



Curriculum Design:

Including Endpoints

Art

ART Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1		<p>COLLAGE Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: Nibbles by Emma Yarlett Create own fairytale collage</p> <p>Artist Link: (Kandinsky/Hunderwasser)</p>		<p>PAINTING Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: The Curious Case of the Missing Mammoth by Ellie Hattie Self portraits</p>	<p>PRINTING Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: Toys in Space by Mini Grey</p> <p>Artist Link: Van Gogh starry night – Painting Use drawing, painting and printing</p>	
Year 2	<p>PAINTING Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: Troll Swap by Leigh Hodgkinson</p> <p>Artist Link: Joan Miro- create a troll in the style of Joan Miro</p>		<p>TEXTILES Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: Dragon Machine by Helen Ward Birds eye maps/paintings of the landscapes travelled over by the dragons</p>			<p>SCULPTURE Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: Grandad's Secret Giant By David Litchfield As 'Little Red' the character from the story takes inspiration from her immediate environment create art in the style of Andy Goldsworthy in your immediate</p>

						environment the Dell. Artist link: Andy Goldsworthy
Year 3	<p>PAINTING Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: Seal Surfer by Michael Foreman</p> <p>Artist link: Hokusai – The great wave off Kanagawa</p>		<p>PRINTING Exploring and developing ideas Drawing</p> <p>Book Link: Stone Age Boy by Satoshi Kitamura</p>		<p>COLLAGE Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: Journey by Aaron Becker Create own collage work based on the illustrations from Journey, Quest, Return.</p> <p>Artist Link: Aaron Becker</p>	
Year 4	<p>PAINTING Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: Gorilla by Anthony Browne Rainforest posters Create own posters Capturing the wild life found in rainforests.</p> <p>Link artist: John Dyer</p>		<p>3D /SCULPTURE Exploring and developing ideas Drawing</p> <p>Book Link: Escape From Pompeii by Christina Balit Build a Volcano</p>		<p>TEXTILES Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: Where the Forest Meets the Sea by Jeannie Baker Explore the life in a tropical forests and create a hanging textile piece</p> <p>Link artist: Henri Rousseau –</p>	

<p>Year 5</p>		<p>PAINTINGS Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: The Lost Happy Endings by Jane Ray Explore the different illustrations and create a painting in the style of Jane Ray.</p> <p>Artist link: Jane Ray</p>	<p>SCULPTURE Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: Arthur and the Golden Rope) Explore Mythical Beasts, create a sculpture.</p> <p>Artist link: Hundertwasser</p>			<p>TEXTILES Exploring and developing ideas Drawing Work of other Artists</p> <p>Book Link: The Hunter Jungle Animals Explore different jungle animals and create a finished textile piece</p> <p>Artist link: Stephen Brown.</p>
<p>Year 6</p>	<p>PAINTING Exploring and developing ideas Drawing Work of other Artists Book Link: Star of Hope, Star of Fear</p> <p>Artist Link: LS Lowry</p>		<p>COLLAGE Exploring and developing ideas Drawing Work of other Artists Book Link: The Selfish Giant Explore the illustrations in the Selfish Giant. Create own pieces of collage based on the illustrations.</p> <p>Artist Link: Paul Cezanne</p>		<p>PRINTING Exploring and developing ideas Drawing Work of other Artists Book Link: Manfish</p> <p>Artist link: David Miller – Marine Art.</p>	

EYFS

Children at the expected level of development will:

Expressive Arts and Design

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas then decide what materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects
- Draw with increasing complexity and detail, such as representing face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing
- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

ELG:

- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.(PD)
- Use a range of small tools including scissors, paintbrushes and cutlery.(PD)
- Begin to show accuracy and care when drawing.(PD)
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.(EAD)
- Share their creations, explaining the process they have used.(EAD)

Year 1

DRAWING

Year 1

Skills:

Children can:

- draw lines of varying thickness;
- use dots and lines to demonstrate pattern;
- use different materials to draw, for example pencils, felt tips, crayons;

Vocabulary: portrait, self-portrait, line, drawing, line drawing, detail, bold, size, space.

Knowledge:

Children will begin to explore different techniques involved in drawing such as thick and thin lines.

Children are exposed to the different materials to draw with such as pencils, felt tips and crayons.

Children will use key vocabulary to demonstrate knowledge and understanding in this strand

EXPLORING AND DEVELOPING

Year 1

Skills:

Children can:

- respond positively to ideas and starting points;
- explore ideas and collect information;

Vocabulary:

work, work of art, idea, starting point,

Knowledge:

- Children start to understand how ideas are developed through processes.
- Children build up resilience to getting things wrong and trying again.

WORK OF OTHER ARTISTS

YEAR 1

Skills:

Children can:

- describe the work of famous, notable artists;
- begin to express an opinion on the work of famous, notable artists;
- use inspiration from famous, notable artists to create their own work;

Vocabulary: artist, paintings, gallery

Knowledge:

Children have the opportunity to learn from the works of famous artists, studying their techniques.

Children will be exposed to a range of different artists through history.

Children will use key vocabulary to demonstrate knowledge and understanding in this strand.

PAINTING

YEAR 1

Skills:

Children can:

- name the primary and secondary colours;
- experiment with different brushes (including brushstrokes) and other painting tools;
- add white and black to alter shades;

Vocabulary: primary colours, secondary colours, shades, warm colours, cool colours, neutral colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint

Knowledge:

- 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.
- Children can use key vocabulary related to this strand.

COLLAGE

YEAR 1

Skills:

Children can:

- use a combination of materials that have been cut, torn and glued;
- sort and arrange materials;
- add texture by mixing materials;

Vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange

Knowledge:

- 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 understand how to experiment with sorting and arranging materials and refining their work.
- Children can use key vocabulary to demonstrate knowledge and understanding in this strand.

PRINTING

YEAR 1

Skills:

Children can:

- 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.

Vocabulary: colour, shape, printing, printmaking, woodcut, relief printing, objects

Knowledge:

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.

Children to develop a wide range of art and design techniques in using colour and texture.

Children can use key vocabulary to demonstrate knowledge and understanding in this strand.

Year 2

DRAWING

Year 2

Skills:

Children can:

- draw lines of varying thickness;
- use dots and lines to demonstrate pattern and texture;
- use different materials to draw, for example pencils, crayons, pastels, chalk, felt tips;

Vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.

Knowledge:

- 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 exposed to the different materials to draw with such as pencils, felt tips, crayons, chalk and pastels.
- Children will use key vocabulary to demonstrate knowledge and understanding in this strand.
- Children will begin to understand how to use drawing to develop and share their ideas.

EXPLORING AND DEVELOPING

Year 2

Skills:

Children can:

- 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;

Vocabulary:

work, work of art, idea, starting point, observe, focus, design, improve.

Knowledge:

- Children start to understand how ideas are developed through processes.
- Children build up resilience to getting things wrong and trying again.
- Children practice and share their learning and skills with others, receive and offer feedback to improve.

WORK OF OTHER ARTISTS

YEAR 2

Skills:

Children can:

- 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;

Vocabulary:

Knowledge:

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes.

Children will be exposed to a range of different artists through history.

Children will use key vocabulary to demonstrate knowledge and understanding in this strand.

PAINTING

YEAR 2

Skills:

Children can:

- 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 shades;

Vocabulary: primary colours, secondary colours, shades, warm colours, cool colours, neutral colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint

Knowledge:

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.

Children can use key vocabulary related to this strand.

TEXTILES

YEAR 2

Skills:

Children can:

- show pattern by weaving or running stitch;
- decorate textiles with glue or stitching, to add colour and detail.

Vocabulary:

textiles, fabric, weaving, woven, over, under, decoration, decorative.

Knowledge:

Children have the opportunity to look at and practice of a variety of techniques, e.g. weaving, running stitch.

Children explore which textiles are best to use and produce the best result.

Children will also explore decorating and embellishing their textiles to add detail, colour and effect.

Children can use key vocabulary to demonstrate knowledge and understanding in this strand.

3D/SCULPTURE

YEAR 2

Skills:

Children can:

- use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;
- use a variety of techniques: rolling, cutting, pinching;
- use a variety of shapes, including lines and texture;

Vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric

Knowledge:

Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing.

Children begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.

Children use sculpture to develop and share their ideas, experiences and imagination.

Year 3

DRAWING

Year 3

Skills:

Children can:

- experiment with showing line, tone and texture with different hardness of pencils;
- use different materials to draw, e.g. pencils, pastels, crayons, chalk, felt tips, pens;
- begin to show an awareness of space when drawing;

Vocabulary:

- portrait, light, dark, tone, shadow, line, pattern, texture, space, thick, thin,

Knowledge:

- Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1.
- Children are introduced to new ways of making effect through tone and texture.
- Children use key vocabulary to demonstrate knowledge and understanding in this strand.
- Children will begin to understand how to use drawing to develop and share their ideas, experiences and imagination.

EXPLORING AND DEVELOPING IDEAS

YEAR 3

Children can:

- use sketchbooks to record ideas;
- explore ideas from first-hand observations;
- make observations about starting points, and respond positively to suggestions;

Vocabulary: Line, pattern, texture, form, record, detail, observe,

Knowledge:

Children understand how to start recording observations, collecting and developing ideas using sketchbooks.

Children continue to build up resilience, making mistakes and suggesting improvements to improve their work.

Children practice and share their learning and skills with others.

Children use key vocabulary to demonstrate knowledge and understanding in this strand.

WORK OF OTHER ARTISTS

YEAR 3

Skills:

Children can:

- 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;

Vocabulary:

Knowledge:

- Children continue to study the works of famous artists.
- Children will be exposed to a range of different artists through history, studying their techniques and processes.
- Children use key vocabulary to demonstrate knowledge and understanding in this strand.

PAINTING

YEAR 3

Skills:

Children can:

- use varied brush techniques to create shapes, textures, patterns and lines;
- begin to mix colours effectively using the correct language, e.g. primary and secondary;
- create different effects with paint;

Vocabulary: colour, background, abstract, warm, blend, mix, line, tone, tint, shade, primary and secondary;

Knowledge:

- Children continue exploring using a variety of different brushes to see what happens.
- Children use the language of colour accurately when mixing, e.g. shade, primary and secondary.
- Children can use key vocabulary to demonstrate knowledge and understanding in this strand

PRINTING

YEAR 3

Skills:

Children can:

- use more than one colour to layer in a print;
- replicate patterns from observations;
- make printing blocks;
- make repeated patterns with precision;

Vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers

Knowledge:

Children understand that a variety of printing blocks can be used.

Children can explore what effect making their own blocks has on shape and texture.

Children can use key vocabulary to demonstrate knowledge and understanding in this strand.

COLLAGE

YEAR 3

Skills:

Children can:

- select colours and materials to create effect, giving reasons for their choices;
- refine work as they go to ensure precision;

Vocabulary: texture, shape, form, pattern, mosaic, overlapping, montage

Knowledge:

Children continue to explore creating collage with a variety of media, including paper and magazines.

Children can experiment with sorting and arranging materials with purpose to create effect.

Children learn the learn and understand the techniques, e.g. overlapping, mosaic and montage.

Children can use key vocabulary to demonstrate knowledge and understanding in this strand.

DRAWING

Skills:

Children can:

- 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. pencils, pastels, crayons, chalk, felt tips, pens, charcoal,
- show an awareness of space when drawing;

Vocabulary:

portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, space, thick, thin

Knowledge:

- Children develop their knowledge of drawing by continuing to use a variety of drawing tools.
- Children understand how to develop ways of making effect through tone, texture, light and shadow.
- Children use key vocabulary to demonstrate knowledge and understanding in this strand.
- Children will begin to understand how to use drawing to develop and share their ideas, experiences and imagination.

EXPLORING AND DEVELOPING IDEAS

YEAR 4

Children can:

- 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;

Vocabulary: Line, pattern, texture, form, record, detail, question, observe, refine.

Knowledge:

Children understand how to start recording observations, collecting and developing ideas using sketchbooks.

Children continue to build up resilience, making mistakes and suggesting improvements to improve their work.

Children understand how to review and revisit ideas.

Children practice and share their learning and skills with others, giving and receiving feedback to improve.

Children use key vocabulary to demonstrate knowledge and understanding in this strand.

WORK OF OTHER ARTISTS

YEAR 4

Skills:

Children can:

- 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;

Vocabulary:

Knowledge:

- Children continue to study the works of famous artists.
- Children have more opportunity to offer opinion and to compare and contrast artists.
- Children will be exposed to a range of different artists through history, studying their techniques and processes.
- Children use key vocabulary to demonstrate knowledge and understanding in this strand.

PAINTING

YEAR 4

Skills:

Children can:

- use varied brush techniques to create shapes, textures, patterns and lines;
- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
- create different textures and effects with paint;

Vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, tint, shade, primary and secondary;

Knowledge:

- Children continue exploring using a variety of different brushes to see what happens.
- 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.
- Children can use key vocabulary to demonstrate knowledge and understanding in this strand

TEXTILES

YEAR 4

Skills:

Children can:

- select appropriate materials, giving reasons;
- use a variety of techniques, including dyeing, weaving and stitching to create different textural effects;
- develop skills in cutting and joining;

Vocabulary: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, dye, ink, running stitch

Knowledge:

Children develop their weaving and stitching skills further.

Children are also introduced to the process of dyeing fabrics.

Children can use key vocabulary to demonstrate knowledge and understanding in this strand.

3D/SCULPTURE

YEAR 4

Skills:

Children can:

- cut, make and combine shapes to create recognisable forms;
- use clay and other malleable materials and practice joining techniques;
- add materials to the sculpture to create detail;

Vocabulary: rectangular, concrete, architect, 2D shape, brim, peak, edging, trimmings, shape, form, shadow, light,

Knowledge:

Children have the opportunity to use a variety of materials for sculpting.

Children can experiment with joining and construction, asking and answering questions such as, 'How can it go higher?'

Children begin to understand more about decorating sculptures and adding expression through texture.

Children understand how to use a variety of tools to support the learning of techniques and to add detail.

Children can use key vocabulary to demonstrate knowledge and understanding in this strand.

Year 5

DRAWING

Skills:

Children can:

use a variety of techniques to add effects, e.g. shadows, reflection,
begin to depict perspective in drawings;
use a variety of tools and select the most appropriate;

Vocabulary:

line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, shading

KNOWLEDGE:

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating reflection.
Children become more confident in techniques already learned and use the vocabulary learned accurately.
Children begin to recognise the importance of using their sketching books to improve their drawing skills.
Children will understand how to use drawing to develop and share their ideas, experiences and imagination.

EXPLORING AND DEVELOPING IDEAS

YEAR 5

Skills:

Children can:

- review and revisit ideas in their sketchbooks;
- offer feedback;
- begin to think critically about their art and design work;
- begin to use digital technology as sources for developing ideas;

Vocabulary: Line, record, detail, question, observe, refine, sketchbook, develop, refine, texture, shape, form, pattern, structure.

Knowledge:

- Children start collecting more information, resources and record their observations in sketchbooks.
- Children continue to build their knowledge of techniques by experimenting.
- Children continue to practice and share their learning and skills with others.
- Children understand how to review and revisit ideas.
- Children use key vocabulary to demonstrate knowledge and understanding in this strand.

WORK OF OTHER ARTISTS

YEAR 5

Children can:

- give detailed observations about notable artists', artisans' and designers' work;
- offer facts about notable artists', artisans' and designers' lives;

Vocabulary:

Knowledge: Skills:

Children continue to learn from the works of famous artists.

Children comment on the work of famous artists and name their pieces of work.

Children can use key vocabulary to demonstrate knowledge and understanding in this strand.

PAINTING

YEAR 5

Skills:

Children can:

- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, water colours, inks,) to create visually interesting pieces;

Vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists, fresco, mood

Knowledge:

Children continue exploring a variety of different brushes to see what happens.

Children can use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette.

Children use key vocabulary to demonstrate knowledge and understanding in this strand

TEXTILES

YEAR 5

Skills:

Children can:

- experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- add decoration to create effect;
- use a variety of previously learnt techniques, including dyeing, weaving and stitching to create different textural effects;

Vocabulary: colour, fabric, weave, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, dye, ink, running stitch

Knowledge:

Children further develop their understanding of weaving, overlapping and layering techniques.

Children experiment with a range of fabrics including non-traditional fabrics.

Children can use key vocabulary to demonstrate knowledge and understanding in this strand.

3D/SCULPTURE

YEAR 5

Skills:

Children can:

- 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;

Vocabulary: concrete, architect, 2D shape, brim, peak, edging, trimmings, shape, form, shadow, light, form, structure, texture, shape, mark, soft, join.

Knowledge:

Children still use a variety of materials for sculpting and experiment with joining and constructing.

Children begin to understand more about clay modelling and using different tools with clay.

Children will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.

Children understand sculptures can be created with a range of materials.

Children can use key vocabulary to demonstrate knowledge and understanding in this strand.

Year 6

Drawing

Skills:

Children can:

- 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;

Vocabulary: Line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti

Knowledge:

- Children become more confident in techniques already learned and use the vocabulary learned accurately.
- Children will understand and become proficient in using drawing to develop and share their ideas, experiences and imagination.
- Children continue to use a variety of drawing tools and are introduced to new techniques, e.g. creating perspective.
- Children will rely on their sketching books to improve their drawing skills.

EXPLORING AND DEVELOPING IDEAS

YEAR 6

Skills:

Children can:

- 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;

Vocabulary: Line, record, detail, question, observe, refine, sketchbook, develop, refine, texture, shape, form, pattern, structure.

Knowledge:

- Children start collecting more information, resources and record their observations in sketchbooks.
- They continue to build their knowledge of techniques by experimenting and predicting what might happen.
- Children continue to practice and share their learning and skills with others, receiving and offering feedback to improve.
- Children understand how to review and revisit ideas.
- Children use key vocabulary to demonstrate knowledge and understanding in this strand.

WORK OF OTHER ARTISTS

YEAR 6

Children can:

- give detailed observations about notable artists', artisans' and designers' work;
- offer facts about notable artists', artisans' and designers' lives;

Vocabulary:

Knowledge: Skills:

Children continue to learn from the works of famous artists.

Children can 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.

Children can use key vocabulary to demonstrate knowledge and understanding in this strand.

PAINTING

YEAR 6

Skills:

Children can:

- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, water colours, inks,) to create visually interesting pieces;

Vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists, fresco, mood

Knowledge:

Children continue exploring a variety of different brushes to see what happens.

Children can 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.

Children use key vocabulary to demonstrate knowledge and understanding in this strand

COLLAGE

YEAR 6

Skills:

Children can:

- add collage to a painted or printed background;
- create and arrange accurate patterns;
- use a range of mixed media;
- plan and design a collage.

Vocabulary: texture, shape, form, pattern, mosaic, overlapping, montage, arrange, fix

Knowledge:

- Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect.
- Children develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.
- Children can use key vocabulary to demonstrate knowledge and understanding in this strand.

PRINTING

YEAR 6

Skills:

Children can:

- design and create printing blocks/tiles;
- create and arrange accurate patterns;
- develop techniques in monoprinting.

Vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers hammering, pattern, tile,

Knowledge:

Children understand how to make monoprinting blocks and tiles.

Children reflect on their choice of colour for prints and develop their accuracy with patterns.

Children can use key vocabulary to demonstrate knowledge and understanding in this strand.