

# Ferham Primary School

## Art and Design progression map



EYFS:

Taught in 2 Year Provision and recapped in R3 and FS1	Taught in Rising Threes and FS1 and recapped in FS2	Taught in FS2	ELG	Y1 Link
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		<u>Steps of Progress</u>			<u>ELG</u>	<u>Y1 Links</u>
<u>Creating With Materials</u>	<b>Drawing</b>	<p>Start to make marks intentionally (DM).</p> <p>Begin to draw a circle to represent a person</p>	<p>Give meaning to the marks they make.</p> <p>Draw a portrait with eyes, nose and mouth.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects (DM).</p> <p>Use drawing to represent ideas like movement or loud noises (DM).</p>	<p>Represents their interests, thoughts and experiences.</p> <p>Draw a portrait with increased detail, for example hair, glasses, ears.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (DM).</p> <p>Select colours for a purpose.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (DT).</p>

<p><u>Creating With Materials</u></p>	<p><b>Painting and Printing</b></p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools (DM).</p> <p>Print with large resources to promote gross motor skills.</p>	<p>Explore colour and colour mixing (DM).</p> <p>Loads paint on to a brush.</p> <p>Print with smaller resources to promote fine motor skills.</p>	<p>Mix primary colours to make secondary colours.</p> <p>Knows to add black or white paint to alter the shade of a colour.</p> <p>Prints to create patterns or pictures.</p> <p>Uses water to clean brush before changing colours.</p> <p>Experiment with different textures.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (DM).</p>	<p>AA</p>	<p>AA</p>
<p><u>Creating With Materials</u></p>	<p><b>Collage and Modelling</b></p>	<p>Explore different materials, using all their senses to investigate them (DM).</p> <p>Make simple models which express their ideas (DM).</p>	<p>Make choices about which materials to use when creating.</p> <p>Use glue and tape to join materials.</p> <p>Join different materials and explore different textures (DM).</p>	<p>Knows how to improve models, for example scrunch, twist, fold, bend, roll.</p> <p>Use sellotape, masking tape, string, ribbon, treasury tags, split pins to join materials.</p>	<p>AA</p>	<p>To use a range of materials creatively to design and make products.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products (DT).</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing (DT).</p>

<u>Creating With Materials</u>	Sculpture	Explores malleable materials.	Makes marks in malleable materials.	Manipulates malleable materials to look like something specific.	AA	To use drawing, painting and sculpture to develop and share their ideas, experiences.
		Builds towers by stacking objects.	Manipulates malleable materials-rolls, cuts, squashes, pinches, twists.	Builds models that replicate things in real life.		
		Builds walls to create enclosed spaces.				

<u>Creating With Materials</u>	Textiles	Weave materials using gross motor skills.	Weave materials using fine motor skills.	Being to sew using a hole punched material.	AA	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
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<u>Creating With Materials</u>	Evaluating	Begin to talk about their work.	Begin to say what they like about their own and others work.	Return to and build on their previous learning, refining ideas and developing their ability to represent them (DM).	Share their creations, explaining the process they have used.	Evaluate and analyse creative works using the language of art, craft and design.  Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria (DT).
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<u>Creating With Materials</u>	Vocabulary	Draw, line, circle, mark, dip, print, pattern, cut, stick, join, fold, bend, scrunch, twist, roll, pinch, squash, weave, sew, needle, thread.				
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<u>Being Imaginative and Expressive</u>	Singing	<p>Explore their voices and enjoy making sounds (DM).</p> <p>Join in with songs and rhymes, making some sounds and actions (DM).</p>	<p>Remember and sing entire songs (DM).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (DM).</p> <p>Sing the pitch of a tone sung by another person ('pitch match') (DM).</p> <p>Create their own songs or improvise a song around one they know (DM).</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses (DM).</p> <p>Sing and perform nursery rhymes.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody (DM).</p>	<p>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and Rhymes.</p>
<u>Being Imaginative and Expressive</u>	Dancing and Music	<p>Moves to music.</p> <p>Make loud and quiet sounds.</p> <p>Explores instruments and knows the names of a few.</p>	<p>Copies basic actions.</p> <p>Make fast and slow sounds.</p> <p>Clap along to a simple beat.</p> <p>Knows the names of common instruments.</p> <p>Follows signals when playing instruments (play and stop).</p> <p>Can say if music is 'happy', 'scary' or 'sad'.</p> <p>Can use instruments to express how they feel.</p>	<p>Learns short dance routines, keeping pace.</p> <p>Make high and low sounds.</p> <p>Plays an instrument to a simple beat.</p> <p>Knows how to use instruments.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses (DM).</p> <p>Explore and engage in music making and dance, performing solo or in groups (DM).</p>	AA	<p>Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

<b><u>Being Imaginative and Expressive</u></b>	<b>Role Play</b>	<p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone (DM).</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. (DM).</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park (DM).</p>	<p>Develop storylines in their pretend play (DM).</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates (English).</p>
<b><u>Being Imaginative and Expressive</u></b>	<b>Artists</b>	<p>An artist to be planned for each term in Nursery and FS2 (see Medium Term Overviews).</p>	<p>Pupils should be taught: About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>			
<b><u>Being Imaginative and Expressive</u></b>	<b>Collaborative Working</b>	<p>Work independently to develop basic skills.</p>	<p>Being to work with a friend, copying ideas and developing skills together.</p>	<p>Create collaboratively, sharing ideas, resources and skills (DM).</p>	<p>Share their creations, explaining the process they have used.</p>	
<b><u>Being Imaginative and Expressive</u></b>	<b>Vocabulary</b>	<p>Sing, dance, action, listen, sound, mood, feelings, rhyme, melody, pitch, fast, slow, loud, quiet, high, low, stop, start, bells, tambourine, wooden block, wooden claves, triangle, drum, xylophone, rainmaker, maracas, instrument, beat, perform, retell, act, pretend, character, setting.</p>				

# Key Stage 1 and 2

- The national curriculum for art and design aims to ensure that all pupils by the end of year 6:
- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Key Stage 2 National Curriculum Expectations

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.

	KS1	LKS2	UKS2
Exploring and Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b>KS1 Art and Design National Curriculum</b> To produce creative work, exploring their ideas and recording experiences.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a respond positively to ideas and starting points;</li> <li>b explore ideas and collect information;</li> <li>c describe differences and similarities and make links to their own work;</li> <li>d try different materials and methods to improve;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a use sketchbooks to record ideas;</li> <li>b explore ideas from first-hand observations;</li> <li>c question and make observations about starting points, and respond positively to suggestions;</li> <li>d adapt and refine ideas;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</li> </ul>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a review and revisit ideas in their sketchbooks;</li> <li>b offer feedback using technical vocabulary;</li> <li>c think critically about their art and design work;</li> <li>d use digital technology as sources for developing ideas;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>
Drawing	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a draw lines of varying thickness;</li> <li>b use dots and lines to demonstrate pattern and texture;</li> <li>c use different materials to draw, for example pastels, chalk, felt tips;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, building, pastels, drawings, line, bold, size, space.</li> </ul>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of creating effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a experiment with showing line, tone and texture with different hardness of pencils;</li> <li>b use shading to show light and shadow effects;</li> <li>c use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>d show an awareness of space when drawing;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ul>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>b depict movement and perspective in drawings;</li> <li>c use a variety of tools and select the most appropriate;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</li> </ul>

Painting	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a name the primary and secondary colours;</li> <li>b experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>c mix primary colours to make secondary colours;</li> <li>d add white and black to alter tints and shades;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</li> </ul>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>c create different textures and effects with paint;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone.</li> </ul>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a create a colour palette, demonstrating mixing techniques;</li> <li>b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</li> </ul>
Sculpture	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>b use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>c use a variety of shapes, including lines and texture;</li> <li>d 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.</li> </ul>	<p>Children still have the opportunity to use a variety of materials for sculpting. They 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. They use a variety of tools to support the learning of techniques and to add detail.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a cut, make and combine shapes to create recognisable forms;</li> <li>b use clay and other malleable materials and practise joining techniques;</li> <li>c add materials to the sculpture to create detail;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light.</li> </ul>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><b>KS2 Art and Design National Curriculum</b> To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a plan and design a sculpture;</li> <li>b use tools and materials to carve, add shape, add texture and pattern;</li> <li>c develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>d use materials other than clay to create a 3D sculpture;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Collage</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p><b>KS1 Art and Design National Curriculum</b> 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>Children can:</b></p> <ul style="list-style-type: none"> <li><b>a</b> use a combination of materials that have been cut, torn and glued;</li> <li><b>b</b> sort and arrange materials;</li> <li><b>c</b> add texture by mixing materials;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li><b>a</b> select colours and materials to create effect, giving reasons for their choices;</li> <li><b>b</b> refine work as they go to ensure precision;</li> <li><b>c</b> learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ul>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – collage.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li><b>a</b> add collage to a painted or printed background;</li> <li><b>b</b> create and arrange accurate patterns;</li> <li><b>c</b> use a range of mixed media;</li> <li><b>d</b> plan and design a collage;</li> <li><b>e</b> use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Textiles</p>	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They 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.</p> <p><b>KS1 Art and Design National Curriculum</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 colour, pattern and texture.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li><b>a</b> show pattern by weaving;</li> <li><b>b</b> use a dyeing technique to alter a textile's colour and pattern;</li> <li><b>c</b> decorate textiles with glue or stitching, to add colour and detail;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</li> </ul>	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li><b>a</b> select appropriate materials, giving reasons;</li> <li><b>b</b> use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li><b>c</b> develop skills in stitching, cutting and joining;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</li> </ul>	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li><b>a</b> experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</li> <li><b>b</b> add decoration to create effect;</li> <li><b>c</b> use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Printing</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a copy an original print;</li> <li>b use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a use more than one colour to layer in a print;</li> <li>b replicate patterns from observations;</li> <li>c make printing blocks;</li> <li>d make repeated patterns with precision;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</li> </ul>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p><b>KS2 Art and Design National Curriculum</b> To improve their mastery of art and design techniques with a range of materials – printing.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a design and create printing blocks/tiles;</li> <li>b develop techniques in mono, block and relief printing;</li> <li>c create and arrange accurate patterns;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collagraph;</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Work of Other Artists</p>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p><b>KS1 Art and Design National Curriculum</b> To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a describe the work of famous, notable artists and designers;</li> <li>b express an opinion on the work of famous, notable artists;</li> <li>c use inspiration from famous, notable artists to create their own work and compare;</li> </ul>	<p>Children continue to study the works of famous artists. They 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.</p> <p><b>KS2 Art and Design National Curriculum</b> To learn about great artists, architects and designers in history.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a use inspiration from famous artists to replicate a piece of work;</li> <li>b reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>c express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> </ul>	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p><b>KS2 Art and Design National Curriculum</b> To learn about great artists, architects and designers in history.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>a give detailed observations about notable artists', artisans' and designers' work;</li> <li>b offer facts about notable artists', artisans' and designers' lives;</li> <li>c express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>d use inspiration from famous, notable artists to create their own work and compare;</li> </ul>

## Art Vocabulary

**Collage** - Art made by cutting up materials such as coloured paper, string, fabric, and newspaper and then gluing them together to make a picture.

**Complementary Colours** - These are colors that appear on the opposite sides of the color wheel. When placed side by side, these colours can intensify each other.

**Fresco** - A painting made on wet plaster of a wall or ceiling. As the plaster and paint dry the wall absorbs the paint.

**Impasto** - A type of oil painting when the paint is applied in very thick brush strokes.

**Kiln** - A type of hot oven used to bake clay into a hard permanent finish.

**Landscape** - A painting of nature and the land such as the ocean, mountains, trees, and sky.

**Lithography** - A method for making prints using a flat stone or a metal plate.

**Medium** - The materials used in creating a piece of artwork such as paint, marble, clay, or pastels.

**Mural** - A large painting generally painted on a wall or ceiling.

**Palette** - A board where colors of paint are mixed so they are the right color for the painting. Can also refer to range of colours an artist has used in an artwork.

**Pastels** - Coloring sticks that can be made from oil or chalk.

**Patron** - Someone who helps an artist to live while they work on their art.

**Perspective** - A way of painting or drawing that makes some objects appear closer than others.

**Pigment** - The part of the paint that gives it colour.

**Plein Air** - This is French for "open air". This is the term often used for painting outdoors.

**Portrait** - A drawing or painting of a person or people.

**Primary colors** - Red, yellow, and blue. All of the other colors can be made from these three.

**Relief** - A type of sculpture that looks like it is raised from the background.

**Sculpture** - A three-dimensional piece of art often carved, chiseled, or cast from stone, marble, wood, or bronze.

**Self-portrait** - A painting or drawing that the artist makes of himself.

**Series** - A number of artworks that are meant to go together. They are often of the same subject.

**Still life** - A painting or drawing of inanimate objects often placed in an arrangement. Examples include flowers in a vase, fruit in a bowl, and bottles of wine.

**Symmetry** - The balance of one side to another. In perfect symmetry, one half is an exact mirror of the other.

**Texture** - The look and feel of the canvas in painting. This can vary on how the paint is applied. Other materials may be added to change the texture.

**Watercolor** - A water soluble paint that thins as it is mixed with water.