

EYFS - progression of key skills in Art

Autumn = 3 bears, Going on a Bear Hunt, real bears, traditional tales Spring= superheroes, Jack, Summer= minibeasts

	Drawing Mark making	Painting	Printing/collage/ Textiles	3d/sculpture	Digital media	Notable artists
KEY SKILLS & KNOWLEDGE	<p>Draw themselves – use different tools/media</p> <p>Draw the tree bears – mix paints to find ways of making brown and shades of brown</p> <p>Use a range of media to print in patterns (beads, ribbons)</p> <p>Investigate materials – texture of fur for a bear</p> <p>Design and make a Christmas bauble</p> <p>EAD(M&M/BI)/UW(T): create own 'Arcimboldo' face pictures with real fruit, veg, flowers, leaves, wood etc and take photos for next week's work</p> <p>EAD(M&M/BI)/P(M&H): use selecting, cutting, arranging, sticking skills to create a collage version of their Arcimboldo faces from last week.</p> <p>EAD(M&M/BI): make a card for somebody to say thank you for helping me. Own design, select materials, tools, techniques.</p> <p>EAD(M&M/BI): chn arrange the fruits in a basket or bowl and create line drawings to show shape and texture. Explore use of pastel crayons to create different effects and then use these to represent the colours of the fruits in their own.</p> <p>Create patterned decorative collars</p> <p>Explore traditional African patterns (lines, circles, bold colours) and use paint and other materials to create own.</p> <p>Make Easter cards</p> <p>Begin Eric Carle as illustrator study – use painting and printing techniques on tissue paper, experimenting with mark-making techniques and texture using different tools - range of bright colours to copy his technique and style.</p> <p>UW(T)/EAD(M&M/BI): use Minimash to paint picture of either caterpillar or butterfly</p> <p>P(M&H)/EAD(M&M/BI): Continue EC study – focus on his backgrounds (sky & water) and use techniques and tools as last week using own mixed shades of blue & green</p> <p>P(M&H): learn and practise weaving and threading techniques (large-scale and smaller scale)</p> <p>P(M&H)/EAD(M&M/BI):. Recreate spiral shapes using different mark-makers plus real objects for ephemeral art.</p> <p>Create lots of EC style art work/camouflage</p> <p>EAD(M&M/BI): explore materials and techniques used to make classic vintage train travel posters – can they make similar images of Clitheroe – the castle?</p>			<p>Make diwa lamps out of salt dough</p> <p>Create props to retell trad tales</p> <p>EAD(M&M/BI): use different tools, techniques and materials to create own versions of 'Supertato'</p> <p>Use modelling materials to create houses like the ones in the story</p> <p>P(M&H)/EAD(M&M/BI): use clay or other modelling material to make own models of snails, shaping, creating texture and pattern.</p>	<p>Use tablets and cameras to take pictures of themselves</p> <p>Use cameras and tablets to take pictures around school</p> <p>JW(T): use video equipment to record and create news report</p> <p>JW(T)/EAD(BI): use relevant programme on iPad to begin their 'David Hockney' pictures of flowers. Draw lines to represent the table, vase etc.</p>	<p>EAD(M&M/BI): Begin study of Arcimboldo ('fruit and veg artist?'). Explore his pictures of faces – discuss. Identify the natural objects he used.</p> <p>EAD(M&M): David Hockney study. Choose a picture to study in more detail – colour, shape, choice of flower, background colour</p> <p>Begin Eric Carle as illustrator study</p>
ADDITIONAL	<p>Prime areas</p> <p>Communication and Language:</p> <p>Physical Development:</p> <p>Personal, Social and Emotional:</p> <p>Specific areas</p> <p>Literacy:</p> <p>Mathematics:</p> <p>Understanding the World:</p> <p>Expressive Arts and Design:</p>					

Year 1 - progression of key skills in Art

Explore and record ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.

	Drawing	Painting	3d/sculpture	Printing/collage/ Textiles	Digital media	Notable artists	Sketchbooks
KEY SKILLS & KNOWLEDGE	<p>Begin to explore the use of line, shape, texture and colour. Investigate tones- draw light and dark lines</p> <p>Draw faces and limbs Know how to show people are feeling.</p>	<p>Mix secondary colours and name them</p> <p>Experiment with tones.</p>	<p>Manipulate materials in a variety of ways, e.g. rolling, cut, kneading and shape,</p>	<p>Make marks in print with a variety of objects, including natural and made objects e.g. fabric, plastic, tissue, magazines, crepe paper, etc. corks, sponges.</p> <p>Create pictures and patterns with a variety of textured materials for a purpose</p>	<p>Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes</p>	<p>Describe what they think and feel about the work of a chosen artist, craft maker or designer.</p> <p>Begin to talk about the style of a chosen artist, craft maker or designer. Ask questions.</p>	<p>Use a sketchbook to gather and collect artwork.</p>
ADDITIONAL GUIDANCE	<p><u>Tools</u> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</p> <p>Begin to use control of tools and media</p> <p>Draw on different surfaces</p> <p>Explore patterns</p>	<p><u>Tools</u> Use of different brush sizes and types.</p> <p><u>Media & technique</u> Use different ways to apply paint.</p> <p>Experiment with different textures e.g. use sand/salt/sawdust with paint.</p> <p>Know primary colours</p>	<p><u>Media & technique</u> Carve & pinch slabs using a modelling media.</p> <p><u>Join</u> Make simple joins</p> <p><u>Structure</u> Use simple 2-D shapes to create a 3-D form.</p> <p>Construct for a purpose</p>	<p>PRINT Carry out different printing techniques e.g. block, relief and resist printing, rollers, stencils, or mesh or plastic to create pattern</p> <p>COLLAGE</p> <p>TEXTILES Thread a needle Basic sewing stitch Cut fabric with snips</p> <p>Decorate fabric e.g. glue beads, plaits, fringe, feathers</p> <p>Begin to weave e.g. paper, single embroidery threads,</p> <p>Add colour to a material by printing or simple dyeing e.g dip dye, onions or tea/coffee</p>	<p>Research on the internet</p>		
<p>Evaluate Learn to be a critical friend. Self-evaluate work e.g. what would they change/improve. Talk about their work and describe techniques.</p>							

Year 2 - progression of key skills in Art

Explore -Show confidence in working creatively e.g. with a range of media on different scales. Experiment and change ideas. Talk about ideas and techniques with others.

	Drawing	Painting	3d/sculpture	Printing/collage/ Textiles	Digital media	Notable artists	Sketchbooks
KEY SKILLS & KNOWLEDGE	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk & pastels.</p> <p>Use 3 different grades of pencils</p> <p>Draw from own observations</p>	<p>Use different brush sizes and types.</p> <p>Experiment with tones and shades of the colours, mixing white and black/dark colours.</p> <p>Know how to mix secondary colours and name them.</p>	<p>Join two pieces of clay by roughing both surfaces</p> <p>Make an object out of malleable material for a purpose. E.g. pot or tile.</p>	<p>Print with a range of hard and soft materials e.g. corks, pen, barrels, sponge.</p> <p>Press, roll, rub, and stamp to make prints.</p> <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p>	<p>Use simple graphics to create images and effects with lines size, of brushes & shapes.</p>	<p>Discuss and describe the work of notable artists, artisans and designers.</p> <p>Explore the work of artists, craftspeople and designers from different times</p>	<p>Discover how to use drawing to inform other artwork</p> <p>Develop and record their ideas through painting, drawing, and sculpture in response to first hand observations,</p>
ADDITIONAL GUIDANCE	<p><u>COLOUR, LINES, TEXTURE</u> Experiment with colour, texture, and tones of lines and patterns -Use layering and different materials to draw on.</p> <p>Make up new lines and shapes, pattern.</p> <p>Discuss use of light and shadow. Begin to shade.</p> <p>Capture feelings and mood in a picture</p> <p>Draw on different surfaces</p> <p>Control marks and lines</p> <p>Build up stamina for drawing</p>	<p><u>Tools</u> Control tools and use of paints</p> <p><u>Media & technique</u> Mix & match colours to object.</p> <p>Mix medias, layer, and scrape techniques.</p> <p>Work on different scales, e.g. large paper & brush, smaller materials and finer brusher.</p> <p>Create texture with sand, salt, sawdust etc for a purpose</p>	<p><u>Media & technique</u> Cut and shape materials using scissors/snips. cut shapes accurately</p> <p>Roll an even slab of clay by using a rolling pin on top of two batons</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading.</p> <p><u>Join</u> Make constructions with joins.</p> <p><u>Structure</u> Use natural & manmade material to construct to make forms</p> <p>Construct 2d and 3d forms</p>	<p><u>PRINT</u> Understand that printmaking is creates multiple images and patterns.</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</p> <p>Make mono prints, carbon prints, Overprinting – experiment with colours</p> <p>Create repeated patterns</p> <p><u>COLLAGE</u> Fold, crumple, tear and overlap papers. Create and arrange shapes appropriately</p> <p><u>TEXTILES</u> Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Explore simple stitches</p> <p>Weave</p> <p>Apply colour by printing, dipping (use simple dyes i.e. onionskins, tea, coffee), fabric crayons, Tie-dying, embroidery, wax resistant.</p> <p>Decorate with buttons, sequins, plaits, feathers, beads. Apply with stitching/glue. (large eye & running stitch).</p>	<p>Record visual information using digital cameras, video recorders.</p> <p>Using eraser, shape and fill tools; and colours and texture using to manipulate and create images.</p>	<p>Use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the artwork.</p> <p>Visit a gallery to observe original work.</p> <p>Talk about the similarities and differences between different artists, craft makers or designers.</p>	
	<p>Evaluate Self-evaluate work e.g. what would they change/improve.</p>						

Year 3 - progression of key skills in Art

Explore ideas for different purposes. Compare ideas, methods, approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Question and make thoughtful observations about starting points and select ideas to use in their work. Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed. Show confidence and independence when working creatively e.g. with a range of media on different scales.

	Drawing	Painting	3d/sculpture	Printing/collage/ Textiles	Digital media	Notable artists	Sketchbooks
KEY SKILLS & KNOWLEDGE	<p>Use a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens. Experiment with different grades of pencils across the scale (8B, 4B, HB, 2H).</p> <p>Use different grades of pencil to create tone & texture and different forms and shapes, pattern & colour.</p>	<p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. E.g. dotting, scratching, splashing</p> <p>Master painting techniques through the creation of shape, texture, pattern and lines using thick and thin brushes.</p>	<p>Shape, form, model and construct (Malleable and rigid materials).</p> <p>Join clay adequately.</p>	<p>Create printing blocks using a relief or impressed method.</p> <p>Select and arrange materials for a striking effect when creating collage</p>	<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Use a graphics package to create images and effects</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Begin to understand the historical and/or cultural significance of a chosen artist /art form.</p>	<p>Create a sketch collection in books to record their observations</p> <p>Use sketchbooks to review and revisit ideas. E.g. line, tone, texture, and shading.</p>
ADDITIONAL GUIDANCE	<p><u>Tools/media</u></p> <p>Draw accurately from observation (Imagination and memory).</p> <p><u>Lines, colour, texture</u></p> <p>Show awareness of objects having 3 dimensions</p> <p>Add details to a picture</p> <p>Positive & negative of shapes</p> <p>Show accuracy when drawing e.g. faces to show facial expressions in more detail</p> <p>Plan, refine and alter their drawings</p>	<p><u>Tools</u></p> <p>Controlled use of different types of brushes</p> <p>Introduce other implements to apply paint. E.g. palette</p> <p><u>Media & technique</u></p> <p>Use more specific colour language.</p> <p>Mix and use tints and shades</p> <p>Make colour wheels</p>	<p><u>Media & technique</u></p> <p>Create surface patterns and textures in a malleable material.</p> <p><u>Join</u></p> <p>Cut and join wood safely and effectively</p> <p>Understand different adhesives</p> <p><u>Structure</u></p> <p>Make models from observation or imagination.</p> <p>Use shape and form a simple 3D object.</p> <p>Construct a simple base for extending and modelling other shapes.</p>	<p><u>PRINT</u></p> <p>Master printing techniques of using layers of colour and repeating patterns.</p> <p>Make designs that are more complex.</p> <p><u>COLLAGE</u></p> <p>Tearing, overlapping and layering to create images and represent textures</p> <p><u>TEXTILES</u></p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Develop skills in stitching, cutting and joining</p> <p>Use smaller eyed needles and finer thread</p>	<p>Present recorded visual images using software.</p> <p>Create shapes by making selections of materials to cut, duplicate and repeat.</p> <p>Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.</p>	<p>Look at and talk about the work of artists.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Recognise their techniques and compare to other artists.</p> <p>Discuss the styles of artists, craft makers or designers and use this to inform their own work.</p>	<p>Practise to create a final piece</p> <p>Building a visual vocabulary.</p> <p>Annotate work in journal.</p>

Evaluate Self-evaluate work e.g. what would they change/improve. Begin to form critical opinions about work of others.

Year 4 - progression of key skills in Art

Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions

	Drawing	Painting	3d/sculpture	Printing/collage/ Textiles	Digital media	Notable artists	Sketchbooks
KEY SKILLS & KNOWLEDGE	<p>Make marks and lines with a wide range of drawing implements for form and Shape with more accuracy including e.g. charcoal, crayon, chalk pastels, pens, and different grades of pencil</p> <p>Sketch collection of observational and imagined drawings and ideas using line, tone, texture, pattern, shading, hatching and cross-hatching.</p>	<p>Apply different effects and textures including blocking in colour, washes, thickened paint creating textural effects</p> <p>Mix and use tints, tone, hue and shades. Use colour to reflect mood</p> <p>Show facial expressions and body language in paintings and sketches</p>	<p>Know how to sculpt malleable/ mouldable materials with more accuracy.</p> <p>Select and arrange 3D materials to convey feelings, expression and movement when creating sculpture</p>	<p>Colour fabric, Print onto materials using at least 4 colours</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p>	<p>Create images, video and sound recordings and explain why they were created.</p> <p>Integrate digital media to art work</p>	<p>Create original pieces that are influenced by the studies of notable artists, artisans and designers.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Explain some of the features of art from that period</p>	<p>Use journals to collect and record visual information textures/patterns from different sources. Annotate work in journal</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>
ADDITIONAL GUIDANCE	<p><u>Tools/media</u> Experiment ways to add detail with a wide range of implements</p> <p>Use a view finder to select an area of a subject for drawing</p> <p><u>Lines, colour, texture</u></p> <p>Show an awareness of objects having a third dimension.</p> <p>Identify and draw the effect of light & scale and proportion including accurate drawings of whole people including proportion and placement e.g. Create reflection</p> <p>Work on a variety of scales</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Draw for a sustained period.</p>	<p><u>Media & technique</u> Use more specific colour language.</p> <p>Work on a range of scales e.g. thin brush on small picture. Choose paints and implements appropriately.</p> <p>Make and match colours with increasing accuracy.</p> <p>Show increasing independence and creativity with the painting process</p>	<p><u>Media & technique</u> Make informed choices about the 3D technique chosen.</p> <p>Join adequately.</p> <p><u>Structure</u> Create surface patterns and textures in a malleable material.</p> <p>Make models from observation or imagination in more detail.</p> <p>Analyse and interpret natural/manmade forms of construction.</p> <p>Construct a base for extending and modelling other shapes</p> <p>Talk about their work to show understanding of construction techniques</p>	<p>PRINT Explore environmental and manmade patterns</p> <p>Create printing blocks using a relief or impressed method in more detail.</p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Resist printing including marbling, silkscreen and cold-water paste.</p> <p>COLLAGE Select and arrange materials including 3d to convey feelings, expression and movement when creating collage e.g. as tearing, overlapping and layering to create images and represent textures</p> <p>TEXTILES Develop skills in stitching, cutting and joining. Use basic cross-stitch and back stitch.</p> <p>Colour fabric Print onto materials using at least 4 colours</p>	<p>Collect images from internet to use as inspiration and store in a folder.</p> <p>Use a graphics package to create images and effects e.g. cropping, cutting and pasting their own images</p>	<p>Look at and talk about the work of artists who use different mediums and identify what techniques may have been used.</p> <p>Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them.</p> <p>Know how the artist developed their technique.</p> <p>Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.</p> <p>Understand the historical and / or cultural significance of the work of a chosen artist / art form.</p>	

Evaluate Self-evaluate work e.g. what would they change/improve. Begin to form critical opinions about work of others.

Year 5 - progression of key skills in Art

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.

	Drawing	Painting	3d/sculpture	Printing/collage/ Textiles	Digital media	Notable artists	Sketchbooks
KEY SKILLS & KNOWLEDGE	<p>Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques.</p> <p>Developing accuracy and expression in their drawings</p> <p>Carry out observational drawing and from memory /imagination. E.g. mood, movement & feeling.</p>	<p>Develop colour palette through combinations to enhance mood etc. tint, tone, shade, hue, complimentary & contrasting colours.</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and manmade materials to sculpt</p> <p>Plan a sculpture through drawing (exploded) and other preparatory work. include: form, shape, modelling, joining.</p>	<p>Master printing techniques and make appropriate and effective choice in use of visual elements to reflect the purpose of the work.</p> <p>Create own abstract pattern to reflect personal experiences and expression for a purpose. Embellish it</p> <p>Layers of colour</p> <p>Design a print & pattern linked to works studied</p>	<p>Work from a variety of sources including observation, photographs and digital images- emotion.</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package and know how to use images created, scanned, found, altering them to create art</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Show and explain the influence of notable artists, artisans and designers within their work.</p> <p>Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art</p>	<p>Collect ideas for preliminary studies, trying out different media and materials</p>
ADDITIONAL GUIDANCE	<p><u>Tools/media</u> Use drawing implements confidently in a variety of styles as appropriate to task. Use view finders</p> <p><u>Lines, colour, texture</u> Sketch collection of observational drawings and ideas variety of techniques including reflections, shadow, direction of sunlight, movement and perspective.</p> <p>Draw to design and illustrate.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p>	<p><u>Tools</u> Show an awareness of how paintings are created. Use different types of surfaces</p> <p>Select appropriate tools for the purpose.</p> <p>Use a variety of sources to inform own ideas and creativity.</p> <p><u>Media & technique</u> Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>	<p><u>Join</u> Plan and design to include most appropriate join</p> <p><u>Sculpture</u> Create textures to combine visual and tactile qualities</p> <p>Create real-life or abstract proportions</p> <p>Describe the different qualities involved in modelling, sculpture and construction.</p>	<p>PRINT Use fabric printing techniques and explore using dyes. Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>COLLAGE Add collage to a painted, printed or drawn background.</p> <p>Use a range of media to create collages</p> <p>TEXTILES Experiment with using batik safely.</p> <p>Use different grades of threads and needles Join fabrics in different ways, including stitching.</p>	<p>Record, collect and store visual information using digital cameras etc.</p> <p>Present recorded visual images using software e.g. Photostory, Powerpoint.</p> <p>Understand that a digital image is created by layering. Create layered images from original ideas.</p>	<p>Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them.</p> <p>Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</p>	<p>Use a journal to collect and develop ideas.</p> <p>Show their ongoing evaluations and how they might develop their work further.</p>
<p>Explore and Evaluate Describe thoughts and feelings about their own and others' work and how these might influence their own designs. Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</p>							

Year 6 - progression of key skills in Art

Work on their own, and collaboratively on projects in 2 and 3 dimensions and on different scales. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Use language specific vocabulary to explain a range of techniques & to identify effective and ineffective features and use this to inform and evaluate their own work.

	Drawing	Painting	3d/sculpture	Printing/collage/ Textiles	Digital media	Notable artists	Sketchbooks
KEY SKILLS & KNOWLEDGE	<p>Use full range of pencils, pastels, charcoal, and mixed media to create observational art independently.</p> <p>Show effect of light on objects and people from different directions</p> <p>Use perspective in their work using a single focal point and horizon.</p>	<p>Choose appropriate paint, paper and implements to adapt and extend their work. Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify and work with complementary and contrasting colours</p>	<p>Apply skills using malleable material including slabs, coils, slips, etc. Shape, form, model and join</p>	<p>Develop their own style when working with a wide range of tools and materials</p> <p>Create printing blocks -Use relief or impressed method.</p>	<p>Take digital photos, thinking about angle, light, position and distance.</p> <p>Use a graphics package to create and manipulate new images.</p>	<p>Create original pieces that show a range of influences and styles from notable artists, artisans and designers.</p> <p>Understand abstract art and the messages it's trying to achieve.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.</p>	<p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Annotate work in a journal.</p> <p>Adapt and critically evaluate their work as their ideas develop</p>
ADDITIONAL GUIDANCE	<p><u>Tools/media</u> Accurately use close observation skills using a variety of view finders.</p> <p>Use colour mixing and blending techniques with coloured pencils.</p> <p><u>Line, colour, texture</u> Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p>Explore the use of texture hue, tint, tone, shades and mood colour for purpose and to express feelings.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p>	<p><u>Media & technique</u> Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Choose and combine colours, tones and tints to enhance the mood of a piece. Create shades and tints using black and white.</p>	<p><u>Media & techniques</u> Make a mould and use plaster safely.</p> <p>Make effective choices include textural, visual and tactile qualities</p> <p>Understand and discuss properties of their chosen media.</p> <p>Discuss and evaluate own work and that of other sculptors.</p> <p><u>Sculpture</u> Create sculpture and constructions with increasing independence.</p> <p>Shape, form, model and construct from observation and imagination</p> <p>Create real-life or abstract proportions</p>	<p><u>PRINT</u> Explore printing techniques used by various artists Create own abstract pattern to reflect personal experiences and expression Create prints with three overlays. Know how to overprint</p> <p><u>COLLAGE</u> Work relatively independently or Work collaboratively on a larger scale Add collage to a painted, printed or drawn background.</p> <p><u>TEXTILES</u> Use a variety of techniques, inc. dying, quilting, weaving, embroidery, tie dying, batik, paper and plastic trappings, felt making and appliqué</p> <p>Use different grades of threads and needles</p>	<p>Record, collect and store visual information using digital cameras etc.</p> <p>Look at and talk about artists using digital media e.g. Photostory, Powerpoint.</p> <p>Be able to import an image (scanned, retrieved, taken) into a graphics package.</p>	<p>Show how the work of those studied was influential in both society and to other artists.</p>	<p>Carry out preliminary studies, trying out different media and materials</p> <p>Use collage as a means of extending work from initial ideas.</p>
<p>Explore and Evaluate Compare ideas, methods, approaches in their own, and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>							