

# Progress Model: Art and Design

## Art Curriculum Intent

At Coleridge Primary School, we aim to offer opportunities for children to

- Foster an understanding and enjoyment of art, craft and design
- Experience a broad and balanced range of art activities and show progression within these experiences
- Show development of knowledge, ideas and techniques through the use of a sketchbook
- Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- Develop their use of a range of tools, media and processes
- Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- Study historical, cultural and religious art.

## The National Curriculum

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- ♣ 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.

### Subject content

#### Key stage 1

Pupils should be taught:

- ♣ 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.

#### Key stage 2

Pupils should be taught 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.

Pupils should be taught:

- ♣ 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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Generating, exploring and developing Ideas</b>	<ul style="list-style-type: none"> <li>♣ Begin to record ideas on paper and in a floorbook</li> <li>♣ Record and explore ideas from a range of starting points</li> <li>♣ Recognise that ideas can be expressed in art work</li> <li>♣ Ask and answer questions about the starting points for their work, and develop their ideas</li> </ul>	<ul style="list-style-type: none"> <li>♣ Begin to develop recorded ideas, techniques and experiences in a sketchbook</li> <li>♣ Record, explore and respond to ideas from different starting points e.g. stories, rhymes, the natural world, first hand observations of objects, experiences and imagination</li> <li>♣ Ask and answer questions about the starting points for their work and the processes they have used</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use a sketchbook for different purposes, including recording observations and visual information, planning and shaping ideas</li> <li>♣ Gather and review information and resources related to own ideas and intentions</li> <li>♣ Select and record from first hand observation, experience and imagination, and explore and collect ideas and information for different purposes, including to inform work</li> <li>♣ Question and make observations about starting points and select ideas to use in their work</li> </ul>	<ul style="list-style-type: none"> <li>♣ Confidently use sketchbooks for a variety of purposes including recording observations, collecting images and information from different sources, developing ideas; testing materials; planning and recording information</li> <li>♣ Select and use relevant resources and references to develop own ideas</li> <li>♣ Analyse an artist's work to develop own ideas. (Lesson 2, Textiles).</li> <li>♣ Select and record from first hand observation, experience and imagination, and explore ideas for a range of purposes</li> <li>♣ Question and make thoughtful observations about starting points and select ideas to use in their work</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome. For example, showing several different versions of an idea and how research has led to improvements in their proposed outcome</li> <li>♣ Engage in research and exploration in the process of initiating and developing own ideas</li> <li>♣ Select and record from first hand observation, experience and imagination, and extend ideas for a range of purposes</li> <li>♣ Question and make thoughtful observations about starting points and analyse ideas and processes to use in their work</li> </ul>	<ul style="list-style-type: none"> <li>♣ Systematically investigate, research and test ideas and plans using sketchbooks. For example, sketchbook will show in advance how ideas have been collected, how work will be produced and how techniques will be used for a purpose</li> <li>♣ Use independent research to explore a range of ideas which shows awareness of different kinds of art, craft and design</li> <li>♣ Select and record from first hand observation, experience and imagination, and explore ideas for a range of purposes</li> <li>♣ Question and make thoughtful observations about starting points and analyse ideas and processes to use in their work</li> </ul>
<b>Develop, Evaluate and Improve</b>	<ul style="list-style-type: none"> <li>♣ Recognise and describe key features of their own and other's work</li> </ul>	<ul style="list-style-type: none"> <li>♣ When looking at a piece of artwork, express clear preferences and give some reasons for these</li> </ul>	<ul style="list-style-type: none"> <li>♣ Take time to reflect upon what they like and dislike about their work and the work of others in order to improve it,</li> </ul>	<ul style="list-style-type: none"> <li>♣ Regularly reflect upon their own work, including methods and approaches, and use comparisons with the work of others (pupils</li> </ul>	<ul style="list-style-type: none"> <li>♣ Regularly analyse and reflect on their progress taking account of what they hoped to achieve in light of their starting points, contexts in which</li> </ul>	<ul style="list-style-type: none"> <li>♣ Provide a reasoned evaluation of both their own and professionals' work, which takes into account the starting points, intentions and context behind the work</li> </ul>

	<ul style="list-style-type: none"> <li>♣ Describe what they think about the work of others</li> <li>♣ Review what they and others have done and say what they think and feel about it. E.g. Annotate work</li> <li>♣ Identify what they might change in their current work or develop in their future work</li> </ul>	<ul style="list-style-type: none"> <li>♣ Begin to use some different techniques to develop work after talking about it</li> <li>♣ Use feedback to make improvements</li> <li>♣ Reflect by making comments (including annotations) about my first ideas and my final piece (and what may be changed in the future) and those of their peers</li> </ul>	<p>annotating work appropriately</p> <ul style="list-style-type: none"> <li>♣ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>♣ Review, adapt and refine their work according to their views and describe how they might develop it further</li> </ul>	<p>and artists) to identify how to improve</p> <ul style="list-style-type: none"> <li>♣ Adapt their work according to their views and describe how they might develop it further</li> <li>♣ Review and refine work/ and alter ideas and explain choices using an art vocabulary</li> </ul>	<p>work was made and intentions</p> <ul style="list-style-type: none"> <li>♣ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, adapting work accordingly and describing how they might develop it further</li> <li>♣ Adapt and refine work using a specified technique</li> </ul>	<ul style="list-style-type: none"> <li>♣ Compare, analyse, justify and comment upon ideas, methods and approaches in own and others' work and say what they think and feel in relation to the context and describe how they might develop it further</li> <li>♣ Adapt, alter and refine work to reflect my own view of its purpose and meaning</li> </ul>
<p><b>Take inspiration from the work of others</b></p>	<ul style="list-style-type: none"> <li>♣ Begin to respond to different art techniques or artists</li> <li>♣ Describe the work of notable artists and give an opinion about the work of an artist</li> <li>♣ Ask questions about a piece of art work</li> <li>♣ Identify some differences and similarities within the work of artists, craftspeople and designers in different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>♣ Suggest how artists have used colour, pattern and shape</li> <li>♣ Create a piece of art in response to the work of another artist or designer and use some of their ideas</li> <li>♣ Say how other artists and designers have used texture, lines, colour, pattern and shape in their work</li> <li>♣ Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>♣ Identify the techniques used by different artists</li> <li>♣ Replicate some of the techniques used by notable artists, artisans and designers</li> <li>♣ Compare the work of different artists</li> <li>♣ Recognise when art is from different cultures or historical periods</li> <li>♣ Identify the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>♣ Create original pieces that are influenced by studies of others</li> <li>♣ Experiment with the styles used by other artists</li> <li>♣ Analyse and explain aspects of art (Louis Wain's) <i>from historical periods (the 1800s)</i> (Lesson 2, Drawing)</li> <li>♣ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>♣ Give details about the style of some notable artists, artisans and designers</li> <li>♣ Explain the style of own work and how it has been influenced by an artist or designer</li> <li>♣ Research the work of an artist and use their work to replicate a style</li> <li>♣ Study the work of artists and experiment with some of their styles</li> <li>♣ Examine the roles and purposes of artists, craftspeople and designers</li> </ul>	<ul style="list-style-type: none"> <li>♣ Create original pieces that show a range of influences and styles</li> <li>♣ Show how the work of those studied was influential in both society and to other artists, as well as on own work</li> <li>♣ Analyse the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>

Drawing	Artist: Pablo Picasso End point: Snake drawings Media: Pencils (including colouring), rubbers, pastels, chalk	Artist: L.S Lowry End point: Industrial revolution drawings Media: Pencils and pastels	Artist: John McCallan Swan End point: Animal art (tigers) Media: Pencils and pastels	Artist: Louis Wain Cats End point: Cat drawings Media: Pencils (May want to experiment with scraperboard)	Artist: Andy Warhol End point: Soup can drawings Media: Pencils, oil pastels	Artist: Ernest Muehlmann End point: Sketches of owls against perspective backdrop Media: Pencils, pastels, charcoal, pen or pen/ink
	horizontal, vertical, diagonal, curved, wavy, spiral, thick, thin lines	crosses, <b>lines in different directions</b> , scribbling, loud marks, quiet marks, dots	hatching, cross-hatching, contouring, cross-contouring, circles, random lines, stippling	<b>hatching, cross-hatching</b> , smudging, shadowing, overlapping	<b>hatching, cross-hatching</b> , shading, <b>smudging, shadowing</b>	<b>hatching, cross-hatching, stippling</b> , scribbling, circling, finger-blending
	<ul style="list-style-type: none"> <li>♣ Use basic <b>shapes, lines (see above)</b> and colours to draw observed things</li> <li>♣ Use a variety of tools, (<b>pencils, rubbers, crayons, pastels and chalk</b>) to create drawings</li> <li>♣ <b>Draw lines</b> of different <b>shapes</b>, sizes and <b>thickness</b></li> <li>♣ Describe the shapes and patterns seen in work</li> <li>♣ Colour own work, following the lines carefully</li> </ul>	<ul style="list-style-type: none"> <li>♣ Record clearly observable <b>light and dark</b> areas using <b>shading</b></li> <li>♣ Show shading and <b>pattern</b> by adding <b>dots, lines (see above), colour or shape</b> to represent observations and ideas in drawings</li> <li>♣ Begin to apply <b>pressure</b> to tools to achieve <b>tones</b> using <b>black and white and coloured</b> pencils</li> <li>♣ Use real objects as well as pictures to inspire art work</li> <li>♣ Choose and use different <b>grades (6B through to 4H)</b> of pencil when drawing</li> </ul>	<ul style="list-style-type: none"> <li>♣ Record shapes and lines with some degree of <b>accuracy</b> from observation</li> <li>♣ Work on a sustained drawing</li> <li>♣ Experiment with different grades of pencil to shade &amp; show <b>textures</b></li> <li>♣ Use different media (colouring pencils, wax/oil pastels) to experiment with variations in line, texture, colour, shape and pattern</li> <li>♣ <b>Sketch</b> lightly and use sketches to produce a final piece of art</li> <li>♣ Use different <b>hardness</b> and <b>blackness</b> of pencils to show line and texture</li> <li>♣ Represent objects with correct <b>proportions</b></li> </ul>	<ul style="list-style-type: none"> <li>♣ Record shapes, lines and details after observing the drawings of Louis Wain (Lesson 3, Drawing).</li> <li>♣ Discuss where objects and lines <b>overlap</b></li> <li>♣ Use different pencil markings (see above), including <b>smudging, hatching</b> and <b>cross-hatching</b>, to show tone and texture. (Lesson 1, Drawing)</li> <li>♣ Experiment with angles, colours, grades of pencils and shading to show light and <b>shadow</b> (Lesson 4, Drawing)</li> <li>♣ Use research to inspire and plan a final piece (Lesson 6, Drawing)</li> <li>♣ Experiment with different lines, tones, patterns, shape and texture (Lesson 5, Drawing)</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use different pencil markings (see above) to show line, tone and <b>texture</b> in form/shapes (LESSON 2 DRAWING)</li> <li>♣ Practise using <b>shading</b>, lines and marks to show <b>texture</b>, in the style of Andy Warhol (LESSON 3 DRAWING)</li> <li>♣ Investigate using a range of <b>tones</b> and use shading to show <b>shadows</b> and <b>reflections</b> on 3D shapes (Andy Warhol Soup Can). (LESSON 4 DRAWING)</li> <li>♣ Discuss how shading and colour can create <b>mood</b> and feeling</li> <li>♣ Use a variety of source material and sketches to inspire and develop work, discussing <b>scale</b></li> <li>♣ Select the most suitable drawing</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use appropriate <b>shading</b> styles (see above) to depict detail such as <b>perspective, shadows, direction</b> or <b>reflections</b></li> <li>♣ Experiment with the elements of art: <b>line, tone, pattern, texture, form, space, colour, shape</b> and <b>tone</b>, showing an understanding of each</li> <li>♣ Show perspective and <b>depth</b> in drawing</li> <li>♣ Choose a <b>drawing style</b> suitable for the work (e.g. <b>realist</b> or <b>impressionist</b>)</li> <li>♣ Combine <b>materials</b> in work to show <b>contrast</b></li> </ul>

					materials/media for the intended outcome		
<b>Key Vocabulary</b>	<b>EYFS:</b> draw mark	Thickness Draw Shape Line	Pattern Dots Shading Tone Grades	Accuracy Texture Sketch Hardness Blackness Proportion	Overlap Hatching Cross-hatching Smudging Shadow	Scale Reflection Mood Media Intended	Direction Perspective Depth Form Impressionist Realist
<b>Painting</b>	Artist: Wassily Kandinsky End point: Lines and rainbow colours Media: Poster paint	Artist: George Seurat (Pointillism) End point: Media: Powder paint	Artist: Frida Kahlo End point: Strong women - painting. Media: Watercolour/ powder paint paints	Artist: John Sell Cotman End point: Monochrome colosseum Media: Acrylic paint/watercolour paint	Artist: Banksy End point: Graffiti Media: Acrylic paint/watercolour	Artist: Pete McKee End point: Work linked to his local art Media: Acrylic and powder paint <a href="https://www.petemckee.com/about/">https://www.petemckee.com/about/</a>	
	directional brush strokes (horizontal, vertical, diagonal, curved, wavy, spiral, thick, thin lines)	pointillism	bravura	dabs, flat wash, blending and gradients (colour transitions), Romanticism	bravura, flat wash and painterly, graffiti, tertiary	hatching, cross-hatching, scumbling and stippling	

	<ul style="list-style-type: none"> <li>♣ Hold the brush effectively, according to size of brush handle</li> <li>♣ Load paint onto <b>bristles</b> of brush, rinse brush and remove excess water</li> <li>♣ Change water for clean water when needed</li> <li>♣ Select different brush sizes and use <b>directional brush strokes</b> appropriately</li> <li>♣ Know <b>primary colours</b> and know and mix <b>secondary colours</b></li> <li>♣ <b>Mix</b> and match colours to paint pictures of observed objects</li> </ul>	<ul style="list-style-type: none"> <li>♣ Experiment with the <b>brush technique</b> of <b>pointillism</b> and mixing paint, using <b>different brushes or implements (cotton buds)</b> to create an <b>effect</b></li> <li>♣ Stay within drawn <b>lines</b> when using a thin brush</li> <li>♣ Create colour wheels and know the <b>positions</b> of <b>primary</b> and <b>secondary colours</b></li> <li>♣ Work on different <b>scales</b> e.g. large brush on large paper etc.</li> <li>♣ Add white to colours to make <b>tints</b> and black to colours to make <b>tones</b></li> </ul>	<ul style="list-style-type: none"> <li>♣ Select appropriate <b>brush</b> for task and use the <b>bravura brush technique</b> to produce <b>shapes, textures and effects (blocking in colour, washes and thickened paint)</b></li> <li>♣ Mix a variety of colours effectively, including tints and <b>shades</b> to represent ideas</li> <li>♣ Work on a range of scales e.g. thin brush on small picture etc.</li> <li>♣ Begin to understand and identify <b>complementary</b> colours and <b>warm</b> and <b>cold</b> colours</li> <li>♣ Create a background using a <b>wash</b></li> <li>♣ Create brown with paint</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use the <b>brushstroke techniques of dabs, flat wash, blending and gradients (colour transitions)</b> to produce shapes, textures, <b>patterns</b> and lines (Lesson3, Painting)</li> <li>♣ Work on sustained pieces (Lesson 5, Painting).</li> <li>♣ Make and match colours (including tints and tones) and use specific colour language (tint, tone, shade, <b>hue</b>) (Lesson 1, Painting.)</li> <li>♣ Use watercolour paint to produce washes for backgrounds and then add detail (Lesson 4, Painting)</li> <li>♣ Discuss and recreate the <b>mood</b> of John Sell Cotman’s paintings (Lesson 2, Painting)</li> <li>♣ Identify and discuss <b>reflections</b> observed in Cotman’s paintings</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrate a secure knowledge of <b>primary, secondary, warm, cold, complimentary and contrasting</b> and tertiary colours after investigating the colour wheel (LESSON 2 PAINTING)</li> <li>♣ Test and use <b>brush/es and brushstrokes, including bravura, flat wash and painterly</b> to create effects when exploring acrylic paint (LESSON 3 PAINTING)</li> <li>♣ Create work to convey a <b>purpose</b>, using a <b>variety of sources</b></li> <li>♣ Sketch lightly before painting to <b>combine</b> line and colour to create a tag inspired by an artist (LESSON 4 PAINTING)</li> <li>♣ Use watercolour and acrylic paints within a tag (LESSON 5 PAINTING)</li> <li>♣ <b>Combine</b> colours, tone and tints to <b>enhance</b> the mood of the final piece (Christmas card)</li> </ul>	<ul style="list-style-type: none"> <li>♣ Choose appropriate <b>paint, paper, implements</b> and use the <b>brush techniques of hatching, cross-hatching, scumbling and stippling</b> to create, adapt and extend work and create <b>texture</b></li> <li>♣ Appropriately mix and combine <b>colours, tints, tones and shades</b> to reflect purpose of work</li> <li>♣ Test <b>media (acrylic and powder paint)</b> and <b>materials (papers and brushes)</b> to plan a design</li> <li>♣ Use observations to base painting on and plan for work to <b>convey Contemporary style</b></li> <li>♣ Show an awareness of an <b>Impressionism style</b></li> <li>♣ Show an awareness of how <b>atmosphere</b> is created in paintings</li> <li>♣ Create a colour palette based on the study of Pete Mckee’s work</li> </ul>
<p><b>Key Vocabulary</b></p>	<p><b>EYFS:</b> brush paint</p>	<p>Secondary Colour Mix bristles Primary</p>	<p>Scale Tint Technique Tone Lines Effect</p>	<p>Shades Complementary Warm Cold Wash texture</p>	<p>Hue Mood <b>Pattern</b> Reflection</p>	<p>Contrasting Purpose Combine Enhance Source Refine</p>
<p><b>Collage</b></p>	<p>Artist: Henri Matisse End point: artist inspired Techniques: ripping, sticking, layering.</p>	<p>Artist: Metzinger End point: Great fire mosaic Techniques: cutting, tearing, arranging Media:coloured paper</p>	<p>Artist: John Piper End point: Sea / beach collage Techniques: cutting, tearing, arranging’</p>	<p>Artist: Jean Michel Basquiat End point: Mixed media collage of rabbit. Techniques: cutting, tearing, arranging,</p>	<p>Artist: Kazimir Malevich End point: Inspired by artist Techniques: cutting, arranging, overlapping</p>	<p>Artist: Annegret Soltau &amp; Derek Gores Outcome: abstract body images Techniques: cutting, tearing, arranging,</p>

	Media: different types of paper			Media: paper, magazines. Tools: scissors, glue	Media: paper, magazines Tools: scissors, glue	Media: paper, magazines, glue Tools: scissors	overlapping, montage Media: paper, photographs, thread, glue Tools: cameras, scissors, needles, pencils, paper, magazines, photographs
	<ul style="list-style-type: none"> <li>♣ Draw simple shapes and cut around the lines and corners</li> <li>♣ Cut and tear basic shapes without a pre-drawn outline</li> <li>♣ Create images by sorting and arranging materials, from imagination, experience or observation</li> <li>♣ Experiment with different collage materials e.g. paper, tissue, card, textiles</li> <li>♣ Use paste, glue and other adhesives without waste</li> </ul>		<ul style="list-style-type: none"> <li>♣ Layer shapes in a piece of work</li> <li>♣ Use and combine a variety of media and texture (that can be cut, torn and glued), incl. fabric, plastic, tissue, magazines, crepe paper, etc. to represent ideas</li> <li>♣ Cut smaller, more intricate shapes – turning paper rather than body when cutting</li> <li>♣ Make a simple mosaic</li> <li>♣ Join, position and manipulate materials with some independence</li> <li>♣ Consider shapes, textures, colours and patterns in my collages</li> </ul>	<ul style="list-style-type: none"> <li>♣ Simplify drawings or observed images into shapes ready for collage</li> <li>♣ Create own shapes and lines to create composition</li> <li>♣ Cut more complex shapes and lines</li> <li>♣ Experiment with a range of media and techniques e.g. coiling, rolling, overlapping, mosaic, layering and montage</li> <li>♣ Name the tools and materials they have used</li> </ul>	<ul style="list-style-type: none"> <li>♣ Manipulate materials to create textures that have been observed</li> <li>♣ Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements</li> <li>♣ Select and arrange materials for a striking effect, including tones</li> <li>♣ Use precise knowledge of cutting to produce repeated patterns</li> <li>♣ Use techniques incl. tessellation, montage and other patterns to create patterns or shapes</li> <li>♣ Create more intricate mosaic</li> </ul>	<ul style="list-style-type: none"> <li>♣ Translate more complex images or objects into shapes suitable for collage</li> <li>♣ Use a range of media to create collage</li> <li>♣ Experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)</li> <li>♣ Experiment with the striking effect work in a limited colour palette can have</li> <li>♣ Combine both visual and tactile qualities</li> <li>♣ Experiment with ceramic mosaic techniques</li> </ul>	<ul style="list-style-type: none"> <li>♣ Layer textures and colours to create interest</li> <li>♣ Cut complex shapes in various sizes to represent ideas</li> <li>♣ Use different techniques, colours and textures when designing and making collages</li> <li>♣ Use ceramic mosaic materials and techniques</li> <li>♣ Choose the most appropriate materials to fit the purpose or theme, showing awareness of the potential of materials</li> <li>♣ Create striking collages by using colour or technique choices, incl. pattern, lines, tones, shapes, [or any combination of these]</li> </ul>
<b>Key Vocabulary</b>	<b>EYFS:</b> stick cut	Arrange Adhesive Experiment Material Tear Sort	Layer Combine Mosaic Texture Join Position	Composition Technique Overlapping Montage Roll Coil	Tessellation Manipulate Visual Tactile Source Intricate	Suitable Contrasting Striking Limited Palette Ceramic	Potential Purpose Theme Combination Qualities Appropriate
<b>3D/Sculpture</b>	<b>Dough</b> Artist: Michelle Reader End point: animal sculpture	<b>Clay</b> Artist: Barbara Hepworth End point: Abstract people Techniques: rolling,	<b>Papier Mache</b> Artist: End point: Techniques: pinching, pulling, pressing.	<b>Clay</b> Artist: Andy Goldsworthy End point: nature-based sculpture. Techniques: pinching,	<b>Modroc</b> Artist: Antony Gormley End point: Bringing artists masks to life Techniques: twisting, pinching, wrapping	<b>Clay</b> Artist: Little Dragon Designs Outcome: dragon eyes Techniques: carving, coils, texture, roll pinching, pulling, slip, score,	

	<p>Techniques: pinching, adding texture Tools: fingers, everyday objects e.g. cocktail sticks</p>	<p>joining, kneading, adding texture Tools: fingers, range of everyday objects</p>	<p>Tools: carving tools</p>	<p>pulling, pressing, moulding Tools: carving tools</p>	<p>Tools: wire cutters, pliers, metal file</p>	<p>Tools: sticks, stones, modelling tools, rolling pin, water</p>
	<ul style="list-style-type: none"> <li>♣ Form simple 3D shapes and use tools to attempt joining objects together</li> <li>♣ Explore shape and form</li> <li>♣ Use dough and plasticine as malleable media materials</li> <li>♣ Use squeezing, pinching, rolling, cutting and kneading to model and shape materials</li> <li>♣ Experiment with, construct and join recycled, natural and man-made materials</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use combinations of lines and shapes in clay work</li> <li>♣ Add texture to clay work by adding clay and using tools</li> <li>♣ Use techniques such as rolling, cutting, coiling, moulding and carving to manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots or models.</li> <li>♣ Join two clay finger pots together</li> <li>♣ Build a textured relief tile</li> <li>♣ Understand the safety and basic care of materials and tools</li> </ul>	<ul style="list-style-type: none"> <li>♣ Plan, design, form and join 3D shapes to realise a design idea and use tools to decorate models and create texture</li> <li>♣ Use rolled up paper, straws, card, dough or plasticine as malleable/mouldable materials to practise techniques</li> <li>♣ Make nets of shapes to create recognisable forms and join these together to create abstract forms</li> <li>♣ Make a simple papier mache object</li> <li>♣ Add materials to provide interesting detail</li> </ul>	<ul style="list-style-type: none"> <li>♣ Sculpt clay, showing an understanding of shape, space and form, ensuring work has a purpose</li> <li>♣ Use the technique of adding materials to create texture, feeling, expression or movement. (e.g. wrinkles on a portrait sculpture)</li> <li>♣ Understand techniques used to join clay</li> <li>♣ Discuss own work, understanding that it has been sculpted, modelled or constructed</li> <li>♣ Apply clay techniques to pottery studied in other culture, including a carving using dry clay</li> <li>♣ Construct a simple clay base for extending and modelling other shapes</li> </ul>	<ul style="list-style-type: none"> <li>♣ Plan work to convey message or style through drawing and other preparatory work</li> <li>♣ Use frameworks such as moulds (including moulds we have made) or wire to provide stability and form to sculptures, incorporating successfully joined shapes</li> <li>♣ Safely use tools and techniques for sculpting Modroc to realise design ideas</li> <li>♣ Show life like qualities and proportions or, if abstract, provoke different interpretations</li> <li>♣ Describe the qualities involved in modelling, sculpture and construction</li> <li>♣ Add objects to a surface to embellish</li> </ul>	<ul style="list-style-type: none"> <li>♣ Combine visual and tactile quantities</li> <li>♣ Develop knowledge of using clay inc. slabs, coils, slips, etc.</li> <li>♣ Choose and apply the most appropriate techniques to give portraiture work a life like quality</li> <li>♣ Communicate observations from the real or natural world in models on a range of scales</li> <li>♣ Reflect an intention in work that is sometimes obvious, but at other times is open to interpretation of the viewer</li> <li>♣ Choose from all of the techniques learnt to embellish work appropriately</li> </ul>
<p><b>Key Vocabulary</b></p>	<p><b>EYFS:</b> roll pinch</p>	<p>Recycled Natural Man-made Joining Malleable Squeezing Cutting Kneading</p>	<p>Design    Decorate 3D        Mouldable Papier Mache Abstract Form</p>	<p>Extending    Form Modelling Construct(ed) Purpose    Sculpt(ure) Expression    Movement Base    Pottery</p>	<p>Preparatory    Convey Style            Stability Qualities    Proportions Provoke Interpretations Embellish</p>	<p>Tactile    Visual Slab        Slip Life-like    Scale Intention    Portraiture</p>

<b>Printing</b>	Artist: William Morris End point: Leaves and flowers using block printing <b>Mono printing</b> <b>Techniques:</b> making several prints from a single object to create a simple pattern <b>Media/tools:</b> paint, variety of papers		Artist: Mondrian End point: Artist inspired print using polystyrene blocks and rollers to stick circles etc. for animal print <b>Techniques:</b> overprinting using motifs and colour <b>Media/tools:</b> acrylic paint, simple printing blocks, paint, variety of papers		Artist: Lorna Freytag & Picasso End point: V is for Volcano print. <b>Techniques:</b> create printing block using impressed method/mono/collograph with different textured surfaces <b>Media/tools:</b> acrylic paint, polystyrene printing		Artist: Linda Germain End point: Mono print African safari scene/print drawing into the polystyrene <b>Techniques:</b> 'drawing in', create printing block using impressed method & two colour overlays <b>Media/tools:</b> acrylic paint, polystyrene printing block		Artist: John Dyer End point: Rainforest scene print layering up on acetate mono printing (creating a printing plate) <b>Techniques:</b> drawing, carving, rolling, stamping <b>Media/tools:</b> black acrylic paint, styrofoam, sharp pencil/cocktail sticks		Artist: Hokusai End point: The Great Wave off Kanagawa lino printing repeated patterns using soft cut lino across A3 as a repeated tile pattern <b>Techniques:</b> repeating, overlapping, rotating, arranging, rolling, rubbing, stamping, colour layering <b>Media/tools:</b> acrylic paint, sponges, string, plasticine blocks, styrofoam	
	<ul style="list-style-type: none"> <li>♣ Make marks in print with a variety of objects/tools, incl. natural and made objects e.g. fruit, vegetables, sponges</li> <li>♣ Make my own printing blocks eg: string patterns or plasticine shapes.</li> <li>♣ Apply ink or paint to a printing block/stamp evenly and know when to reload paint</li> <li>♣ Make rubbings</li> <li>♣ Build a repeating pattern and recognise pattern in the environment</li> <li>♣ Print onto fabric or paper</li> </ul>		<ul style="list-style-type: none"> <li>♣ Print using a variety of materials, objects and techniques</li> <li>♣ Explore techniques such as repeating, overlapping, rotating and arranging shapes</li> <li>♣ Create a printed piece of art by pressing in, pressing, rolling, rubbing and stamping</li> <li>♣ Design patterns of increasing complexity and repetition</li> <li>♣ Study print making in the environment. (e.g. wallpapers, fabrics etc.)</li> </ul>		<ul style="list-style-type: none"> <li>♣ Make indents on foam tiles</li> <li>♣ Simplify a more complex drawing into lines and shapes for printing purposes</li> <li>♣ Use a roller to load paint or ink</li> <li>♣ Make own printing blocks eg: string patterns or plasticine shapes</li> <li>♣ Carry out different printing techniques e.g. monoprint, block, relief and resist printing</li> <li>♣ Discuss the processes used to produce a simple print</li> <li>♣ Explore pattern and shape, creating designs for printing</li> </ul>		<ul style="list-style-type: none"> <li>♣ Build up layers of colours to make prints of 2 or more colours.</li> <li>♣ Make a one coloured print for a striking effect</li> <li>♣ Replicate patterns observed in natural or built environments including precise repeating patterns</li> <li>♣ Research, create and refine a print (incl. blocks) using a variety of techniques and experiment with printing onto different materials</li> <li>♣ Print using a range of materials, objects and techniques incl. layering, carbon printing, relief, press and fabric printing or rubbings</li> </ul>		<ul style="list-style-type: none"> <li>♣ Create a printing tile with lines and shapes in varied widths and styles</li> <li>♣ Create a print that conveys texture, layers &amp; colours into a sequence</li> <li>♣ Create precise, repeating patterns, incorporating repetition, symmetry or random printing styles and multiple prints from one accurate block/ tile (Lino/Polystyrene/Calligrams)</li> <li>♣ Use resist printing incl. marbling, silkscreen and coldwater paste.</li> <li>♣ Replicate patterns based on observational drawings.</li> <li>♣ Create an accurate print design following a criteria</li> </ul>		<ul style="list-style-type: none"> <li>♣ Create an accurate pattern showing fine detail</li> <li>♣ Describe, explain and use varied techniques, incl. the use of poly-blocks, relief, mono and resist printing and select these appropriately to create an effect</li> <li>♣ Over print to create different patterns, a build up of colours and layered prints</li> <li>♣ Print on paper, fabric and other materials</li> <li>♣ Use drawings and designs to bring fine detail into my work</li> <li>♣ Combine a range of visual elements to reflect a purpose</li> </ul>	
<b>Key Vocabulary</b>	<b>EYFS:</b> print pattern	Rubbing Repeating Block Object Apply Reload	Overlapping Rotating Arranging Press Roll Stamp	Indents Foam tiles Monoprint Relief Resist printing Process	Layers/layering Striking Replicate Carbon printing Fabric printing Approaches	Lino Polystyrene tiles Calligrams Marbling Silkscreen Coldwater paste Overlaying	Accurate Poly-blocks Over print Elements Combine					

<b>Textiles</b>	<p><b>Weaving</b>                      Artist: Ulrike Martin                      Endpoint: whole class large scale weaving                      Techniques: weaving                      Media: fabric, pea netting</p> <p><small>Immersive big loom?                      Different holey material that they can weave through/arrange materials on building site nets etc. between benches warped up 2 benches warp, weft, warp = vertical lines</small></p>		<p><b>Hoop weaving</b>                      Artist: Tammy Kanat                      Endpoint: Hoop weaving                      Techniques: create fabric by weaving materials                      Media: fabric/wool                      Tools: hoop 'loom'</p>		<p><b>Applique</b>                      Artist: Carroll Arnott                      Endpoint: applique landscape                      Techniques: cutting, running stitch, joining, create textural effects                      Media: Felt, thread                      Tools: Scissors, needles, glue gun (with adult supervision)</p> <p><small>Vilene interfacing fabric lay out fabric on top of Vilene then iron it so it creates fabric collage see Boyes shop</small></p>		<p><b>Fabric wall hanging</b>                      including more detailed stitching                      Artist: Louise Baldwin                      Endpoint: large scale stitched habitat wall hanging                      Techniques: cross stitch, back stitch                      Media: hessian, range of types of paper, thread, sequins                      Tools: needles, glue</p>		<p><b>Tie die</b>                      Artist: Michael Phelan                      Endpoint: small-scale tie dye wall hangings                      Techniques: tie-die, blanket stitch, chain stitch, fold, twist, bind, rotate                      Media: cotton fabric, dye                      Tools: string</p>		<p><b>Felt-making &amp; embroidery</b>                      Artist: Andrea Hunter (Yorkshire) and Penelope Davis                      Endpoint: felt making extending to include sewing techniques to make jellyfish incorporating litter                      Techniques: layering, rolling, rubbing, overlapping, pressing, running stitch, cross stitch, backstitch, appliqué, embroidery                      Media: merino wool, thread                      Tools: sushi mat, soap, water, nylon sheets, needles, thread, merino wool</p>	
	<ul style="list-style-type: none"> <li>♣ Begin to use different techniques &amp; materials, e.g. <b>weaving</b> with fabric</li> <li>♣ Know how to cut and trim material</li> <li>♣ Use glue to join fabrics</li> <li>♣ Sort or group fabrics and threads by colour and texture</li> <li>♣ Make simple weavings with fabrics, wools or threads</li> <li>♣ Look at examples of thread and textiles used to create pictures, objects or patterns. (e.g patchwork), discussing the textures</li> </ul>		<ul style="list-style-type: none"> <li>♣ Knot fabric and investigate other manipulative techniques</li> <li>♣ Understand a basic method for weaving</li> <li>♣ Join materials using tying, knotting and/or a stitch</li> <li>♣ Look at dip dye and begin to use dip dye techniques to produce fabric of contrasting colours</li> </ul>		<ul style="list-style-type: none"> <li>♣ Understand how to use applique techniques and know that applique means to 'apply' <a href="https://classroom.thenational.academy/lessons/what-is-applique-61jk4r7activityvvide0&amp;step=2&amp;view=1">https://classroom.thenational.academy/lessons/what-is-applique-61jk4r7activityvvide0&amp;step=2&amp;view=1</a></li> <li>♣ Develop knowledge of running stitch, cutting and joining (both with stitch and glue)</li> <li>♣ Name the tools and materials used, including needle, eye, thread, fabric</li> <li>♣ Experiment with tie-dye to create coloured fabric to use in my final piece</li> </ul>		<ul style="list-style-type: none"> <li>♣ Know and use the basics of quilting, padding or gathering fabric</li> <li>♣ Shape and stitch materials and use basic cross stitch and back stitch</li> <li>♣ Create texture in textiles work by tying, sewing or pulling threads</li> <li>♣ Create textiles work that is matched to an idea or purpose</li> <li>♣ Show awareness of textiles work from other cultures and times</li> <li>♣ Collect information from a variety of sources, using vocabulary to describe the visual and tactile elements</li> </ul>		<ul style="list-style-type: none"> <li>♣ Use a variety of techniques, incl. tie dyeing, quilting or embroidery</li> <li>♣ Consider how to incorporate pattern into textile work using blanket stitch or chain stitch</li> <li>♣ Join fabrics in the most appropriate ways, e.g. stitching, knotting, gluing or weaving</li> <li>♣ Use different grades of threads and needles.</li> <li>♣ Combine techniques to create wall hangings</li> <li>♣ Create work based on tapestries, artefacts and hangings throughout history and in other cultures</li> </ul>		<ul style="list-style-type: none"> <li>♣ Know and combine previously learned techniques (cross stitch, backstitch, chain stitch, running stitch, appliqué, and embroidery) more precisely to create pieces that convey a purpose</li> <li>♣ Know how to make felt</li> <li>♣ Combine different techniques, colours and textures when designing and making pieces of work</li> <li>♣ Comment on visual and tactile elements</li> <li>♣ Develop a preference for the type of textile work I prefer</li> <li>♣ Create textile work based on historical, cultural or environmental observations</li> </ul>	
<b>Key Vocabulary</b>	<p><b>EYFS:</b> weave material</p>	<p>Fabric Trim Texture Weaving Loom Thread</p>	<p>Manipulate Knot Hoop Tying Dip dye Contrasting</p>	<p>Running stitch Joining Tie-dyeing Appliqué Needle and eye Landscape</p>	<p>Quilting/Padding/Gathering Cross stitch Back stitch Hanging Pulling Textiles Visual Tactile Elements</p>	<p>Embroidery/Quilting Blanket stitch Chain stitch Grades Twist Tapestries Artefacts</p>	<p>Combine Precise Purpose Preference Felt Layering Overlapping Rubbing Pressing Nylon</p>					