



## Art Progression of Skills

|                                                                      | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 1                                                                                                                                                                                                                                                                                                                                                                                                           | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                      | <p><b>Expressive Art and Design;</b></p> <p><b>ELG; Being Imaginative:</b><br/>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.<br/>They represent their own ideas, thoughts and feelings through Best practice and activity ideas.</p> <p><b>ELG; Exploring and using media and materials:</b><br/>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p><b>NATIONAL CURRICULUM</b></p> <p>Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>NATIONAL CURRICULUM</b></p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials. for example, pencil, charcoal, paint, clay).</p>                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>NATIONAL CURRICULUM</b></p> <p>Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Creating ideas</b></p> <p><b>(non negotiables in bold)</b></p> | <ul style="list-style-type: none"> <li>Begin to work from observation (i.e. portraits)</li> <li>To draw from imagination and own experiences.</li> <li>Experience working with different materials.</li> <li><b>Look at and discuss a famous artists work.</b></li> </ul>                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Work from observation and known objects</li> <li>Use imagination to form simple images from given starting points</li> <li>Work with different materials</li> <li><b>Look at and discuss a famous artists work</b></li> <li><b>Begin to compare the work of others identifying some Elements of Art ( colour, shape, form, line, value, texture and space)</b></li> </ul> | <ul style="list-style-type: none"> <li>Work from observation and known objects</li> <li>Use imagination to form simple images from given starting points or a description</li> <li>Work with different materials</li> <li>Begin to think what materials best suit the task.</li> <li><b>Look at and compare the work of other artists identifying some of the Elements of Art ( colour, shape, form, texture, line, value and space)</b></li> <li><b>Begin to use knowledge of key artists in their work.</b></li> </ul> | <ul style="list-style-type: none"> <li>Work from observation from a range of objects.</li> <li>Use imagination and knowledge of line, shape to form images.</li> <li><b>Look at and compare the work of artists identifying the 7 elements of art and beginning to be aware of the Principles (balance, contrast, emphasis, movement, rhythm and unity)</b></li> <li><b>Begin to use artists work for inspiration for their own.</b></li> <li>Decide what materials best suit the task set by beginning experiment in sketch books.</li> <li>Collect ideas in sketch books and begin to annotate simply.</li> </ul> | <ul style="list-style-type: none"> <li>Work from observation from a range of objects.</li> <li>Use imagination and knowledge of line, shape to form images.</li> <li><b>Look at and compare the work of artists identifying the 7 elements of art and of the Principles (balance, contrast, emphasis, movement, rhythm and unity)</b></li> <li><b>Begin to use artists work for inspiration for their own.</b></li> <li>Decide what materials best suit the task by exploring known techniques.</li> <li>Collect ideas in sketch books and annotate using key art vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>Work from observation from a range of objects of different sizes and shapes</li> <li>Use imagination and knowledge of the key elements when creating art work.</li> <li><b>Look at and compare the work of artists identifying a range of Elements and Principles of Art and Design.</b></li> <li>Decide what materials best suit the task set and why.</li> <li>Collect ideas including colour swatches, preliminary sketches, artists work in sketch books and annotate.</li> </ul> | <ul style="list-style-type: none"> <li>Work from observation from a range of objects looking at size, shape and proportion.</li> <li>Use imagination and knowledge of key elements and principles when creating art work</li> <li><b>Look at and compare the work of artists identifying The Elements and Principles of Art and Design</b></li> <li><b>Use artist work for inspiration for their own.</b></li> <li>Decide what materials best suit the task by testing out in their sketch books. Explain findings in more detail.</li> <li>Collect ideas in sketch books annotate and build up preparatory work prior to final piece</li> </ul> |
| <b>Vocabulary</b>                                                    | Imagination, materials, observation, materials, famous artists, experience, explore, portraits.                                                                                                                                                                                                                                                                                                                                                                                                                  | EYFS plus; Elements of Art, colour, shape, form, line, value, texture, space, starting points,                                                                                                                                                                                                                                                                                                                   | Previous years plus; key vocabulary, discussion, materials or media that suit the task, describe, discussion.                                                                                                                                                                                                                                                                                                                                                                                                            | Previous years plus; Elements and Principles of Art and Design, balance, contrast, emphasis, movement, rhythm, unity, inspiration, sketch books, ideas, experiment, annotate                                                                                                                                                                                                                                                                                                                                                                                                                                        | Previous years plus; exploring techniques, art vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Previous years plus; creating art work, elements, colour swatches, preliminary sketches.                                                                                                                                                                                                                                                                                                                                                                                                                                     | Previous years plus; size, proportion, testing out ideas, findings in more detail, build up preparatory work, final piece or outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>Drawing</b><br>(non negotiables in bold) | <ul style="list-style-type: none"> <li>Explore mark making on a large and small scale.</li> <li>Use different drawing media such as chalk, [pencils or crayons]</li> <li>Create lines for different purpose , zig zag, curved straight.</li> <li>Draw on small and large scales.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to control lines to create simple drawings from observations</li> <li>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</li> <li>Make marks using paint with a variety of tools</li> <li>Consider consistency when applying paint</li> <li>Colour within the line with increasing accuracy</li> <li>Draw on smaller and larger scales</li> <li>Begin to add detail to line drawings.</li> </ul> | <ul style="list-style-type: none"> <li>Show more control when drawing to create simple drawings from observations thinking about the types of line used and it's thickness.</li> <li>Use a range of drawing materials to create more accurate marks.</li> <li>Draw on smaller and larger scales</li> <li>Begin to add detail to line drawings using techniques such as, stippling, shading, hatching and cross – hatching.</li> <li>Create simple sketches for painting.</li> </ul> | <ul style="list-style-type: none"> <li>To know that the grade of a pencil is defined by the number and letter on the side. The harder the pencil (H) the lighter the shade. The softer the pencil (indicated by B and the number) the darker the shade</li> <li>Draw in small scale adding more detail with lines and pre- taught sketching techniques</li> <li>Use sketchbook for close observation being to frame parts of the image to texture.</li> <li>Sketch before painting understand sketching is quick mark marking to outline shapes (not details)</li> </ul> | <ul style="list-style-type: none"> <li>To record observations in a sketchbook (use them to review and revisit ideas)</li> <li>Accurate face drawing before sculpture using previous techniques to add texture.</li> <li>Begin to understand 2 and 3 dimensions and observe objects from different angles.</li> <li>Draw shadows and understand tones are created by the way in which light falls on a 3D object. Where light is strongest, highlights are created, where light is weakest, shadows</li> <li>Start to use scale and proportion</li> </ul> | <ul style="list-style-type: none"> <li>To create different tones, textures and shapes in drawing: shading (side of a pencil), blending, smudging, varying the amounts of pressure, varying the thickness of the line, cross hatching</li> <li>Start to use composition - eg off centre and rule of thirds – revisit Hokusai great wave</li> <li>To being understand what perspective means i.e in relation to landscapes.</li> <li>To be confident with scale and proportion i.e feathers</li> </ul> | <ul style="list-style-type: none"> <li>Produce a detailed drawing independently over more than one session.</li> <li>Use single focal point to create perspective.</li> <li>Begin to use one focal point to create simple perspective.</li> <li>Understand the vanishing point.</li> <li>Confident with scale and proportion when drawing</li> <li>Use sketch books to work out design - 3D or print</li> <li>observe how highlights and shadows change on an object, when observed from different angles</li> <li>To draw objects from different angles</li> </ul> |
| <b>Vocabulary</b>                           | line, curved, straight, zig zag observe, brushes, paint, draw, sketch, shape, mark making 2 Dimensional, landscape, portrait.                                                                                                                                                               | As EYFS plus; detail, observation, blend, texture, 3 Dimensional, media/medium, outline                                                                                                                                                                                                                                                                                                                                                              | As previous years plus; Stippling, cross hatching, hatching, shading, tone, thickness ( of line)                                                                                                                                                                                                                                                                                                                                                                                    | As previous Years plus ; frame, scale, grade ( of pencil)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | As previous years plus; proportion, scale, shadows, light, angle, accurate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | As previous year plus; Perspective, off centre composition, pressure (penci)                                                                                                                                                                                                                                                                                                                                                                                                                         | As previous years plus; Detailed preparatory sketches, vanishing point, highlights, focal point.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <b>Painting</b> | <ul style="list-style-type: none"> <li>Paint on large or small scale</li> <li>Hold and use a large paint brush correctly.</li> <li>To explore creating effects with paint.</li> <li>Paint from their own experience and imagination.</li> <li>Experiment with powder paint and poster paint</li> </ul> | <ul style="list-style-type: none"> <li>Hold a large paint brush correctly and with more accuracy</li> <li>Begin to draw images before painting.</li> <li>Begin to use different and explore types of paint such as poster paint and powder paint.</li> <li>Paint on large or small scale depending on the task.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to use medium or small brushes when painting</li> <li>Make marks using paint with a variety of tools for a specific effect.</li> <li>Consider consistency when applying paint to images.</li> <li>Use different types of paint, powder, poster and watercolours appropriate to the task.</li> <li>Explore colour washes for backgrounds.</li> </ul> | <ul style="list-style-type: none"> <li>Use large, small or medium brushes with more accuracy.</li> <li>Explore mark making tools for a purpose for specific effects i.e cave painting images.</li> <li>Explore making making marks by, scratching, splashing, smearing.</li> <li>Use colour washes to layer and blend colours to create depth to backgrounds.</li> </ul> | <ul style="list-style-type: none"> <li>Use a range of brushes with accuracy.</li> <li>Use knowledge of colour washes to begin to explore layering of colour to create images/backgrounds</li> <li>choose the appropriate type of paint for the piece of artwork i.e watercolour, poster paint or powder paint, or acrylic.</li> <li>That different paints have different thicknesses (e.g. acrylic, poster)</li> </ul> | <ul style="list-style-type: none"> <li>Choose the appropriate brushes for the task.</li> <li>Explore different media to paint with such as acrylics, inks and watercolours i.e Japanese artwork</li> <li>Use brush stokes and texture of paints to create effects and impact to work.</li> </ul> | <ul style="list-style-type: none"> <li>Choose the appropriate the brushes for the task and adapt to create more dynamic and detailed work.</li> <li>Confidently use techniques and tools used so far to get textural effects.</li> <li>Use painters and artists style to develop techniques.</li> <li>Choose the type of paint appropriate to the artwork.</li> </ul> |
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|                   |                                                                                                                               |                                                    |                                                                                                                  |                                                                                           | <b>watercolour) and can create different textures on the page</b> |                         |                         |
| <b>Vocabulary</b> | <ul style="list-style-type: none"> <li>Brushes, palette, paint, brush stroke, explore, , effect, small large scale</li> </ul> | As EYFS plus; image, explore brush stroke, palette | As previous years plus; watercolour, washes, backgrounds, effect, powder, poster paint, tools, paint consistency | As previous years plus; layer, scratching, splashing, smearing, depth, effects, accuracy. | As previous years plus;                                           | As previous years plus; | As previous years plus; |

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| <b>Working with colour</b><br><b>(non negotiables in bold)</b> | <ul style="list-style-type: none"> <li>Explore using primary colours R/Y/B</li> <li><b>Mix primary colours using paint to create Secondary colours.</b></li> <li>Explore colour mixing through rainbow spectrum ( Holi Festival – RE)</li> </ul> | <ul style="list-style-type: none"> <li><b>Recognise and name primary and secondary colours</b></li> <li><b>Mix primary colours to make secondary colours</b></li> <li>Share colour charts to compare variations of the same colour</li> <li>Create and experiment with shades of colour and name some of these</li> <li>Recognise warm and cold colours</li> </ul> | <ul style="list-style-type: none"> <li><b>Add white/black to lighten/darken chosen colours ( hues)</b></li> <li>Choose brush size appropriate to the task</li> <li>Change secondary colours by mixing different proportions of primary colours</li> <li><b>Know warm and cold colours, primary and secondary colours and understand how to create them by mixing or blending media ( i.e paint/oil pastels/chalks)</b></li> <li>Create washes to form backgrounds</li> </ul> | <ul style="list-style-type: none"> <li>Use different surfaces eg black paper and papyrus</li> <li>Paint in large scale collaboratively</li> <li><b>Use natural colours (juices, dyes) to paint and create different shades ( cave painting) Paint using scratching, splashing and blowing</b></li> <li>Paint using dotting and explore different techniques for effect ( i.e pointillism)</li> <li><b>Understand the terms ‘ tint’ and ‘ shade linked to dark and light colours</b></li> <li><b>To begin to explore complementary colours using the colour wheel</b></li> </ul> | <ul style="list-style-type: none"> <li>Paint in small scale with more accuracy and detail.</li> <li>Use watercolour – explore different intensity for shades.</li> <li><b>Notice how shading and colours have been used to create definition and perspective</b></li> <li>Combine use of paint with another art media (e.g. collage)</li> <li><b>Begin to explore mixing tertiary colours.</b></li> <li>Revisit use of complementary colours and apply to their painting for effect.</li> <li>Identify and create foreground and background in pictures e.g. block painting colours using washes</li> </ul> | <ul style="list-style-type: none"> <li>To identify the focal point of a landscape picture and how the colours change.</li> <li><b>To mix colours, tints and shades in a range of the colour spectrum.</b></li> <li>To vary the tone, tint and hue of colours to enhance the mood of a picture</li> <li>Use light and dark for effect within a painting</li> <li><b>To use a limited palette to create new colours.</b></li> <li>To record observations of real objects / landscapes (matching colour to real life)</li> <li>To begin explore negative and positive space</li> </ul> | <ul style="list-style-type: none"> <li>Understand artists develop styles through life and apply techniques to their own work.</li> <li><b>To record observations in a sketchbook (use them to review and revisit ideas)</b></li> <li><b>To create texture with paint and layer colours to create depth linking their understanding to more complex colour spectrum.</b></li> <li>To use techniques to create texture (collage, dry brush, layering, splattering and stippling)</li> <li><b>To understand positive and negative space</b></li> </ul> |
| <b>Vocabulary</b>                                              | Primary colours secondary colours, mix, red, yellow, blue, green, purple, orange. texture, effect                                                                                                                                                | As EYFS plus ; Primary, secondary, colour, mix, blend, background, warm, cold colours, washes                                                                                                                                                                                                                                                                      | As previous years plus; colour wheel, cold and warm palette, blending, merge colours, hue. .                                                                                                                                                                                                                                                                                                                                                                                 | As previous years plus; Tint, shade, dyes, techniques, dotting, scratching, light, dark shade, texture, complementary colours, colour wheel                                                                                                                                                                                                                                                                                                                                                                                                                                     | As previous years plus; Tertiary colours, mixed media, shade, tone, definition, perspective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | As previous years plus; limited palette, mood, spectrum of colour, focal point.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | As previous years plus; layering of colour, positive and negative space, texture, definition, styles and techniques.                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <b>Printing</b><br><b>(non negotiables in bold)</b> | <ul style="list-style-type: none"> <li><b>Finger print, sponge print, block print to form patterns.</b></li> <li>Printing with natural forms and objects to create images or patterns.</li> <li>Explore printing on different types of surfaces using</li> </ul> | <ul style="list-style-type: none"> <li><b>Explore finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control linking to the work of others (i.e Aboriginal art)</b></li> </ul> | <ul style="list-style-type: none"> <li>Experiment with marbling, investigating how ink floats and changes with movement.</li> <li>That shapes can be cut / or indented made in an object (e.g. potato). That the indented shape will not</li> </ul> | <ul style="list-style-type: none"> <li><b>Use roller and printing ink.</b></li> <li><b>That a block can be used to repeat the same print again and again</b> (polystyrene/ cardboard)</li> </ul> | <ul style="list-style-type: none"> <li>That prints can be made on top of each other (overlays) or over other pictures / collages</li> <li>To explore the material that used to print with ( i.e polystyrene,</li> </ul> | <ul style="list-style-type: none"> <li>To explore the media of lino printing to create a printed image.</li> <li>Use knowledge of previous print techniques to make</li> </ul> | <ul style="list-style-type: none"> <li><i>To begin to explore silk screen printing to create images.</i></li> <li><i>Make informed choices on colour, composition and proportion.</i></li> <li>To explore the use of</li> </ul> |
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|                   | <p>different media, ( i.e printing ink, poster paint )</p> <ul style="list-style-type: none"> <li>Use different tools (e.g. sponges, fingers (EYFS), corrugated card, string), to create prints with different textures</li> </ul> | <ul style="list-style-type: none"> <li><b>That ink floats.</b> That this can be used to create an effect called <b>marbling</b>.</li> <li>That colour can be added to fabric in a variety of ways: fabric crayons, dipping printing</li> </ul> | <p>hold paint and appear as the same colour as the background materials that is being printed upon.</p> <ul style="list-style-type: none"> <li>Develop controlled printing against outline /within cut out shape</li> </ul> | <ul style="list-style-type: none"> <li><b>To use a printing block to create a repeated pattern or image ( i.e Andy Warhol designs)</b></li> <li>That the indented shape will not hold paint / and appear as the same colour as the background materials that is being printed upon.</li> <li><b>To choose 2 colours to create an effective image using knowledge of complementary colours.</b></li> <li>That the tessellation of shapes can be used to create repeating patterns</li> </ul> | <p>block printing with string or layered cardboard shapes)</p> <ul style="list-style-type: none"> <li>Create clay printing blocks, compare to previous taught techniques.</li> </ul> | <p>indentations into the chosen material.</p> <ul style="list-style-type: none"> <li><b>To build up layers of prints</b></li> </ul> | <p>positive and negative shapes within print</p> <ul style="list-style-type: none"> <li>To add different colours and detail to prints</li> </ul> |
| <b>Vocabulary</b> | print, pattern, repeat, ink, paint, colour, texture, pattern                                                                                                                                                                       | As EYFs plus ; block print, ink, marbling, outlines, shapes, effect                                                                                                                                                                            | As previous years plus; repeating patterns, indentations,                                                                                                                                                                   | As previous years plus; Tessellate ( shapes fit together )complementary colours, repeating patterns, block print ink, rollers, indents, polystyrene, cardboard, relief                                                                                                                                                                                                                                                                                                                      | As previous years plus; layer, overlaying, colour block, material, collage                                                                                                           | As previous years plus; Lino printing, indentations, colours, details, organization                                                 | As previous years plus; screen printing, composition, silk screen, techniques, squidge, positive, negative space, proportion                     |

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| <b>Sculpture ( non-negotiables in bold)</b> | <p><b>Modelling skills</b></p> <p>Be able to identify 2D shapes within a sculpture</p> <p>Use simple tools and techniques to shape assemble and join materials</p> <p>Work collaboratively</p> <p><b>Use different type of dough to create 3 Dimensional forms ( play dough, salt dough or plastercine)</b></p> <p>Build using bricks, cardboard and large and small construction kits</p> <p>Understand flat, solid</p> | <p><b>3D SCULPTURE:</b><br/>that sculpture is when the artist's thoughts are represented by a (3D) model.</p> <ul style="list-style-type: none"> <li><b>Investigate clay pinching, rolling, twisting, scratching and coiling and add details and textures using tools i.e hedgehog</b></li> </ul> <p>* Begin to explore that clay can be moulded to create different shapes coil ) e.g. pinch and slab methods</p> <p>* Investigate a range of different materials and experiment with how they can be connected together to form simple structures</p> | <p><b>3D SCULPTURE:</b><br/>that sculpture is when the artist's thoughts are represented by a (3D) model.</p> <ul style="list-style-type: none"> <li><b>Look at sculptures by known artists and natural objects as starting points for own work</b></li> <li><b>Explore different media and how these are used to create sculptures. Link ideas to those of famous sculptors i.e clay, stone, paper natural materials</b></li> <li>Work in pairs or collaboratively</li> <li>That clay can be moulded to create different shapes using: pinching, rolling, twisting, scratching and coiling. <b>E.g. make a coil pot or clay diva</b></li> <li>That clay can be moulded to</li> </ul> | <p><b>3D SCULPTURE:</b><br/>that sculpture is when the artist's thoughts are represented by a (3D) model.</p> <p>Be able to identify 3D shapes within a sculpture and replicate some of these</p> <p><b>Create 3D structures using a basic structure, covered with a materials e.g. paper mache</b></p> <p>That when joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scratched). This makes the join more likely to hold</p> | <p><b>3D SCULPTURE:</b><br/>that sculpture is when the artist's thoughts are represented by a (3D) model.</p> <ul style="list-style-type: none"> <li>That when joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scratched). This makes the join more likely to hold</li> <li><b>That specific clay tools can be used to add marks (as decoration and to create texture</b></li> <li>Use pipe cleaners, to create prototype models followed by use of wire for final product.</li> <li>To use different media to create sculptures such as wire</li> </ul> | <p><b>3D SCULPTURE:</b><br/>that sculpture is when the artist's thoughts are represented by a (3D) model.</p> <ul style="list-style-type: none"> <li>Introduce the use of Modroc to create 3D forms.</li> <li><b>Build upon wire sculptures using newspaper and Modroc.</b></li> <li>Use paper mache as medium to create 3D forms i.e greek pots. Africa masks.</li> <li>Add design and colour to create impact to the final piece.</li> <li>To explain each part of the design of a sculpture they have</li> </ul> | <p><b>3D SCULPTURE:</b><br/>that sculpture is when the artist's thoughts are represented by a (3D) model.</p> <ul style="list-style-type: none"> <li>To use other media apart from clay to create textural landscapes, fossils i.e Modroc, plaster of paris.</li> <li>Explore simple moulding techniques and building up layers to a final product.</li> <li><b>Create a sculptural piece over several lessons either individually, in pairs or as a group.</b></li> <li>To use various methods to mould and sculpt</li> <li><b>To discuss in more detail the key parts and choices they made when creating their</b></li> </ul> |
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|                   |                                                                                                                         |                                                                                                                                     | <p>create different shapes coil e.g. pinch and slab methods.</p> <ul style="list-style-type: none"> <li>To roll clay to an appropriate thickness</li> </ul> |                                                             |                                                                                                     | <p>created</p> <ul style="list-style-type: none"> <li>To reinforce a sculpture to ensure it is stable</li> </ul> | <b>sculpture.</b>                                                      |
| <b>Vocabulary</b> | Flat, solid, 3 Dimensional, plastercine, salt dough, clay, build, join, collaboratively, sculpture, assemble, construct | EYFS plus ; simple structures, clay, modelling, twisting, stretching, joining, blending, pinching, texture, tools, techniques, slip | Previous years plus; stone, paper, natural materials, coil pot, slab, rolling, media                                                                        | Previous years plus; paper mache, scratched, scored surface | Previous years plus; prototype, decoration, hold, securely, wire sculptures, malleable, paint/glaze | Previous years plus; design, colour, finish, stable, mod-roc                                                     | Previous years plus; plaster of paris, layers, mould, sculpt, textural |

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| <b>Textiles/ Collage</b> | <ul style="list-style-type: none"> <li>Develop collages, based on a simple drawing, using papers and materials.</li> <li>Create collage using natural materials.</li> <li>Use materials to create texture ( self portraits/bears)</li> </ul> | <ul style="list-style-type: none"> <li>Develop tearing, cutting and layering paper to create different effects.</li> <li>Choose from a range of collage materials to create an image.</li> <li>Simple weaving using paper or on a large scale with fabric or wool.</li> </ul> | <ul style="list-style-type: none"> <li>Collect natural materials to create a temporary collage (an autumn tree/the school building using sticks/rocks/leaves</li> <li>( linked to natural sculpture Andy Goldsworthy)</li> <li>Use a range of media to create mixed media piece of work</li> </ul> | <ul style="list-style-type: none"> <li>Sew simple stitches using a variety of threads or wools</li> <li>Create a collage using a fabric base</li> <li>Explore tie dye method.</li> <li>Use fabric pens and paint to create a background ( i.e river scene)</li> </ul> | <ul style="list-style-type: none"> <li>Use tie dye with more than one colour.</li> <li>Use fabric pens and paint to add detail to art work.</li> <li>Use fabrics such as felt when sewing.</li> </ul> | <ul style="list-style-type: none"> <li>Use recycled materials to create new garments or designs.</li> <li>Explore weaving using different media</li> <li>Introduce fabric block printing.</li> </ul> | <ul style="list-style-type: none"> <li>nvestigate ways of changing the fabric such as cutting, sewing, applique method.</li> <li>Print on to fabric and add details through sewing or collage</li> </ul> |
| <b>Vocabulary</b>        | Texture, collage, fabric, materials                                                                                                                                                                                                          | EYFS plus; tearing, cutting, layering, overlaying, effects, paper, weaving                                                                                                                                                                                                    | Previous years plus; mixed media, natural objects                                                                                                                                                                                                                                                  | Previous years plus; sewing, sttiches, tie dye, fabric paint/pens, background                                                                                                                                                                                         | Previous years plus ; detail, felt                                                                                                                                                                    | Previous years plus; fabric block printing, garments, design,                                                                                                                                        | Previous years plus; applique method, thread, layering, over laying, printing.                                                                                                                           |