



Tackley & Wootton CE Primary Schools Art Curriculum Overview



Skills across Key Stages

| | 3 & 4 year olds will be learning to: | Children in Reception will be learning to: | | Early Learning Goal |
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| Physical development | <p>Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination and agility.</p> | <p>Physical development</p> <p>Fine Motor Skills</p> | <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p> |
| Expressive Arts and Design | <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> | <p>Expressive Arts and Design</p> <p>Creating with materials</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> |

Key Stage One

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 Two

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.
- 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

Curriculum unit by term

| Cycle A | Autumn term | | Spring term | | Summer term |
|---------------|---|--|--|---|---|
| Year 1/Year 2 | Autumn Leaves <u>Drawing</u> | Colour Chaos <u>Painting</u> | The Magic Fish <u>Textiles</u> | Pattern and Shape <u>Printing</u> | Be an Architect! Houses from around the world <u>Drawing, sculpture</u> |
| Year 3/Year 4 | Greek Pottery <u>Sculpture</u> | | Landscape <u>Painting</u> | | Art with Flowers <u>Textiles, printing</u> |
| Year 5/Year 6 | Fruit and Vegetables <u>Drawing, printing</u> | | Still Life <u>Drawing, sculpture</u> | | Portrait <u>Painting, collage</u> |

| Cycle B | Autumn term | | Spring term | Summer term | |
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| Year 1/Year 2 | Self- portrait <u>Drawing, painting</u> | Animal Parade Masks <u>Collage</u> | Fabricate <u>Textiles</u> | Mini beasts <u>Printing, sculpture</u> | Plants <u>Drawing, painting</u> |
| Year 3/Year 4 | Cave Art <u>Drawing, painting</u> | | Drawing with Scissors <u>Collage</u> | | Figures in a Landscape <u>Sculpture</u> |
| Year 5/Year 6 | Pattern on Fabric <u>Textiles</u> | | South American Art <u>Painting, collage, printing</u> | | Wonderful Wildlife <u>Sculpture</u> |

Curriculum knowledge overview by unit of work

| Art: Key Stage One | | | |
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| | Key knowledge | Key skills | Exploring and developing ideas |
| Autumn Leaves | Visual element: line, shape, colour, composition | Process: observational pencil drawing, exploring wax-resist technique, introduction to watercolour Final artwork: wax resist study of Autumn leaves See AccessArt project https://www.accessart.org.uk/wax-resist-autumn-leaves-by-rosie-james/ | <ul style="list-style-type: none"> • Respond positively to ideas and starting points • Explore ideas and collect information (some in sketchbooks) • Describe differences and similarities and make links to their own work • Try different materials and methods to improve • Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. |
| Colour Chaos | Visual element: colour, contrast, pattern Artist: Wassily Kandinsky 'Squares with concentric circles' | Process: colour mixing, painting Final artwork: painting composition of colourful circles inspired by the work of Kandinsky See Twinkl Art See AccessArt https://www.accessart.org.uk/colour-wheel-for-infants-and-juniors/ | |
| The Magic Fish | Visual element: colour, texture Artist: Paul Klee 'The Golden/Magic Fish' | Process: oil pastel drawing, painting on fabric (background), textile (fish made of fabric and embellishments) Final artwork: painting on fabric (sea) with a textile element (fish). | |
| Pattern and Shape | Visual element: shape, pattern | Process: mark making, introduction to printmaking through printing with plasticine Final artwork: plasticine prints of shells, feathers, leaves etc | |

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| | | See AccessArt project https://www.accessart.org.uk/teachers-play-with-plasticine-to-make-prints-in-the-education-room-at-the-fitzwilliam-museum-cambridge/ | |
| Be an Architect! | Visual element: form, texture Artist: Hundertwasser, Zaha Hadid, Heatherwick Studios | Process: drawing, collage, design, 3D Final artwork: architectural model of a building made of cardboard, foam, sticks, fabric etc See AccessArt project https://www.accessart.org.uk/be-an-architect/ | |
| Self-portrait | Visual element: line, mark making, colour Artist: Faith Ringgold, F. Kahlo, A. Durer https://docs.google.com/presentation/d/1v7Ey6K1G8uvUpKsv_3XqXdTNUxpV8b-nEon-DcmavA/edit?pli=1#slide=id.p | Process: pencil and charcoal drawing, painting Final artwork: self -portrait drawing and self-portrait painting (poster paint or acrylic) | |
| Animal Parade masks | Visual element: line, texture, colour | Process: design, drawing, collage Final artwork: collage animal mask on card See AccessArt project https://www.accessart.org.uk/year-3-4-making-club-animal-parade-week-one/ | |
| Fabricate | Visual element: texture, pattern Artist: Anni Albers, Thetis Blacker, | Process: paper and wool weaving, batik - drawing with wax crayons on fabric, dying fabric Final artwork: woven paper placemat, dyed batik coaster See Twinkl Art https://www.tate.org.uk/kids/make/cut-paste/learn-weave | |
| Mini beasts | Visual element: line, shape, texture, form | Process: mixed- media drawing, mono printing, sculpture | |

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| | Artist: Lucy Arnold, Rosalind Monk, Jan van Kessel | Final artwork: mono print of an insect, insect relief in clay or 3D mixed-media insect Art ideas linked to this project: https://www.accessart.org.uk/flora-and-fauna/ | |
| Plants | Visual element: line, shape, colour Artist: Victorian botanical drawings | Process: observational pencil/mixed- media drawing, colour mixing, painting (poster paint and watercolour) Final artwork: a selection of observational drawings and paintings of plants and flowers | |

| Art: Lower Key Stage Two | | | |
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| | Key knowledge | Key skills | Exploring and developing ideas |
| Greek pottery | Visual element: shape, pattern, form, Artist: Greek vases | Process: drawing, designing, clay pottery Final artwork: a clay pot with a simple painted pattern | <ul style="list-style-type: none"> • Use sketchbooks to record ideas https://www.accessart.org.uk/visual-notes/ • Explore ideas from first-hand observations • Question and make observations about starting points, and respond positively to suggestions • Adapt and refine ideas Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. |
| Landscape | Visual element: colour, texture Artist: Impressionists: M. Cassatt, B. Morisot, C. Monet, V. van Gogh | Process: painting with poster paints/acrylic, advanced colour mixing, creating different effects and texture with paints Final artwork: landscape painting | |
| Art with Flowers | Visual element: line, shape, colour, texture Artist: Georgia O'Keefe, designer Rachel Parker | Process: observational drawing, watercolour painting, printing (quick print or collagraphy), textiles (print on fabric), Final artwork: watercolour study of a flower, a piece of fabric with printed floral pattern | |

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| | | Art ideas linked to this project/sketchbook work: https://www.accessart.org.uk/creating-patterns/ | |
| Cave Art | Visual element: line, mark, shape, colour, texture Artist: Cave Art from Chauvet Cave, Lascaux, Altamira etc | Process: charcoal drawing, soft pastel drawing, painting with natural pigments Final artwork: painting of an animal | |
| Drawing with Scissors | Visual element: shape, pattern, colour Artist: Henri Matisse | Process: mixed media drawing, collage Final artwork: collage composition See AccessArt project week 1-3 https://www.accessart.org.uk/screenprinting-inspired-by-matisse/ | |
| Figures in a landscape | Visual element: line, form, space Artist: Ancient statues, A. Gormley, B. Hepworth | Process: drawing, clay sculpture (figure impressions), 3D mixed- media (wire, Modroc) Final artwork: Mix- media sculpture of a figure | |

| Art: Upper Key Stage Two | | | |
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| | Key knowledge | Key skills | Exploring and developing ideas |
| Fruit and Vegetables | Visual element: shape, tone, smudge, blend, mark, colour Artist: Dutch painters (W. Kalf, G. Claesz), Clara Peeters, G. Braque, D. Wojtkiewicz | Process: observational drawing (pencil, mixed pens, ink), oil pastel drawing, painting, advanced colour mixing (tint and shade), mono and block printing Final artwork: still life combining mono printing and drawing See Twinkl Art | <ul style="list-style-type: none"> Review and revisit ideas in their sketchbooks https://www.accessart.org.uk/visual-notes/ |
| Still life | Visual element: line, mark, shape, structure Artist: Pop artists: A. Warhol, R. Lichtenstein | Process: observational drawing incl ink drawing, 3D form | <ul style="list-style-type: none"> Offer feedback using technical vocabulary Think critically about their art and design work |

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| | | <p>Final artwork: 3D drawing of popular drink/sauce bottles</p> <p>See Graphic Still Life AccessArt project https://www.accessart.org.uk/graphic-inky-still-life/</p> | <ul style="list-style-type: none"> • Use digital technology as sources for developing ideas • Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. |
| Portrait | <p>Visual element: line, mark, shape, blend, colour, texture, pattern</p> <p>Artist: H. Holbain, A. Modigliani, F. Kahlo, J.M. Basquiat</p> | <p>Process: mixed- media drawing (pens, charcoal, pencils), painting, collage, digital art (photos of faces, photos of different fabrics)</p> <p>Final artwork: mixed- media portrait (or self-portrait) with elements of collage</p> | |
| Pattern on Fabric | <p>Visual element: line, shape, pattern, motif, design</p> <p>Artist: traditional batik from Java, Indonesia, Mali, block printed Indian cloths, W. Morris</p> | <p>Process: textiles, batik, block printing, dying fabric</p> <p>Final artwork: batik cloth, block printed fabric with repeating pattern</p> | |
| South American Art | <p>Visual element: shape, colour, composition</p> <p>Artist: Beatriz Milhazes</p> | <p>Process: painting, collage, screen printing</p> <p>Final artwork: abstract painting or screen print (arrangement of shapes and colours)</p> <p>https://www.accessart.org.uk/talking-points-what-is-screenprint/</p> | |
| Wonderful Wildlife | <p>Visual element: line, mark, smudge, shape, form, texture</p> <p>Artist: R. Sweeney, C. Brancusi</p> | <p>Process: observational drawing, printing, clay work, mixed- media 3D form</p> <p>Final artwork: 3D model of a bird</p> <p>See Twinkl Art</p> | |

EYFS Knowledge and Skills

| What does an EYFS artist need to understand? | What does an EYFS artist need to know? | How can they show they are artists? |
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| To understand how to manipulate materials to achieve a desirable effect. | How to use a variety of materials effectively, e.g., mix paint to make new colours Which materials and tools to use for different processes and techniques. | Talk about how they have created something. Demonstrate how they have used the materials and tools. |
| To understand that art is a way of recording ideas and expressing feelings. | That everyone can express their ideas and feelings in their own, unique way. | Show their work to others and talk about their creations. |
| To understand there are many artists, designers and craftsmen they can learn from. | That they can express opinion about the work of others and draw inspiration from their work. | Respond to artists' work by creating their own. Talk about what they like or dislike about the work of other artists and peers. |

Curriculum skills overview by key stage

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- 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

| | By the end of Early Years | By the end of Key Stage One | By the end of Lower Key Stage Two | By the end of Upper Key Stage Two |
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| Exploring and developing ideas | <ul style="list-style-type: none"> • Express their ideas and feelings through drawing and painting • Talk about what they are doing • Select materials and tools to serve own purpose • Return and build on their previous learning | <p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Respond positively to ideas and starting points • Explore ideas and collect information • Describe differences and similarities and make links to their own work • Try different materials and methods to improve • Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. | <p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Use sketchbooks to record ideas • Explore ideas from first-hand observations • Question and make observations about starting points, and respond positively to suggestions • Adapt and refine ideas • Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. | <p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children can:</p> <ul style="list-style-type: none"> • Review and revisit ideas in their sketchbooks • Offer feedback using technical vocabulary • Think critically about their art and design work • Use digital technology as sources for developing ideas • Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. |

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| <p>Drawing</p> | <ul style="list-style-type: none"> • Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. • Use drawings to tell a story from retelling or from imagination. Investigate different lines - thick, thin, wavy, straight. • Explore different textures and experiment with mark making to illustrate these. | <p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Draw lines of varying thickness • Use dots and lines to demonstrate pattern and texture • Use different materials to draw, for example pastels, chalk, felt tips • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. | <p>Children continue to use a variety of drawing tools. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Experiment with showing line, tone and texture with different hardness of pencils • Use shading to show light and shadow effects • Use different materials to draw, e.g. pastels, chalk, felt tips • Show an awareness of space when drawing • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. | <p>Children are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Develop the appropriate use of use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching • Depict movement and perspective in drawings • Use a variety of tools and select the most appropriate • Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti, historical terms |
| <p>Painting</p> | <ul style="list-style-type: none"> • Experience and use primary colours predominantly • Name primary colours and begin to name secondary colours • Experiment with mixing colours • Learn the names of different tools that bring colour, glue, | <p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>Children can:</p> | <p>Children use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Use varied brush techniques to create shapes, textures, patterns and lines | <p>Children use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>Children can:</p> |

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| | <p>pastels, and paint, felt tips, crayons.</p> <ul style="list-style-type: none"> • Use a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers. | <ul style="list-style-type: none"> • Name the primary and secondary colours • Experiment with different brushes (including brushstrokes) and other painting tools • Mix primary colours to make secondary colours • Add white and black to alter tints and shades • Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. | <ul style="list-style-type: none"> • Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary • Create different textures and effects with paint • Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. | <ul style="list-style-type: none"> • Create a colour palette, demonstrating mixing techniques • Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces • Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. |
| Sculpture | <ul style="list-style-type: none"> • Handle, feel and manipulate materials • Construct and build from simple objects • Pull apart and reconstruct • Able to shape and model from observation and imagination. • Impress and apply simple decoration. • Use simple language created through discussion of feel, size, look, smell etc | <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card • Use a variety of techniques, e.g. rolling, cutting, pinching • Use a variety of shapes, including lines and texture • Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, | <p>Children use a variety of materials for sculpting. They experiment with joining and construction. They begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Cut, make and combine shapes to create recognisable forms • Use clay and other malleable materials and practise joining techniques | <p>Children begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Plan and design a sculpture • Use tools and materials to carve, add shape, add texture and pattern • Develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • Use materials other than clay to create a 3D sculpture |

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| | | work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. | <ul style="list-style-type: none"> • Add materials to the sculpture to create detail • Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. | <ul style="list-style-type: none"> • Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. |
| Collage | <ul style="list-style-type: none"> • Handle, manipulate and enjoy using materials • Create simple collages, using paper, pasta, beans and larger tactile things. • Select, sort, tear and glue items down. | <p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Use a combination of materials that have been cut, torn and glued • Sort and arrange materials • Add texture by mixing materials • Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. | <p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Select colours and materials to create effect, giving reasons for their choices • Refine work as they go to ensure precision • Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage • Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. | <p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their own ideas through planning.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Add collage to a painted or printed background • create and arrange accurate patterns • Use a range of mixed media • Plan and design a collage • Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. |
| Textiles | <ul style="list-style-type: none"> • Handle, manipulate and enjoy using materials | <p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing</p> | <p>Children develop their weaving and colouring fabric skills further.</p> | <p>Children further develop their weaving, overlapping and layering</p> |

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| | <ul style="list-style-type: none"> • Use fabrics, string, and wool as part of 2D and 3D artwork • Select, sort, cut and glue items down | <p>and plaiting. They explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Show pattern by weaving • Use a dyeing technique to alter a textile's colour and pattern • Decorate textiles with glue or stitching, to add colour and detail • Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. | <p>They are also introduced to the skill of stitching.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Select appropriate materials, giving reasons • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • Develop skills in stitching, cutting and joining • Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. | <p>techniques. They experiment with a range of fabrics.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Experiment with a range of media by overlapping and layering in order to create texture, effect and colour • Add decoration to create effect • Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. |
| <p>Printing</p> | <ul style="list-style-type: none"> • Make rubbings showing a range of textures and patterns. • Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. • Produce simple pictures by printing objects. • Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. • Print with block colours. • Imitate and create own simple repeating patterns using concrete | <p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Copy an original print • Use a variety of materials, e.g. sponges, fruit, blocks • Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing • Use key vocabulary to demonstrate knowledge and understanding in this strand: | <p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Use more than one colour to layer in a print • Replicate patterns from observations • Make printing blocks • Make repeated patterns with precision • Use key vocabulary to demonstrate knowledge and | <p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Design and create printing blocks/tiles • Develop techniques in mono, block and relief printing • Create and arrange accurate patterns • Use key vocabulary to demonstrate knowledge and understanding in this strand: |

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| | objects,(buttons/stones/blocks), bead threading patterns | colour, shape, printing, printmaking, woodcut, relief printing, objects. | understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. | hammering, pattern, shape, tile, colour, arrange, collograph; |
| Work of other artists | <ul style="list-style-type: none"> • Talk about own and others' work • Say what they like/don't like about the work of artists • Respond to artists work by creating own art work | <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Describe the work of famous, notable artists and designers • Express an opinion on the work of famous, notable artists • Use inspiration from famous, notable artists to create their own work and compare | <p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Use inspiration from famous artists to replicate a piece of work • Reflect upon their work inspired by a famous notable artist and the development of their art skills • Express an opinion on the work of famous, notable artists and refer to techniques and effect | <p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Give detailed observations about notable artists', artisans' and designers' work • Offer facts about notable artists', artisans' and designers' lives |