

# Three Saints Federation

## Our Learning in Art and Design

### Our art and design curriculum is based on the following principles:

- Developing children's creativity and imagination through application of learnt skills.
- Providing children with the opportunities to experiment and explore artistic designs and concepts.
- Inspiring children through the exploration of local, national and international artists, architects and designers.
- To develop our values of independence and perseverance.

### Key

	Drawing
	Painting
	Sculpture
	Print Making
	Textiles
	Work of Artists

## Knowledge and skills as an artist

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I know how to create simple representations of events, people and objects.</p> <p>Early Learning Goal:</p> <p>I know how to use what I have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art.</p>	<p>I know how to show how people feel in paintings and drawings</p> <p>I know how to create moods in art work.</p> <p>I know how to use pencils to create lines of different thickness in drawings</p> <p>I name the primary and secondary colours</p> <p>I know how to create a repeating pattern in print</p> <p>I know how to cut, roll and coil materials</p> <p>I know how to use IT to create a picture.</p> <p>I describe what I can see and give an opinion about the work of an artist</p>	<p>I choose and use three different grades of pencil when drawing</p> <p>I know how to use charcoal, pencil and pastel to create art.</p> <p>I know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>I know how to mix paint to create all the secondary colours</p> <p>I know how to create brown with paint</p> <p>I know to create tints with paint by adding white</p> <p>I know how to create tones with paint by adding black</p> <p>I know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>I know how to make a clay pot</p> <p>I know how to join two clay finger pots together</p> <p>I know how to use different effects within an IT paint package</p> <p>I suggest how artists have used colour, pattern and shape</p> <p>I know how to create a piece of art in response to the work of another artist.</p>	<p>I know how to show facial expressions in my art</p> <p>I know how to use sketches to produce a final piece of art</p> <p>I know how to use different grades of pencil to shade and to show different tones and textures</p> <p>I know how to create a background using a wash</p> <p>I know how to use a range of brushes to create different artists</p> <p>I know how to use a range of brushes to create different effects in painting</p> <p>I know how to identify the techniques used by different artists</p> <p>I know how to use digital images and combine with other media in my art</p> <p>I know how to use IT to create art which includes my own work and that of others</p> <p>I know how to compare the work of different artists</p> <p>I recognise when art is from different cultures</p> <p>I recognise when art is from different historical periods</p>	<p>I know how to show facial expressions and body language in sketches and paintings</p> <p>I know how to use marks and lines to show texture in my art</p> <p>I know how to use line, tone, shape and colour to represent figures and forms in movement</p> <p>I know how to show reflections in my art</p> <p>I know how to print onto different materials using at least four colours</p> <p>I know how to sculpt clay and other mouldable materials</p> <p>I know how to integrate my digital images in my art</p> <p>I experiment with styles used by other artists</p> <p>I explain some of the features of art from historical periods.</p>	<p>I identify and draw objects and use marks and lines, to produce texture</p> <p>I know how to successfully use shading to create mood and feeling</p> <p>I know how to organise line, tone, shape and colour to represent figures and forms in movement</p> <p>I know how to use shading to create mood and feeling</p> <p>I know how to express emotion in my art</p> <p>I know how to create an accurate print design following criteria</p> <p>I know how to use images which I have created, scanned and found; altering them where necessary to create art</p> <p>I research the work of an artist and use their work to replicate to style</p>	<p>I explain why I have used different tools to create art</p> <p>I explain why I have chosen specific techniques to create my art</p> <p>I explain the style of my work and how it has been influenced by a famous artist</p> <p>I know how to overpaint to create different patterns</p> <p>I know how to use feedback to make amendments and improvements in my art</p> <p>I know how to use a range of e-resources to create art</p>

Knowledge Blocks	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media. Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</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. Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p> <p>Explore the work of a range of artists describing the differences and similarities, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide range of drawing implements.</p> <p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</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>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Discuss and review own and others work,</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 at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation,</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</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>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and</p>

					expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	photographs and digital images. Develop close observation skills using a variety of view finders. Discuss and review own and others work, expressing thoughts and ideas.	proportion in their paintings. Discuss and review own and others work, expressing thoughts and ideas.
<b>Key Vocabulary</b>	Surface Patterns Lines thickness materials		Repeating Flowing Jagged Reproduce Tools Texture shade smudge blend	grades of pencil scale refine Alter Scale and proportion Computer aided design Accurate Preparation Observation Lines Patterns Perspective		Light effect on objects/people Concept of perspective Focal points	
<b>Knowledge Blocks</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Painting</b>	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.  Recognise and name the primary colours being used.  Mix and match colours to different artefacts and objects.  Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.  Look and talk about what they have produced, describing simple	Experiment with a variety of media; different brush sizes and tools.  Explore lightening and darkening paint without the use of black or white.  Begin to control the types of marks made with the range of media.  Paint on different surfaces with a range of media.  Start to record simple media explorations in a sketch book.  Start to mix a range of secondary colours, moving towards predicting resulting colours.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.  Continue to experiment in lighten and darken without the use of black or white.  Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.  Continue to control the types of marks made with the range of media.  Use a brush to produce marks appropriate to work.	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.  Use light and dark within painting and begin to explore complimentary colours.  Mix colour, shades and tones with increasing confidence.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Confidently	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Start to develop a painting from a drawing. 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.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix and match colours to create atmosphere and light effects.  Mix colour, shades and tones with confidence building on previous knowledge.  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	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.  Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  Mix colour, shades and tones with confidence building on previous knowledge.

	<p>techniques and media used.</p> <p>Talk about children's growing interest in and use of colour as they begin to find differences between colours.</p> <p>Explores what happens when they mix colours.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Captures experiences and responses with a range of media, such as paint and other materials.</p> <p>Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art.</p>	<p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>E.g. small brush for small marks.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>create different effects and textures with paint according to what they need for the task.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Explore a range of great artists, architects and designers in history.</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. Start to look at working in the style of a selected artist (not copying).</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>	<p>Understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>
<b>Key Vocabulary</b>		<p>printing technique brush size primary/secondary colours gouge Scrape Mixing Collection apply</p>	<p>shade acrylic/ poster /watercolour paints artefact mono-printing motif Wash tones</p>	<p>colour scheme / blocking spectrum tint Techniques e.g dotting, splashing, scratching</p>	<p>tone hue relief/impressed method. block printing Reflect mood</p>	<p>warm colours cold colours Colour for purpose</p>	<p>Atmosphere Expressing feeling</p>

Knowledge Blocks	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sculpture</b>	<p>Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Explore what happens when they put different things together such as sand, paint and sawdust.</p> <p>Notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p> <p>Join two parts successfully. Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and opinions.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures. 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>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique.</p> <p>Demonstrate awareness in environmental sculpture and found object art.</p> <p>Show awareness of the effect of time upon sculptures.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in modelling over an armature: newspaper frame for modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Use sketchbooks Plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form. Use language appropriate to skill and technique.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture.</p> <p>Annotate work in sketchbook. Confidently carve a simple form.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique. Discuss and review own</p>

<b>Key Vocabulary</b>		roll knead sculpt(ure) texture Construct Pinch Carve joins	join slip form Malleable/ridged Natural and Man-Made forms Expression Observation Decorative techniques Replicate pattern Sculptures	carving surface transparent Opaque manipulate Recycled Model Construct		Plan and develop Analyse and interpret sculpture Observation and imagination Discuss and evaluate own and other sculptors	
<b>Knowledge Blocks</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Printmaking</b>	Enjoy taking rubbings: leaf, brick, coin.  Simple pictures by printing from objects.  Develop simple patterns by using objects.  Enjoy using stencils to create a picture.  Look and talk about what they have produced, describing simple techniques and media used.	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Demonstrate experience at impressed printing: drawing into ink, printing from objects.  Use equipment and media correctly and be able to produce a clean printed image.  Explore printing in relief: Sting and card.  Begin to identify forms of printing: Books, posters pictures, fabrics.  Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  Look at and talk about own work and that of other artists and the techniques they had used.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Demonstrate experience at impressed printing: drawing into ink, printing from objects.  Use equipment and media correctly and be able to produce a clean printed image.  Make simple marks on rollers and printing palettes.  Take simple prints i.e. mono-printing.  Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.  Experiment with overprinting motifs and colour.  Explore the work of a range of artists, craft makers and designers, describing the differences and similarities	Print simple pictures using different printing techniques.  Continue to explore both mono-printing and relief printing.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.  Demonstrate experience in 3 colour printing.  Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  Demonstrate experience in combining prints taken from different objects to produce an end piece.  Discuss own and others work, expressing thoughts and feelings, and using knowledge and	Increase awareness of mono and relief printing. Demonstrate experience in fabric printing.  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.  Expand experience in 3 colour printing.  Continue to experience in combining prints taken from different objects to produce an end piece.  Create repeating patterns.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  Begin to explore a range of great artists,	Use tools in a safe way.  Continue to gain experience in overlaying colours.  Start to overlay prints with other media.  Use print as a starting point to embroidery.  Show experience in a range of mono print techniques.  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.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  Identify artists who have worked in a similar way to their own work.	Use tools in a safe way.  Continue to gain experience in overlaying colours.  Start to overlay prints with other media.  Use print as a starting point to embroidery.  Show experience in a range of mono print techniques.  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.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  Identify artists who have worked in a similar way to their own work.

			between different practices and disciplines, and making links to their own work.  Discuss own work and others work, expressing thoughts and feelings.	understanding of artists and techniques.	architects and designers in history.	Explore a range of great artists, architects and designers in history.	Explore a range of great artists, architects and designers in history.
<b>Key Vocabulary</b>		Pattern Impressed images Relief printing	Print Forms	Relief and impress printing Recording Mono-printing Overlapping	Sketchbook recording Environmental patterns Manmade patterns Modify and adapt	Combining prints Design prints Connections Discuss and evaluate	Techniques Screen printing Explore
<b>Knowledge Blocks</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Textiles</b>	Enjoy playing with and using a variety of textiles and fabric.  Decorate a piece of fabric.  Show experience in simple stitch work.  Show experience in simple weaving: paper, twigs.  Show experience in fabric collage: layering fabric.  Use appropriate language to describe colours, media, equipment and textures.  Look and talk about what they have produced, describing simple techniques and media used.	Begin to identify different forms of textiles.  Have experience in colouring textiles: printing, fabric crayons.  Use more than one type of stitch. Explain how to thread a needle and have a go.  Have some experience of weaving and understand the process and some techniques.  Begin to identify different types and textures of fabric and materials for collage.  Use appropriate language to describe colours, media, equipment and textures.  Look and talk about what they have produced, describing simple techniques and media used.	Begin to identify different forms of textiles.  Match and sort fabrics and threads for colour, texture, length, size and shape.  Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.  Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.  Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.  Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.  Gain experience in applying colour with printing, dipping, fabric crayons.  Create and use dyes i.e. onion skins, tea, coffee Discuss own work and others work, expressing thoughts and feelings.	Show awareness and name a range of different fabrics.  Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Apply decoration using beads, buttons, feathers etc.  Continue to gain experience in applying colour with printing. Explore using resist paste and batik.  Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.  Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.  Demonstrate experience in looking at fabrics from other countries.  Discuss own and others work, expressing thoughts	Plan a design in a sketchbook and execute it.  Use a technique as a basis for stitch embroidery.  Apply decoration using needle and thread: buttons, sequins.  Become confident in applying colour with printing, tie dye. Create and use dyes. Use resist paste and batik.  Use sketchbooks to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas.  Adapt work as and when necessary and explain why.  Change and modify threads and fabrics.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.  Demonstrate experience in 3D weaving.  Produce two colour tie dye.  Continue to gain experience in batik- use more than one colour.  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.  Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. Show awareness of the skills involved in aspects such as knitting, lace making.  Change and modify threads and fabrics,	Experiment with a variety of techniques exploiting ideas from their sketchbook.  Use a number of different stitches creatively to produce different patterns and textures.  Work in 2D and 3D as required.  Design, plan and decorate a fabric piece. Recognise different forms of textiles and express opinions on them.  Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.

			Identify changes they might make or how their work could be developed further.	and feelings, and using knowledge and understanding of artists and techniques.  Identify changes they might make or how their work could be developed further.	Use language appropriate to skill and technique.  Demonstrate experience in looking at fabrics from other countries.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Use language appropriate to skill and technique.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.	Use language appropriate to skill and technique.  Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
<b>Key Vocabulary</b>		Texture Construct Weaving Sensory Creation	join natural man-made form Recycled Overlapping Overlaying Needles Stitches applique	surface transparent Opaque Finer threads Weaving Tie dying, batik	embroider Tapestry Textural art Observation Mood, feeling, movement Compare fabrics	stimuli's Embellishing Fabric making textiles Different techniques Express feelings Work collaboratively Larger scale	
<b>Knowledge Blocks</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Work of artists</b>	Georgia O'Keefe, Kandinsky, Howard Hodgkin,	Andy Warhol, Hokusai, Picasso,	Hiroshige, Escher, Frida Kahlo, van Gogh,	William Morris, Frida Kahlo, Paul Klee, Aboriginal art,	Kunisada, Anish Kapoor, Chris Ofili, Salvador Dali,	Edward Bawden, L S Lowry, Henry Moore, Tracey Emin (textiles),	Barbara Hepworth, Lichtenstein, Cornelia Parker,
<b>Key Vocabulary</b>	American Bold, Flowers City, Landscape, Cityscape Colour Russian Flat planes Contours Frames British	Pop art Celebrity Culture Printmaker Curve Japanese Spanish Ceramics Abstract	Japanese, Subject Multiple impressions Landscape Flora, Fauna Dutch, Pattern Tessellation Mexican, Self-portrait Native folk-art, Still life Magical realism Impressionism Sunflowers Perspective	Victorian, Arts & Crafts Pattern, Textile designer Wallpaper Mexican, Self-portrait Native folk-art, Still life Identity, Symbolism Marital Portraiture Swiss, Expressionism Cubism, Canvas Mixed media Indigenous, Storytelling Ochre paints, Pigments	Japanese, Woodblock print, Installation & Conceptual Art, Monochrome, Geometric/Biomorphic Sculptures Paint layering, elephant dung, Stereotypes, Punk Art Cubism, Surrealism, Symbolism	Lithograph, Illustrator, Graphic artist, Mural, Hand cut lino blocks, Industrial/ urban landscapes, Stylised figures. 'Matchstick Men', naive, Bronze sculptures, abstraction of human figure, Pierced/hollow spaces, Modernism	Sculptor, form, Modernism, large-scale bronzes Parody, Pop-art, Ben-Day dots, comic-book panels, abstract expressionism Installation art, site-specific, transformed identity, performance piece, transformation of matter

- Children will be able to express their feelings through their artwork.
- Develop an understanding of historical art and its impact on our lives today.
- Children will have an understanding of famous artists including those who are in our locality.
- Children will independently select mediums to create artworks.