

**Fieldhead Carr Primary School**

**Curriculum and skills coverage for Art and Design**

National Curriculum Statement	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>DESIGN</b> (Developing ideas) <b>KS1 –</b> To use a range of materials creatively to design and make products <b>KS2 –</b> To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>PSED: 30-50 months <b>N1</b> - Children can select &amp; use resources with help.</p>	<p>PSED: ELG <b>R1</b> - Children will talk about their ideas and choose the resources they need, sometimes with suggestions from adults. They can say when they do or don't need help with said resources.</p> <p>EAD: Media &amp; Materials: 40-60 months: <b>R2</b> - Understands that different media can be combined to create new effects.</p>	<p><b>1.1</b> - Children will be able to use art resources in the environment effectively to design and create products of their interest.</p> <p><b>1.2</b> - Pupils explore ideas and make some choices about what they will do and begin to try different materials and methods to improve</p> <p><b>1.3</b> - Respond positively to ideas and starting points and explore ideas and collect information</p> <p><b>1.4</b> - Describe differences and similarities and make links to their own work</p>	<p><b>2.1</b> - Children will be able to follow a 'Success Criteria' to create given products.</p> <p><b>2.2</b> - Children will be able to design and choose materials appropriately because they understand the properties/qualities.</p> <p><b>2.3</b> - Respond positively to ideas and starting points and explore ideas and collect information</p> <p><b>2.4</b> - Describe differences and similarities and make links to their own work</p>	<p><b>3.1</b> - Use their sketchbook to collect and record visual information from different sources.</p> <p><b>3.2</b> - Children can explore ideas from first-hand observations</p> <p><b>3.3</b> - Question and make observations about starting points, and respond positively to suggestions</p> <p><b>3.4</b> - Adapt and refine ideas</p>	<p><b>4.1</b> - Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p><b>4.2</b> - Use their sketchbook to collect and record visual information from different sources.</p> <p><b>4.3</b> - Children can explore ideas from first-hand observations</p> <p><b>4.4</b> - Question and make observations about starting points, and respond positively to suggestions</p> <p><b>4.5</b> - Adapt and refine ideas</p>	<p><b>5.1</b> - Develop ideas using different or mixed media, using a sketchbook.</p> <p><b>5.2</b> - Record and collect visual information using digital cameras and ICT</p> <p><b>5.3</b> - Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p><b>5.4</b> - Use a variety of sources to support design – observational. Poetry, music etc</p> <p><b>5.5</b> - Think critically about their art and design work and offer feedback using technical vocabulary</p>	<p><b>6.1</b> - Develop ideas using different or mixed media, using a sketchbook.</p> <p><b>6.2</b> - Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p><b>6.3</b> - Work from a variety of sources, inc. those researched</p> <p><b>6.4</b> - Think critically about their art and design work and offer feedback using technical vocabulary independently.</p> <p><b>6.5</b> - Show an awareness of how art is created (composition)</p> <p><b>6.6</b> - Use a variety of sources to support design – observational. Poetry, music etc</p>

<p><b>SKETCHING/ DRAWING</b></p> <p><b>KS1-</b> To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.</p> <p><b>KS2 –</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p>	<p>PD: Moving &amp; Handling: 30-50 months: <b>N2</b> - Draw lines and circles using gross motor movements.</p> <p>EAD: Media &amp; Materials: 30-50 months: <b>N3</b> - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>	<p>PD: Moving &amp; Handling: 40-60 months: <b>R3</b> - Begins to use anticlockwise movement and retrace vertical lines</p> <p>EAD: Being Imaginative: 40-60 months: <b>R4</b> - Creates simple representations of events, people and objects</p>	<p><b>1.5</b> - Observational drawing: Use a combination of shapes.</p> <p><b>1.6</b> - Colour neatly following the lines.</p> <p><b>1.7</b> - Show different tones by using coloured pencils.</p> <p><b>1.8</b> - Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, chalk</p> <p><b>1.9</b> - Control the types of marks made with the range of media</p> <p><b>Possible artists – Van Gogh, Seurat</b></p>	<p><b>2.5</b> - Observational drawing: Use sketch books to develop sketching skills- children will be able to sketch accurately using correct size, proportions and detail.</p> <p><b>2.6</b> - Show pattern and texture by adding dots and lines.</p> <p><b>2.7</b> - Draw lines of different sizes and thickness.</p> <p><b>Possible artists – Durer, Da Vinci, Cezanne</b></p>	<p><b>3.5-</b> Drawing: shade in different ways (e.g. dots, cross hatching, lines)</p> <p><b>3.6</b> - Use different harnesses of pencils to show line, tone and texture.</p> <p><b>3.7</b> - Use shading to show light and shadow.</p> <p><b>3.8</b> - Experiment with grip to assist drawing styles and is able to sketch lightly</p> <p><b>Possible artists – Picasso, Hopper, Surrealism</b></p>	<p><b>4.6</b> - Drawing: Use line, tone and shape to show movement and mood</p> <p><b>4.7</b> - Work with a range of different materials for drawing including pen and ink</p> <p><b>Possible artists – Goya, Sargent, Holbein</b></p>	<p><b>5.6</b> - Drawing: Choose a style of drawing suitable for the work.</p> <p><b>5.7</b> - Experiment with different types of pencils to shade and draw in a variety of ways- evaluate their preferred pencil for a particular piece of art work.</p> <p><b>5.8</b> - Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p><b>5.9</b> - To be able to have an awareness of scale, proportion and foreground, middle ground and background.</p> <p><b>Possible artists – Moore sketchbooks, Rossetti, Klee, Calder, Cassatt</b></p>	<p><b>6.7</b> - Drawing: Be able to plan their own techniques to create an accurate sketch from observational art e.g. the types of shading they'll use/pencil</p> <p><b>6.8</b> - Accurately able to express ideas in drawings.</p> <p><b>6.9</b> - To be able to have an awareness of scale, proportion and foreground, middle ground and background.</p> <p><b>6.10</b> - To use simple perspective in work e.g. single focal point and horizon.</p> <p><b>Possible artists - Have opportunity to explore modern and traditional artists using ICT and other resources.</b></p>
<p><b>PAINTING</b></p> <p><b>KS1-</b> To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination.</p> <p><b>KS2 –</b></p>	<p>EAD: Media &amp; Materials: 30-50 months: <b>N4</b> - Explores colour and how colours can be changed.</p> <p>EAD: Media &amp; Materials: 30-50 months <b>N5</b> - Children begin to realise that tools can be</p>	<p>EAD: Media &amp; Materials: 40-60 months: <b>R5</b> - Explores what happens when they mix colours.</p> <p>EAD: Being Imaginative: 40-60 months <b>R6</b> - Chooses particular</p>	<p><b>1.10</b> - Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p><b>1.11</b> - Explore techniques such as lightening and darkening paint</p>	<p><b>2.8</b> - Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p><b>2.9</b> - Understand how to make tints using white and tones by adding black to make</p>	<p><b>3.9</b> - Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p>	<p><b>4.8</b> - Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p><b>4.9</b> - Start to develop a painting from a drawing.</p>	<p><b>5.10</b> - Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p><b>5.11</b> - Mix and match colours to</p>	<p><b>6.11</b> - Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p><b>6.12</b> - Purposely control the types</p>

<p>To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>used for a purpose to create</p>	<p>colours to use for a purpose.</p>	<p>without the use of black or white.</p> <p><b>1.12</b> - Begin to show control over the types of marks made.</p> <p><b>1.13</b> - Paint on different surfaces with a range of media.</p> <p><b>1.14</b> - Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p><b>Possible artists:</b> Klimt, Marc, Klee, Hockney.</p>	<p>darker and lighter shades.</p> <p><b>2.10</b> - Build confidence in mixing colour shades and tones and understand the colour wheel and colour spectrums.</p> <p><b>2.11</b> - Be able to mix all the secondary colours using primary colours confidently.</p> <p><b>2.12</b> - Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks..</p> <p><b>Possible artists:</b> Pollock, Riley, Monet, Aboriginal.</p>	<p><b>3.10</b> - Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p><b>3.11</b> - Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p><b>3.12</b> - Understand how to create a background using a wash</p> <p><b>Possible artists/movements</b> : Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism</p>	<p><b>4.10</b> - Begin to choose appropriate media to work with.</p> <p><b>4.11</b> - Use light and dark within painting and show understanding of complimentary colours.</p> <p><b>4.12</b> - Mix colour, shades and tones with increasing confidence.</p> <p><b>4.13</b> - Work in the style of a selected artist (not copying).</p> <p><b>Possible artists:</b> Hopper, Rembrandt.</p>	<p>create atmosphere and light effects.</p> <p><b>5.12</b> - Mix colour, shades and tones with confidence building on previous knowledge.</p> <p><b>5.13</b> - Start to develop their own style using tonal contrast and mixed media.</p> <p><b>Possible artists:</b> Lowry, Matisse, Magritte</p>	<p>of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p><b>6.13</b> - Mix colour, shades and tones with confidence building on previous knowledge and understand which works well in their work and why.</p> <p><b>Possible artists:</b> Have opportunity to explore modern and traditional arts.</p>
<p><b>PRINTING AND PATTERN</b></p> <p><b>KS1 –</b></p> <p>To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in</p>	<p>Maths: SSM: 30-50 months: <b>N6</b> - Shows an interest in making arrangements with shapes</p> <p><b>N7</b> - Develop simple patterns by using objects.</p> <p><b>N8</b> - Enjoy taking rubbings: leaf, brick, coin and make simple pictures by printing from objects.</p>	<p>Maths: SSM: 40-60 months: <b>R7</b> - Uses familiar objects and common shapes to create and recreate patterns</p> <p><b>R8</b> - Enjoy taking rubbings: leaf, brick, coin and make simple pictures by printing from objects.</p> <p><b>R9</b> - Enjoy using stencils to create a picture</p>	<p><b>1.15</b> - Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p><b>1.16</b> - Experience impressed printing: e.g. printing from objects.</p> <p><b>1.17</b> - Demonstrate a range of techniques, e.g.</p>	<p><b>2.13</b> - Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p><b>2.14</b> - Demonstrate experience at impressed printing e.g. drawing into ink, printing from objects.</p> <p><b>2.15</b> - Use equipment and media correctly and be able to produce</p>	<p><b>3.13</b> - Print simple pictures using different printing techniques.</p> <p><b>3.14</b> - Continue to explore both monoprinting and relief printing.</p> <p><b>3.15</b> - Demonstrate experience in 3 colour printing.</p> <p><b>3.16</b> - Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p><b>4.14</b> - Increase awareness of mono and relief printing.</p> <p><b>4.15</b> - Demonstrate experience in fabric printing.</p> <p><b>4.16</b> - Expand experience in 3 colour printing.</p> <p><b>4.17</b> - Continue to experience in combining prints taken from different objects to produce an end piece.</p>	<p><b>5.14</b> - Design and create printing blocks/tiles;</p> <p><b>5.15</b> - Develop techniques in screen printing</p> <p><b>5.16</b> - Create and arrange accurate patterns</p> <p><b>5.17</b> - Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile,</p>	<p><b>6.14</b> - Design and create printing blocks/tiles;</p> <p><b>6.15</b> - Develop techniques in mono, block and relief printing</p> <p><b>6.16</b> - Create and arrange accurate patterns</p> <p><b>6.17</b> - Adapt their work according to their views and describe how they might develop it further.</p>

<p>using colour and texture.</p> <p><b>KS2 –</b> To improve their mastery of art and design techniques with a range of materials – printing.</p>		<p>and repeating pattern</p>	<p>rolling, pressing, stamping and rubbing;</p> <p><b>Possible artists: Warhol, Hokusai</b></p>	<p>a clean printed image.</p> <p><b>2.16 - Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</b></p> <p><b>Possible artists: Hiroshige, Escher</b></p>	<p><b>Possible artists: Morris, Labelling</b></p>	<p><b>4.18 - Create repeating patterns on different surfaces or media</b></p> <p><b>Possible artists: Rothenstein, Kunisada</b></p>	<p>colour, arrange, collograph;</p> <p><b>Possible artists: Advertising, Bawden</b></p>	<p><b>6.18 - Develop their own style using tonal contrast and mixed media.</b></p> <p><b>6.19 - Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</b></p> <p><b>Possible artists: Have opportunity to explore modern and traditional arts.</b></p>
<p><b>3D/SCULPTURE</b></p> <p><b>KS1 –</b> To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination</p> <p><b>KS2 –</b> To become proficient in sculpting techniques. To improve their mastery of art and</p>	<p>PD-Moving and Handling 30-50 months: <b>N9 - Makes snips in paper with child scissors</b></p> <p>EAD: Media &amp; Materials: 30-50 months <b>N10 - Children begin to realise that tools can be used for a purpose to create</b></p>	<p>PD-Moving and Handling 40-60 months: <b>R10 - Uses simple tools to effect changes to materials</b></p> <p>EAD: Media &amp; Materials: 40-60 months: <b>R11 - Selects tools and techniques needed to shape, assemble and join mater</b></p> <p>EAD: Media &amp; Materials: 40-60 months <b>R12- Children manipulate</b></p>	<p><b>1.18 - Children are able to use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</b></p> <p><b>1.19 - Experiment using a variety of techniques, e.g. rolling, cutting, pinching;</b></p> <p><b>1.20 - Explore using a variety of shapes, including lines and texture</b></p>	<p><b>2.17 - Children are able to use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</b></p> <p><b>2.18 - Experiment using a variety of techniques, e.g. rolling, cutting, pinching;</b></p> <p><b>2.19 - Explore using a variety of shapes, including lines and texture</b></p> <p><b>2.20 - Children can use key vocabulary to demonstrate knowledge and</b></p>	<p><b>3.17 - Cut, make and combine shapes to create recognisable forms</b></p> <p><b>3.18 - Children to use clay and other malleable materials and practise joining techniques</b></p> <p><b>3.19 - Add materials to the sculpture to create detail</b></p> <p><b>3.20 - use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape,</b></p>	<p><b>4.19 - Cut, make and combine shapes to create recognisable forms</b></p> <p><b>4.20 - Children to use clay and other malleable materials and practise joining techniques</b></p> <p><b>4.21 - Add materials to the sculpture to create detail</b></p> <p><b>4.22 - use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape,</b></p>	<p><b>5.18 - Plan and design a sculpture</b></p> <p><b>5.19 - Use tools and materials to carve, add shape, add texture and pattern</b></p> <p><b>5.20 - Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</b></p> <p><b>5.21 - Use materials other than clay to create a 3D sculpture</b></p> <p><b>5.22 - Use key vocabulary to demonstrate knowledge and understanding in</b></p>	<p><b>6.20 - Plan and design a sculpture</b></p> <p><b>6.21 - Use tools and materials to carve, add shape, add texture and pattern</b></p> <p><b>6.22 - Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</b></p> <p><b>6.23 - Use materials other than clay to create a 3D sculpture</b></p> <p><b>6.24 - Use key vocabulary to demonstrate knowledge and</b></p>

<p>design techniques, including sculpting with a range of materials.</p>		<p>materials to achieve a planned effect. They construct with a purpose in mind, using a variety of resources.</p>	<p><b>1.21</b> - Children can use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p><b>Possible artists: Moore, African, Native American.</b></p>	<p>understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p><b>Possible artists: Hepworth, Arp, Nevelson, Gabo.</b></p>	<p>brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.- appropriate to skill and technique.</p> <p><b>Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art).</b></p>	<p>brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.- appropriate to skill and technique.effect of time upon sculptures.</p> <p><b>Possible artists: Egyptian Artefacts, Christo</b></p>	<p>this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p><b>Possible Artists: Frink, Balla, Andre</b></p>	<p>understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p><b>Possible artists: Have opportunity to explore modern and traditional arts.</b></p>
<p><b>COLLAGE</b></p> <p><b>KS1 –</b></p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p><b>KS2 –</b></p> <p>To improve their mastery of art and design techniques with a range of</p>	<p>EAD: Media &amp; Materials: 30-50 months</p> <p><b>N11</b> - Children begin to realise that tools can be used for a purpose to create</p>	<p>EAD: Media &amp; Materials: 40-60 months</p> <p><b>R13</b> - Children manipulate materials to achieve a planned effect.</p> <p><b>R14</b> - They construct with a purpose in mind, using a variety of resources.</p>	<p><b>1.22</b> - To use a combination of materials that have been cut, torn and glued</p> <p><b>1.23</b> - Children are able to sort and arrange materials for a purpose</p> <p><b>1.24</b> - To add texture by mixing materials and media</p> <p><b>1.25</b> - Children can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic,</p>	<p><b>2.21</b> - To use a combination of materials that have been cut, torn and glued</p> <p><b>2.22</b> - Children are able to sort and arrange materials for a purpose</p> <p><b>2.23</b> -To add texture by mixing materials and media</p> <p><b>2.24</b> - Children can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p><b>3.21</b> - colours and materials to create effect, giving reasons for their choices</p> <p><b>3.22</b> - Refine work as they go to ensure precision</p> <p><b>3.23</b> - Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p> <p><b>3.24</b> - Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>	<p><b>4.23</b> - Select colours and materials to create effect, giving reasons for their choices</p> <p><b>4.24</b> - Refine work as they go to ensure precision</p> <p><b>4.25</b> - Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p> <p><b>4.26</b> - Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>	<p><b>5.23</b> - Add collage to a painted or printed background</p> <p><b>5.24</b> - Create and arrange accurate patterns</p> <p><b>5.25</b> - Use a range of mixed media</p> <p><b>5.26</b> - Plan and design a collage</p> <p><b>5.27</b> - Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>	<p><b>6.25</b> - Add collage to a painted or printed background</p> <p><b>6.26</b> - Create and arrange accurate patterns</p> <p><b>6.27</b> - Use a range of mixed media</p> <p><b>6.28</b> - Plan and design a collage</p> <p><b>6.29</b>- Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>

materials – collage			features, cut, place, arrange.					
<p><b>TEXTILES</b></p> <p><b>KS1 –</b> To become proficient in other art, craft and design techniques – textiles</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p><b>KS2 –</b> To improve their mastery of art and design techniques with a range of materials – textiles</p>	EAD: Media & Materials: 30-50 months: <b>N12</b> - Beginning to be interested in and describe the texture of things.	EAD: Media & Materials: 40-60 months: <b>R15</b> - Experiments to create different textures.	<p><b>1.26</b> - Show pattern by weaving</p> <p><b>1.27</b> - Use a different techniques to alter a textile's colour and pattern;</p> <p><b>1.28</b> - Decorate textiles with glue or stitching, to add colour and detail</p> <p><b>1.29</b> - Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p> <p><b>Possible artists: Linda Caverley</b></p>	<p><b>2.25</b> - Show pattern by weaving</p> <p><b>2.26</b> - Use a dyeing technique to alter a textile's colour and pattern;</p> <p><b>2.27</b> - Decorate textiles with glue or stitching, to add colour and detail</p> <p><b>2.28</b> - Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p> <p><b>Possible artists: Kaffe Fassett</b></p>	<p><b>3.25</b> - Select appropriate materials, giving reasons</p> <p><b>3.26</b> - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p><b>3.27</b> - Develop skills in stitching, cutting and joining</p> <p><b>3.28</b> - Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p> <p><b>Possible artists: Shelia Hicks</b></p>	<p><b>4.27</b> - Select appropriate materials, giving reasons</p> <p><b>4.28</b> - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p><b>4.29</b> - Develop skills in stitching, cutting and joining</p> <p><b>4.30</b> - Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p> <p><b>Possible artists: William Morris, Bennison fabrics</b></p>	<p><b>5.28</b> - Experiment with a range of media by overlapping and layering in order to create texture, effect and colour Add decoration to create effect</p> <p><b>5.29</b> - Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, dye, wax, resist, crayons, ink, apply, set.</p> <p><b>Possible artists: Sarah Zapata, Adire African/Indian</b></p>	<p><b>6.30</b> - Experiment with a range of media by overlapping and layering in order to create texture, effect and colour Add decoration to create effect</p> <p><b>6.31</b> - Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, dye, wax, resist, crayons, ink, apply, set</p> <p><b>Possible artists: Faith Ringgold, Billie Zangewa</b></p>
<p><b>WORK OF OTHER ARTISTS</b></p> <p><b>KS1 –</b> about the work of a range of artists,</p>			<p><b>1.30</b> - Children will be able to recognise the work of notable artists or designers and give an opinion on their work.</p>	<p><b>2.29</b> - Children will understand some techniques of different artist/architects.</p> <p><b>2.30</b> - Children will understand abstract and concrete art forms and will use</p>	<p><b>3.29</b> - Use inspiration from famous artists to replicate a piece of work</p> <p><b>3.30</b> - Reflect upon their work inspired by a famous notable artist and the</p>	<p><b>4.31</b> - Use inspiration from famous artists to replicate a piece of work</p> <p><b>4.31</b> - Reflect upon their work inspired by a famous notable artist and the</p>	<p><b>5.30</b> - Give detailed observations about notable artists', artisans' and designers' work</p> <p><b>5.31</b> - Children can offer facts about notable artists',</p>	<p><b>6.32</b> - Give detailed observations about notable artists', artisans' and designers' work</p> <p><b>6.33</b> - Children can offer facts</p>

<p>craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p><b>KS2 –</b> To learn about great artists, architects and designers in history.</p>			<p><b>1.31</b> - Children will be able to use artists' ideas to create their own versions of art through the painting/drawing area.</p> <p><b>1.32</b> - Children will draw simple evaluations about the work of others.</p>	<p>different techniques based on artists.</p> <p><b>2.31</b> - Children will know the difference between an artist and an architect.</p> <p><b>2.32</b> - Children will be able to be inspired and draw comparisons with their own work.</p>	<p>development of their art skills</p> <p><b>3.31</b> - Express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>	<p>development of their art skills</p> <p><b>E4.32-</b> express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>	<p>artisans' and designers' lives;</p>	<p>about notable artists', artisans' and designers' lives;</p> <p><b>6.34</b> - Understand the context of the artists and their lives: Show how the work of those studied was influential in both society and to other artists.</p> <p><b>6.35</b> - Create original pieces that show a range of influences and styles from notable artists, artisans and designers.</p>
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