FERN ACADEMY TRUST

Knowledge and Skills Progression: Art

National Curriculum aims & purpose:	Curriculum intent - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
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. **Purpose:** Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to different cultures.	Art teaching at The Fern Academy instils an appreciation and enjoyment of Art. Art stimulates imagination and creativity, involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Within our schools, Art promotes careful observation and an appreciation of the world around us. Furthermore, Art and Design provides the children with the opportunities to develop and extend their skills and an opportunity to express their individual interests, thoughts and ideas. Art, craft and design embody some of the highest forms of human creativity. Our high-quality Art and Design curriculum aims to engage, inspire and challenge our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences and opportunities every child will have at The Fern Academy:
Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function **Being imaginative:** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	**Maths**- Patterns, symmetry, Fibonacci, weight and balance when creating structures and models, geometry, shape and angles in art, scale and proportion in compositions. **P.E** - Dance e.g. Silhouettes, Angles and human form **Literacy** - illustrations, book-inspired artworks, artistic settings **Computing**– research of artists and techniques, digital artworks, online gallery exhibitions **R.E**—stained glass, sculpture, significant artworks and artists **History**– Sculpture, clay work inc pottery, textiles, historic monuments and memorials, statues of significant figures, historic art movements **Geography**—Flags, emblems and cultural artworks, different tools, mediums and techniques used around the world, study of significant individuals from around the world, past and present. **PSHE**—exploring and creating emotions and mood in Art and Design, exploring symbolism, messages and hidden meaning in Art. **Science**– irreversible changes and reversible changes when combining media, properties of materials and using this knowledge when creating designs (e.g. sculptures).	• Work collaboratively with others on large scale pieces of Art • Explore and study the work of significant artists and be able to comment on their style • Visit a local gallery • Display their work in a school gallery of work. • Experiment with a range of media and design • Partake in extra-curricular activities e.g. Art and Craft clubs and Art competitions • Contribute towards a whole-school artwork on a yearly basis

Opportunities to develop and use the school values in our Art curriculum	
Resilience	• Cope with setbacks and demonstrate resourcefulness when tackling practical problems • Welcome learning new skills and creative opportunities in all lessons • Have the confidence to try new things, make adjustments and take creative risks • Celebrate mistakes or perceived failures in Art and consider what can be learnt from these
Kindness	• Offer ideas, resources, tools and ways of working with others. • Support, listen to and encourage peers in Art lessons • Help other pupils to use artistic tools carefully and responsibly • Comment positively on the artworks of others
Understanding	• Consider the symbolism or messages within paintings or sculptures • Understand the ways in which art both reflects and shapes different cultures • Interpret different artworks through knowledge of the artist • Engage with artworks by asking questions and exploring various perspectives
Honesty	• Evaluate my work and identify areas for improvement • Be receptive and open to comments and feedback on my creations. • Pupils recognise when they are finding something tricky, and seek guidance when needed. • Pupils comment on what they like and dislike about an artist's portfolio of work.
Appreciation	• Pupils appreciate that their artistic skills will improve with time, practice and effort. • Consider cultural and historical context when viewing different artworks. • Appreciate that ugly art is sometimes beautiful art. • Approach art with curiosity and an open mind.
Imagination	• Push boundaries and venture beyond the comfort zone by trying new materials, techniques and ideas. • Draw inspiration from many different places (e.g. books, museums, music, nature). • Pupils immerse themselves in the creative process and understand that their ideas will evolve. • Study imaginative artworks and art movements (e.g. surrealism).

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Art: Curriculum Mapping and Key Knowledge

Year group	Drawing / Painting / Printmaking / Textiles / Collage / 3D Form / Creative Response					
Year One	DRAWING: Key learning questions: LQ1: How can I use different techniques like pressure and smudging to create different marks? LQ 2: What other techniques can I use to make different marks and effects? LQ 3: How can I use my mark-making skills to create texture? Key vocabulary: Cross-hatching, monochrome, orientation, surface, texture, drawing, pressure Significant Artist: Albrecht Druer	PAINTING: Key learning questions: LQ1: How can I use the dip, dip, dab method effectively in my paintings? LQ 2: How does brush-stroking create different marks? LQ 3: How can I make geometric blocks of primary colours? Key vocabulary: Primary colours, palette, brushstroke, bristles, ferrule, handle Significant Artist: Lynley Dodd (born 1941)	PRINTMAKING: Key learning questions: LQ1: What is printing and overprinting? LQ 2: How can stippling and stencilling create clear shapes? LQ 3: How can I apply a range of printing techniques (including relief block printing) in artworks. Key vocabulary: Printmaking, stencil, relief printing, overprinting, stroking, stippling Significant Artist: Piet Mondrain (1872-1944)	TEXTILES: Key learning questions: LQ1: How can I manipulate a range of materials such as fabrics? LQ 2: How can I use a range of techniques to produce patterns and texture in a pleasing design? LQ 3: How can I combine materials to create colourful and textural effects? Key vocabulary: Thread, yarn, assemble, fabric, portrait, fibres. Significant Artist: Karen Lederer (born 1986)	3D FORM: Key learning questions: LQ1: How can I mould and manipulate clay? LQ2: Why is weight and balance important when building structures? LQ 3: What methods do I need to use to join, assemble and construct a sculpture? Key vocabulary: Inuksuk, Inuit, smooth, pebble, balance, construct, sculpture, model Significant Artist: Kenojuak Ashevak (1927-2013)	CREATIVE RESPONSE: COLLAGE Key Learning Questions: LQ1: How can I use shapes and colours in collage? LQ 2: What are the effects of cutting and tearing paper? LQ 3: How can I create muted tones in pastel and chalk? Key vocabulary: Contrast, line, muted, cut, tear, snip, stick, paste Significant Artist: Paul Klee (1879-1940)
Year Two	DRAWING: Key learning questions: LQ1: How do surfaces affect mark-making? LQ 2: Will music and movement affect mark-making? LQ 3: How can I use a range of marks to show movement? Key vocabulary: Contrast, medium, media, mixed media, stipple Significant Artist: Beth Krommes (born 1956).	PAINTING: Key learning questions: LQ1: How can I create a painting using geometric shapes? LQ 2: What are secondary colours and how can I make them? LQ 3: How can I use lines and colours to show feelings? Key vocabulary: Secondary colours, motif, abstract, abstract, contrast, concentric shapes, cubism Significant Artist: Wassily Kandinsky (1866-1944)	PRINTMAKING: Key learning questions: LQ1: How can I make a printing block to create repeated patterns? LQ 2: How can I create a symmetrical pattern? LQ 3: What printing techniques can I combine to create interesting patterns and effects? Key vocabulary: Collagraph, design, pattern, natural objects, repeated, organic, negative space Significant Artist: William Morris (1834-1896).	TEXTILES AND COLLAGE: Key learning questions: LQ1: How can I use a range of mediums in collage for effect? LQ 2: What materials can I use to create a tactile piece of abstract art? LQ 3: How can I reconstruct images to create a balanced collage? Key vocabulary: Image, adhesive, non-realistic, reconstruct, montage, manipulate Significant Artist: Katie Vernon	3D FORM: Key learning questions: LQ1: What is Aboriginal art and why is it symbolic? LQ 2: How can I use paper to make 3D forms? LQ 3: How can I incorporate the style and colours of indigenous Australian art into my design? Key vocabulary: Indigenous, inspired, sacred, depth, maquette, sculpt Significant Artist: John Kindness (born 1951)	CF: DRAWING AND COLLAGE Key learning questions: LQ1: How do the tools I use and the surfaces I draw on affect marks made? LQ 2: What techniques can I use to create a detailed observational drawing? LQ 3: How can I achieve a balance of forms and textures in collage? Key vocabulary: Preparation, incubation, illumination, evaluation, verification
Year Three	DRAWING AND PAINTING: Key learning questions: LQ1: How can I use graphic marks to depict the line and contour of a shape? What are tints of colour and how can I create them? LQ 2: How is paint mixed and applied to create effect? LQ 3: How can I combine techniques and media in an imaginative picture? Key vocabulary: Impasto, Hue, Sgraffito, tonking, resist. Significant Artist: Vincent Van Gogh (1853-1890)	PRINTMAKING: Key learning questions: LQ1: How can I create prints using water-based inks, rollers and ink blocks? LQ 2: What is a monoprint and how can I create one? LQ 3: How can I create impressed printing blocks to make a series of printed patterns? Key vocabulary: textured, ink slab, thumbnail sketch, monoprint, repeated, impressed, stamp, abstract Significant Artist: Neil Bousfield	TEXTILES AND COLLAGE: Key learning questions: LQ1: How can I use graphic marks to depict the line and contour of a shape? What are tints of colour and how can I create them? LQ 2: How is paint mixed and applied to create effect? LQ 3: How can I combine techniques and media in an imaginative picture? Key vocabulary: Mandala, dye, quilt, radial, pigment, symbol Significant Artist: Faith Ringgold (born 1930)	3D FORM: Key learning questions: LQ1: What materials can I use to create relief artworks? LQ 2: What effects can I create by layering and removing paint? LQ 3: How can I manipulate wire and fabrics to create a 3D insect sculpture? Key vocabulary: Pliers, pargeting, gauge, gesso (jesso), installation, relief Significant Artist: Louise Bourgeois (1911-2010).	PAINTING: Key learning questions: LQ1: How can I create gradients of colour? LQ 2: How can I create contrasts in foregrounds and backgrounds for effect? LQ 3: How can I combine painting and drawing techniques to create a visually I interesting background / foreground painting? Key vocabulary: Background, foreground, wash, traditional, negative space, gradient, effect Significant Artist: Kehinde Wiley (born 1977).	CF: PAINTING AND PRINTMAKING Key learning questions: LQ1: How do my monoprints compare with those created earlier in the year? LQ 2: How do I ensure my individual artworks contribute to a collaborative goal? LQ 3: How can I choose what techniques and materials to combine in painting and printmaking? Key vocabulary: Recap CR vocab, hue.

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Art: Curriculum Mapping and Key Knowledge

Year group	Drawing / Painting / Printmaking / Textiles / Collage / 3D Form / Creative Response					
Year Four	DRAWING: Key learning questions: LQ1: Why are composition and arrangement important in still life artworks? LQ 2: How can I observe and portray detail in still life drawing? LQ 3: What is negative space and why is it important to consider? Key vocabulary: Two-dimensional, three-dimensional, composition, focal point, form, viewfinder, contour line, negative space. Significant Artist: Giorgio Morandi (1890-1964)	PAINTING: Key learning questions: LQ1: How can I mix tertiary colours? What is overpainting? LQ 2: How can I make detailed drawings using wet on wet paint? LQ 3: How can I use a natural object to inspire an abstract painting? Key vocabulary: overpainting, tertiary colours, wet-on-wet, wash, watercolour, background. Significant Artist: Georgia O'Keeffe (1887-1986).	PRINTMAKING AND TEXTILES: Key learning questions: LQ1: What are tie dye and weft and warp techniques in textiles? LQ 2: What do colours and designs symbolise in Kente cloth? LQ 3: What techniques can I combine effectively to create a mixed media piece of artwork? Key vocabulary: Kente cloth, geometric design, symbolise, weft, warp, tie dye. Significant Artist: Matthew F Fisher (born 1976).	3D AND COLLAGE: Key learning questions: LQ1: What techniques can I use to represent a moving figure? LQ 2: What is decoupage? What materials will I need to manipulate to construct a 3D form? LQ 3: What tools can I use to sculpt wire into desired forms and positions? Key vocabulary: proportion, figure, form, decoupage, elongated, motion. Significant Artist: Gilbert (Bobbo) Ahiagble (1944-2012).	PAINTING: Key learning questions: LQ1: What is meant by the terms tint, tone and shade? LQ 2: How can I blend shades of colour for effect? LQ 3: How can I use shades of colour to create the illusion of space and distance in a landscape painting. Key vocabulary: opaque, translucent, stain, ombre, shade, plane, tone. Significant Artist: Alberto Giacometti (1901-1966)	CF: DRAWING AND TEXTILES Key learning questions: LQ1: How do I combine various drawing techniques in an observational drawing? LQ 2: What are the motifs found in traditional henna designs? LQ 3: What techniques and materials will I need to create an embroidered design? Key vocabulary: Recap CR vocab, textiles, henna, fern stitch, running stitch. Significant Artist: Helen Frankunthaler (1928-2011)
Year Five	DRAWING AND PAINTING: Key learning questions: LQ1: How can I draw using a subtractive method? LQ 2: What techniques are needed to transfer and enlarge an image? LQ 3: How can I work in the style of Hundertwasser? Key vocabulary: organic, harmony, overlay, viewfinder, abstract, subtractive drawing, chroma. Significant Artist: Friedenschreich Hundertwasser (1928-2000)	PRINTMAKING: Key learning questions: LQ1: What is reduction in printmaking? What tools will I need to create a series of coloured prints? LQ 2: What is Pop Art and who was Andy Warhol? LQ 3: What printing processes can I combine to produce an overlaid image? Key vocabulary: overlaid, edition, Pop Art, reduction printing, transpose, incision, inverted, Pop Art. Significant Artist: Andy Warhol (1928-1987)	TEXTILES AND COLLAGE: Key learning questions: LQ1: What collage materials should I use to represent colours, patterns and textures in tree bark? LQ 2: How can I make and use a loom to create a woven structure? LQ 3: How can I create ruched and rippled surfaces using applique? Key vocabulary: Textere, tactile, assemble, applique, loom, natural, fibre. Significant Artist: Lesley Richmond	3D FORM: Key learning questions: LQ1: How can I use an armature to create a 3D form that holds its shape? LQ 2: What is the score and slip method of joining clay? LQ 3: What shapes and coils will I use to build and decorate a 3D vase/pot/bowl? Key vocabulary: contour, analogous colours, armature, slip, score, coil, papier-mache Significant Artist: Barbara Hepworth (1903-1975)	PAINTING: Key learning questions: LQ1: What effects can be achieved by adding salt to watercolour? LQ 2: What other effects can I achieve with watercolour? LQ 3: What techniques can I apply to emphasise shadow and form in painting? Key vocabulary: warping, coarseness, dissolve, adhere, spritz, absorb, wash. Significant Artist: Jim Dine (born 1935)	CR; PRINTING AND TEXTILES: Key learning questions: LQ1: How can marks in polystyrene by used in printing? LQ 2: How does printing on fabrics differ from printing on paper? LQ 3: What stitches and decorative items can I use to enhance a design? Key vocabulary: warping, coarseness, dissolve, adhere, spritz, absorb, wash. Significant Artist: Jim Dine (born 1935)
Year Six	DRAWING: Key learning questions: LQ1: How can I enlarge sketches to create an abstract form with detail? LQ 2: What techniques can I use to draw facial features in proportion and to scale? LQ 3: How can I involve elements of surrealism in portraiture? Key vocabulary: scale, proportion, figurative, surreal/surrealism, portraiture, symbolism. Significant Artist: Frieda Kahlo (1907-1954)	PAINTING AND COLLAGE: Key learning questions: LQ1: What is Cubism? What techniques can I use to represent a 3D form as a 2D image? LQ 2: What techniques can I use to draw facial features in proportion and to scale? LQ 3: How can I involve elements of surrealism in portraiture? Key vocabulary: scale, proportion, figurative, surreal/surrealism, portraiture, symbolism. Significant Artist: Pablo Picasso (1881-1973)	PRINTMAKING AND TEXTILES: Key learning questions: LQ1: How can I create a one-point perspective drawing? LQ 2: How will I create positive and negative spaces in a reduction print? LQ 3: What is batik? How can wax be used in printmaking and textiles to create interesting marks and effects? Key vocabulary: vanishing point, perspective, illusion, Batik, Tjanting tool, resist art. Significant Artist: Patrick Caulfield (1936-2005)	3D FORM: Key learning questions: LQ1: What are amorphic and biomorphic forms? LQ 2: How can I use starch in constructing 3D forms? LQ 3: How can the heating method change the shape and appearance of a material? What techniques and materials can I combine to create a mixed media sculpture? Key vocabulary: translucent, glass-blowing, starch, asymmetric balance, amorphous, biomorphic, irreversible/reversible change. Significant Artist: Patrick Hughes (born 1939)	PAINTING: Key learning questions: LQ1: What techniques can I use to replicate water in painting? LQ 2: How can I create ripples, reflection, movement and depth in my water painting? LQ 3: What techniques will I use to represent objects that are further and nearer to the water surface? Key vocabulary: reflective, oil, translucent, resist, absorb, depth. Significant Artist: Dale Chihuly (born 1941).	CR: DRAWING AND TEXTILES Key learning questions: LQ1: What tones and shades can be made by using a range of grades of pencil? LQ 2: What effects can be achieved by applying layers of wax and ink into fabrics and how can this be applied to create intentional patterns? LQ 3: How will I combine colour and design to create a decorative batik hands design? Key vocabulary: recap CR vocab Significant Artist: Terry Gilecki (born 1954)

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Art: Skills Progression

Year group	Drawing	Painting	Printmaking	Textiles	Collage	3D Form
Year One	- Begin to use tools for drawing including pencils, wax and oil crayons. - Use a sketchbook to gather and collect artwork. - Begin to explore the use of line, shape and colour - Create different marks and texture using techniques including blending, smudging, pressure, cross-hatching, curves and lines and the tips and sides of drawing tools.	- Identify and name the parts of a paintbrush. - Hold a paintbrush correctly. - Experiment painting a range of textured surfaces. - Begin to practice using water to thin paint and rinse and clean brushes when desired. - Use brushstrokes to create interesting marks. - Learn the three primary colours. - Paint in blocks of colour.	- Print clear marks from a range of everyday and natural objects - Apply paint carefully and use appropriate pressure to make prints - Experiment with dragging, pushing and pulling - Use a stencil and the stippling technique to make prints - Create repeated prints using the relief technique - I can design and make my own stencils for printing	- Begin to manipulate different fabrics by poking, pulling, threading and weaving. - Use control and dexterity in textiles. - Use technical vocabulary such as thread, yarn, fabric and texture to describe my work and the effects I have achieved. - Describe textural effects made.	- Select and arrange colours and shapes for appeal. - Trace and cut around shapes. - Carefully place and stick items in collage work. - Select materials for their bright colours and varied textures. - Experiment with and compare the effects of tearing verses cutting paper. - Independently choose and collect images for collage from different sources.	- Explore clay by pushing, pulling, rolling and pinching. - Recognise the pliable nature of clay. - Add water to clay to create smooth forms. - Explore shape and form. - Build simple clay structures considering balance and weight.
Year Two	- Pupils begin to use paint as a drawing medium. - Understand how to use appropriate vocabulary to describe materials and marks made (e.g. stipple, dash, dot, swirl and wave). - Use different stimulus for mark-making including music, water and artist illustrations. - Experiment with the visual elements; line, shape, pattern and colour. - Begin to understand that drawing is a response to a thought or idea created by a point of inspiration. - Use a range of pencils and note the different marks that can be made. - Select specific grades of pencil for desired effects.	- Paint in blocks of colour in increasingly smaller spaces. Respond to simple questions about an artist's painting. - Use increasingly slow, controlled brushstroke movements. - Explore and select different painting tools for effect (e.g. feathers, twigs cardboard edges etc). - Name the secondary colours. - Mix primary colours to create secondary colours in different shades and tones. - Work on a range of scales (different size brushes on different sized surfaces). - Select different colours, lines and shapes to convey mood. - Hold and use a paintbrush correctly on a raised surface.	- Design and make different printing blocks (e.g. from potatoes, clay, collagraph). - Use inks in printing - I can create a symmetrical printed pattern. - Design patterns of increasing complexity and repetition. - Print using a variety of materials, objects and techniques. - Comment on my work, explaining what may have not worked well and why.	- I can describe the tactile qualities of my work. - I can place and arrange objects in textile pieces for balance and effect. - I can thread and knot strings and yarns. - Begin to join materials in different ways by adding simple stitches to designs. - Use a variety of techniques such as weaving, resist and tie-dye in textiles.	- Apply the 'reconstructed' method to create a balanced collage. - Begin to make effective choices about images and composition in collage. - Create textured collages from a variety of media (e.g. buttons, feathers, fabric cut offs, yarn, fibre and paper). - Trace and cut out a shape with control and accuracy. - Position and manipulate collage materials and objects to achieve a balance of forms and textures.	- Join materials together to create one sculpture - Mould and manipulate paper to create 3D forms. - Apply specific decoration to a 3D form - Make constructive comments about the work of others.
Year Three	- Experiment with different grades of pencil and thick and thin lines. - Plan, refine and alter their drawings as necessary. - Use marks to convey mood and movement. - Use their sketchbook to collect and record visual information from different sources and make annotations. - Draw for a sustained period of time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	- Create tints of paint colour. - Combine a range of techniques for effect including tonking, sgraffito, blotting and impasto. - Continue to experiment with gradients of colour using white and water. - Name and use some different paints (e.g. poster paint, watercolour). - Manipulate paints (e.g. using cardboard combs/fingers). - Experiment with competing backgrounds and foregrounds. - Mix and range of colours and hues successfully.	- Create prints using water-based inks, rollers and print blocks. - Take surface prints from textured objects and use these to create a textural piece. - Comment on the work of different printmakers. - Create monoprints using different tools. - Organise and arrange printed marks (including impressed printing) with increasing confidence. - Make an impressed stamp and use this to produce a number of consistently well-defined prints.	- Use a variety of techniques, e.g printing, dying, quilting, weaving, embroidery, - Confidently name the tools and materials I have used. - Combine printing, painting and textile techniques and comment on the effect.	- Comment on the effects created by collage and make suggestions about alternative choices. - Experiment with a range of media e.g. overlapping, layering etc.	- Use plaster and natural and man-made objects in 3D forms. - Discuss the effect created by scoring into a plastered surface. - Plan, design and make different models - Manipulate wire and fabric to construct 3D sculptures. - Make careful choices about what materials to use in a sculpture design. - Use wire cutters and pliers safely and effectively in sculpture work.

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Art: Skills Progression

Year group	Drawing	Painting	Printmaking	Textiles	Collage	3D Form
Year Four	- Define and make compositions for drawing (arranging a group of objects in a set way). - Use continuous lines in observational drawings. - Create resist drawings using wax and watercolour. - Alter and refine drawings and describe changes using art vocabulary. - Collect images and information independently in a sketchbook. - Use line, contour, pattern and knowledge of negative space in still-life drawings.	- Recognise and mix tertiary colours and explain how they are made. - Use overpainting techniques and explain the marks made. - Explore wet-on-wet painting techniques. - Give considered opinions on a painter's work - Create abstract paintings of natural objects. - Plan and create different effects and textures with paint according to what they need for the task. - Show increasing independence and creativity with the painting process.	- Create repeated patterns of geometric shapes in printing - Research, create and refine a print using a variety of techniques. - Combining printing knowledge and skills with other forms of art to create a mixed-media piece (e.g. textiles). - Select broadly the kinds of material to print with in order to get the effect they want	- Select materials for weft and warp and comment on the effects achieved. - Experiment by twisting, folding and securing fabric in different ways. - Learn and apply different weaving techniques. - Weave a range of different materials. - Create woven designs inspired by different cultures. - Use a fern stitch to add decorative detail. - Use a running stitch to create shapes and patterns. - Successfully sew curved and straight lines. - Maintain appropriate tension in stitches.	- Alternate complementary colours to achieve visual effects in collage. - Experiment with decoupage layering torn paper, images and colours for effect. - Cut and position strips of paper in a way that reflects movement.	- Make informed choices about the 3D technique chosen. - Show an understanding of shape, space and form. - Combine and manipulate wire, foil and paper to show movement in a sculpture. - Talk about my work understanding that it has been sculpted, modelled or constructed. - Use tools effectively to manipulate wire into desired forms and positions. - Plan a sculpture through drawing and other preparatory work.
Year Five	- Use research to inspire drawings from memory and imagination. - Experiment with subtractive drawing techniques. - Select a wider range of drawing mediums for effect (e.g. charcoal, graphite, chalk pastels). - Use a viewfinder to examine drawings and paintings in further detail. - Use an increasing variety of source material for my work. - Successfully enlarge and transfer different images.	- Demonstrate a secure knowledge of warm and cold, complementary and contrasting colours. - Experiment with salt crystals on watercolour paint and observe the effects. - Explain how watercolour reacts to different substances such as wax or bleach. - Create marks on wet paint using different materials	- Use reduction to print multiple images. - Produce a series of coloured prints. - Use polystyrene ink blocks and different tools to create different prints. - Select inks and overlay colours. - Give step by step instructions on the printing process using the correct terminology. - Adapt and modify my work according to my own reflections. - Compare the work of different printmakers and articulate opinions.	- Make a simple loom. - Experiment with different colour combinations to create a woven structure. - Give a step by step guide on the process I have learned. - Recognise that a range of materials can be used for weaving and loom-making. - Use the technique of applique to create natural textures and lines - Use fusible webbing to attach items to a fabric surface - Explain how threads and yarns differ. - Stitch lines and shapes into fabrics using a range of threads, yarns, types of stitch and embellishments.	- Use a range of media to create collage. - Select and use collage materials effectively to represent natural objects in an abstract and creative way. - Add extra detail to collage with different mediums (e.g. pastels, ink).	-I can apply layers of torn paper evenly to create a papier mache sculpture. - Describe the different qualities involved in modelling, sculpture and construction. - Use an armature to create a 3D form that holds its shape. - Explain and explore the effects created by using different modelling materials. - Use the score and slip techniques to join more than two pieces of clay. - Explore methods of shapes and coils to build and decorate a 3D form. - Roll and manipulate clay to form coils, braids and twists.
Year Six	- Make comparisons between my work and that of other artists. - Demonstrate a wide variety of ways to make different marks with dry and wet media. - To use knowledge of proportion in compositions. - Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. - Include increasing imagination in my drawings (e.g. surrealism and symbolism).	- Select and combine different mediums and techniques to create a watery image (e.g. oil and paint, wax and oil pastels to create resist). - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, inc. those researched independently. Vary the intensity of colours to create the illusion of depth and distance.	- Create positive and negative spaces by repeating the same image in printing. - Explain why light colours should be used first in reduction printing. - Repeat print with confidence an accuracy.	- Use a tjanting tool - Apply dye with increasing care and accuracy - Create resist images and marks on fabrics - Use different grades and uses of threads and needles - Evaluate my work and compare it to other fabric/textile artists or designers. - Use the method of applying starch to stiffen materials.	- Create changes in tone, shade or intensity by overlapping colours. - Transfer an image into a different place for effect. - Consider colour, texture and weight of materials when balancing an image. - Use a variety of mixed media in collage.	- Use the terms amorphic and biomorphic correctly. - Identify complimentary and analogous colours for a sculpture. - Use the heating method to change the appearance and form of a material for sculpture. - Assemble and combine 3D forms , making decisions about the balance of shape, pattern and colour. - Create a mixed media sculpture inspired by the work of another artist. - Understand the term 'asymmetrical balance' and apply this when assembling 3D forms.