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.

Collage						
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	<p>KS1</p> <p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques - collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 		<p>LOWER KS2</p> <p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials - collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 		<p>UPPER KS2</p> <p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials - collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. 	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Henri Matisse	Piet Mondrian					
Tear overlap and stick materials	Tear overlap and stick materials	To cut tear and arrange primary and their complimentary coloured papers	To develop cutting and sticking skills	To investigate and combine the visual qualities of materials and processes and match these to the purpose of their work.	To investigate and combine visual and tactile materials and processes and to explore ideas for different purposes	
Choose materials with different textures and describe how they feel				To use their own images as starting points and compare ideas and approaches in their own work.	Apply their experience of materials and processes developing their control of tools and techniques.	Apply their experiences of materials and processes CC DT
	Identify what they might change in their current work Discuss and develop work as it progresses	Review what they and others have done To adapt work according to their skills	Adapt work according to views and describe how they will develop it further	Compare ideas, methods and approaches in their own and other's work and say what they think and feel about them.	Adapt work according to views	Review and modify work as it progresses
Work together on a group collage	Work with others on a large scale collaborative project		Collaborate on a group piece.			
	Select and sort contrasting materials		To investigate positive and negative images		Investigate and combine visual tactile qualities of materials and processes to make collage	
	Use a sketchbook to record from the imagination and represent ideas and feelings.		Collect visual information to help develop ideas using a sketch book Identify what they might change in their work		Collect visual information to help develop ideas using a sketch book Talk about own and that of others to develop and modify ideas in the light of these discussions.	

Textile (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)

Possible Artists: Ashley, Fassett, African/Indian, Adire,

<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.</p> <p>Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques- textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> show pattern by weaving; use a dyeing technique to alter a textile's colour and pattern; decorate textiles with glue or stitching, to add colour and detail; use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. 	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy playing with and using a variety of textiles and fabric.	Begin to identify different forms of textiles.	Begin to identify different forms of textiles.	Show an awareness and name a range of different fabrics.			
Decorate a piece of fabric.	Have experience in colouring textiles: printing, fabric crayons.		Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects	Use a technique as a basis for stitch embroidery.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.	
Show experience in simple stitch work	Use more than one type of stitch. Explain how to thread a needle and have a go.	Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.		Apply decoration using needle and thread: buttons, sequins.		Use a number of different stitches creatively to produce different patterns and textures. CC DT
Show experience in simple weaving: paper, twigs.	Have some experience of weaving and understand the process and some techniques	Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel			Demonstrate experience in 3D weaving.	
Use appropriate language to describe colours, media, equipment and textures	Use appropriate language to describe colours, media, equipment and textures		Use language appropriate to skill and technique.		Use language appropriate to skill and technique.	
	Begin to identify different types and textures of fabric and materials for collage.	Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.	Continue to gain experience in applying colour with printing.			Work in 2D and 3D as required. Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them.. CC DT
		Create and use dyes i.e. onion skins, tea, coffee CC Science - plants	Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting..	Use resist paste and batik.	Produce two colour tie dye. Continue to gain experience in batik- use more than one colour.. Demonstrate experience in combining techniques to produce an end piece	
				Adapt work as and when necessary and explain why. Change and modify threads and fabrics.		Adapt their work according to their views and describe how they might develop it further.
Show experience in fabric collage: layering fabric.		Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.	Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.	Use sketchbooks to collect and record visual information from different sources.	Plan a design in a sketchbook and execute it. Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture	Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture Annotate work in sketchbook. Experiment with a variety of techniques exploiting ideas from sketchbook.

Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)

<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>KS1 Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture e.g. sponges. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques To develop a wide range of art and design techniques in using colour and texture. Children can:</p> <ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>LOWER KS1 Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - printing. Children can:</p> <ul style="list-style-type: none"> • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks; • make repeated patterns with precision; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<p>UPPER KS2 Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials - printing. Children can:</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; • use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collagraph;
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy taking rubbings: leaf, brick, coin. (Forest School)</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. Sponges and rags cotton buds</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p>	<p>Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing.</p>		<p>Use tools in a safe way Continue to gain experience in overlaying colours. Start to overlay prints with other media. Show experience in a range of mono print techniques</p>	
<p>Simple pictures by printing from objects.</p>	<p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p>	<p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p>	<p>Demonstrate experience in 3 colour printing.</p>	<p>Expand experience in 3 colour printing.</p>		<p>Develop ideas from a range of sources. See positive and negative shapes. Describe techniques and processes.</p>
<p>Develop simple patterns by using objects.</p>		<p>Use equipment and media correctly and be able to produce a clean printed image</p>	<p>Explore the work of a range of artists</p>		<p>Adapt their work according to their views and describe how they might develop it further.</p>	
<p>Enjoy using stencils to create a picture</p>	<p>Explore printing in relief: String and card.</p>	<p>Make simple marks on rollers and printing palettes</p>	<p>Continue to experience in combining prints taken from different objects to produce an end piece.</p>			<p>Develop their own style using tonal contrast and mixed media.</p>
	<p>Begin to identify forms of printing: Books, posters pictures, fabrics. CC links</p>	<p>Take simple prints i.e. mono -printing. Experiment with overprinting motifs and colour.</p>	<p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>Create repeating patterns</p>		
	<p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work</p>	<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. other work.</p>	<p>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.</p>	<p>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</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook.</p>	