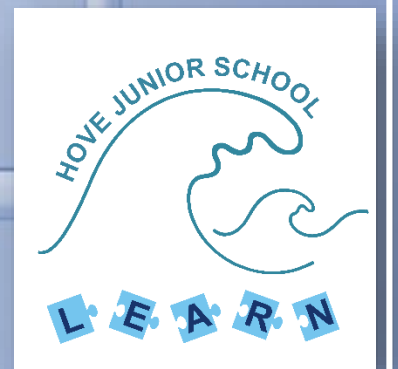




Art Progression Ladder

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INFANT SCHOOL
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A family of friends



	Year R (Creating with Materials, Being Imaginative & Expressive)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Nursery	Reception							
Exploring and Developing Ideas	By the end of Reception (ELG): Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used		By the end of Year 2: 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. National Curriculum: Children produce creative work, exploring their ideas and recording experiences.		By the end of Year 6: Children should feel more confident in exploring themselves as individual artists, removed from the idea of 'perfection' and that art must be 'realistic' to be good. Children have vocabulary and experience in order to express their own opinions about their work, peers and famous artists. Children should be able to look back at their sketchbooks with pride and understanding of how they've progressed. National curriculum: Children should 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. They should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.				
	Explores different materials freely, in order to develop his/her ideas about how to use them and what to make	Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings	Respond positively to ideas and starting points	<i>Respond positively and extend ideas and thinking from initial starting point to finished product.</i>	Use sketchbooks as an exploratory tool, to record observations, work through ideas, and try out techniques or colours that may form part of later learning. Explore ideas from first-hand observations.	Use sketchbooks as an exploratory tool, to record observations, work through ideas, and try out techniques or colours that may form part of later learning. Review and revisit ideas in their sketchbooks; offering feedback to their peers using technical vocabulary.			
	Is developing his/her own ideas and is then able to decide which materials to use to express them	Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them	Explore ideas and collect information, <i>discuss successes and areas for development.</i>	<i>Reflect upon and discuss a range of their work and identify specific ways in which they might improve it.</i>	Question and make observations about starting points, and respond positively to suggestions <i>made by peers and teachers.</i>	Think critically about their art and design work; offer feedback using technical vocabulary.			
	Can join different materials and explore different textures		Describe differences and similarities and make links to their own work		Describe the work of notable artists, artisans and designers. Take inspiration from classic and modern artists	Use digital technology as sources for developing ideas <i>and exploring these in their sketchbooks too. Y5 Computing.</i>			
	Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc		Try different materials and methods to improve, <i>and talk about results</i>	<i>Make informed choices on which material would be suitable for a particular purpose and talk about what they would do to change/improve their work.</i>	<i>Develop a 'trial and error' approach to sketchbooks. Adapt and refine ideas based on feedback.</i>	<i>Feel confident in, and celebrate mistakes. Move away from the idea of perfectionism. Adapt and refine ideas based on self-assessment.</i>			
		Creates collaboratively sharing ideas, resources and skills	Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.		<i>Instill growth mindset in response to their own work and instill an idea of individuality. Use key vocabulary to discuss their concepts to others.</i>	<i>Confidently showcase work as an individual and able to explore and explain the process behind work and sketchbooks.</i>			
Vocabulary	<i>Colour wheel, mixing, primary colours, shapes, features, line, texture, marks, artwork</i>		<i>Explore, develop, developing, respond, create, design, compare, contrast, evaluate, similarities, differences, materials, methods, links, collect, retrieve, genre, generation, history, past, present</i>	<i>Continue to explore vocabulary from Year R and Year 1.</i>	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.			
Drawing	By the end of Reception (ELG): Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used		By the end of Year 2: 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. National Curriculum: Children become proficient in drawing techniques. Children use drawing to develop and share their ideas, experiences and imagination.		By the end of Year 4, children: develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. National curriculum: To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.		By the end of Year 6, 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. National curriculum: To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.		
	Uses drawing to represent ideas like movement or loud noises	<i>Experiment with line, making and describing different lines.</i>	Draw lines of varying thickness <i>And tone by making</i>	<i>Continue to experiment with line. Develop skills and control with art</i>	Experiment with showing line, tone and texture with different hardness of pencils. (Portals through the Ages) <i>Recognise different grade pencils for various aspects of</i>	<i>Continue to build and reflect on these skills learnt in previous years and appropriately select the right one with more independence. Use a variety of techniques to</i>			

		<i>Make lines that change direction.</i>	<i>light/dark marks. Experiment with pencils, chalks, pens, pastels and crayons</i>	<i>materials such as blending chalk and oil pastels.</i>	<i>drawing. (Portals through the Ages)</i>	add effects, e.g. shadows, reflection, hatching and cross-hatching;
	Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects	<i>Make lines that change direction</i>	Use dots and lines to demonstrate pattern and texture (<i>scribble patterns, mixing, zig-zags</i>) Experiment with tone by making light and dark marks.	<i>Continue to build on skills using a variety of drawing techniques such as hatching, scribbling, stippling and blending.</i>	<i>Choose different tools appropriately for effect. Use shading to show light and shadow effects. (Roamin' Romans) Use hatching and cross hatching to show tone and texture. (Vicious Vikings)</i>	Depict movement and perspective in drawings; (coast to coast, Passport to the World) <i>Choosing different tools appropriately for effect, recognise angles in shapes and objects, recognise and draw parallel and perpendicular lines. - Not covered?</i>
	Is drawing with increasing complexity and detail, such as representing a face with a circle and including details	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Use different materials to draw, for example pastels, chalk, felt tips and crayons	<i>Build on knowledge and experience of different media and the effects these give eg: pencils of different grades, rubbers, crayons, oil and chalk pastels</i>	<i>Develop individual style and make choices based on the purpose or impression of my work. Use a variety of materials to draw, e.g. pastels, chalk, felt tips. Draw for different purposes: recording, analysing, sketching and planning (Portals to the past), annotate my sketches to explain and elaborate my ideas. (Roamin' Romans)</i>	Use a variety of tools and select the most appropriate. <i>Learn to use a variety of techniques to create effects e.g. reflections, shadows, direction of sunlight. Use this key vocabulary when discussing the process an choices in a piece of art.</i> (Brighton Rocks, Stones, Spirits and Sacrifice, Passport to the World)
	<i>Use appropriate language to describe colours, media, equipment and textures.</i>		Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.		Use key vocabulary to demonstrate knowledge and understanding in this strand; portrait, light, dark, tone, shadow, line, texture, shape.	Use key vocabulary to demonstrate knowledge and understanding in this strand; texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti
					<i>Begin to explore space ahead of beginning to draw and show an understanding of how best to utilise space in a piece of work or on a sketchbook page. Start to explore different scales of drawing and the effect this has on a piece of art.</i>	Continue with the exploration of space. Depict movement and perspective in drawings with lines. (Brighton Rocks and Passport to the World)
					<i>Develop and celebrate individual style.</i>	<i>Develop individual style and make choices based on the purpose or impression of my work.</i>
Vocabulary	<i>Shapes, fine line, marks, observational drawings, detail, thick, thin, shade</i>		<i>Continue to explore vocabulary from Year R Detail, magnify, pattern, texture, bold, light</i>	<i>Continue to explore and extend vocabulary from Year R and Year 1 and discuss: cross-hatch, dots, bold, size, space</i>	Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	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
Painting	By the end of Reception: By the end of Reception (ELG): Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used		By the end of Year 2: 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. National Curriculum: Children become proficient in painting techniques. Children use painting to develop and share their ideas, experiences and imagination.		By the end of Year 6, children: 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. National curriculum: to become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.	
	<i>Naming and matching different colours</i>	<i>Exploring different colours and making decisions on preferred colour choice</i>	Name the primary and secondary colours and discuss how these colours change. <i>Find collections of colour, such as different sorts of blue.</i>	<i>Explore and make as many tones of one colour as possible using primaries and white.</i>	Mix colours effectively using the correct language, e.g. tint, shade, primary, secondary and tertiary.	<i>Continue to build and reflect on these skills learnt in previous years and appropriately select the right one with more independence. Be aware of the reason behind the pallet - mood, atmosphere, emotion, etc. Create a colour palette, demonstrating mixing techniques;</i>
		<i>Exploring different media to create marks and effects (including paint brushes, sponges, cotton reels, cotton buds, scrapers, fingers and twigs).</i>	Experiment with different sized brushes (including brushstrokes) and other painting tools, developing skill and control when painting.	<i>Selecting appropriate tools and discussing why these would suitable for their work eg a small paintbrush for small, detailed marks.</i>	Use varied brush techniques to create shapes, textures, patterns and lines. <i>Choose which brush to use for effect/purpose.</i>	Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. <i>ild on previous knowledge of colour wheels, ensuring children discuss previous learning and what they found.</i>

	<i>Begin to explore colour and colour-mixing and paint on different surfaces.</i>	<i>Mixing colours to fit a purpose. Suggesting suitable colour choices and why these would be suitable</i>	Mix primary colours to make secondary colours	<i>Experiment using and mixing primary colours to make secondary. Make suitable colour choices for purpose.</i>	Create different textures and effects with paint; Annotate, discuss and make links between textures created by paint and why artists might choose to do this. Experiment with creating mood and colour.	<i>Annotate, discuss and make links between textures created by paint and why artists might choose to do this. Bring this opinion into own choices as an artist.</i>
		<i>Discuss and compare light and dark colours. What do they notice, what colours could have been added to make these colours?</i>	Add white and black to alter tints and shades	<i>Darken colours with and without using black.</i>	<i>Make tones of colour without using black and white, use water colour paint to produce washes for backgrounds then add detail.</i>	<i>Learn to use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists and be part of a class with a variation of individual end results.</i>
			Use key vocabulary to demonstrate knowledge and understanding in this strand	<i>Continue to explore and extend vocabulary from Year R and Year 1.</i>	<i>Continue to explore and extend vocabulary from Year R and beyond.</i>	<i>Continue to explore and extend vocabulary from Year R and beyond.</i>
Vocabulary	<i>Paint, Paintbrush, pallet, colour wheel, mixing, primary colours, light, dark,</i>		primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	<i>tertiary colours.</i>	Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
	<p>By the end of Reception (ELG): Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used</p>		<p>By the end of Year 2: 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. National Curriculum: Children become proficient in sculpting techniques. Children use sculpture to develop and share their ideas, experiences and imagination.</p>		<p>By the end of Year 4, 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. National Curriculum: to become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	<p>By the end of Year 6, 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. National Curriculum: to become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>
Sculpture	<i>Working with an adult to explore a range of different modelling materials.</i>	<i>Begin to explore making sculptures using a range of natural and manufactured materials, e.g. clay, card, stones, sticks, feathers, shells</i>	Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card	<i>Continue to explore a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw, card and recycled materials. Children to make choices about which materials would be most suitable for the intended purpose.</i>	<p><i>Build on techniques such as rolling, cutting, moulding and carving, coiling, kneading and making marks on the surface (Y4 Clay)</i></p> <p><i>Begin to explore methods of altering the shape of 'plastic' materials using different modelling techniques (carving, coiling etc.)</i></p> <p><i>Begin to use rigid materials to make constructions, learning to join them in varied ways</i></p> <p><i>Explore how to cut, make, and combine shares to create recognisable forms. Create a balanced sculpture through the exploration of varied materials. (Autumn term – Year 4)</i></p>	<p>Plan and design a sculpture;</p> <p><i>Learn to show life like qualities and real life proportions or if more abstract, provoke different interpretations</i></p> <p><i>Children to make choices about which materials would be most suitable for the intended purpose.</i></p> <p><i>Continue to explore methods of altering the shape of 'plastic' materials using different modelling techniques (carving, coiling etc.)</i></p> <p><i>Continue to use rigid materials to make constructions, learning to join them in varied ways</i></p>
	<i>Work with an adult to explore different ways of moulding and shaping modelling materials.</i>	<i>Begin to explore a range of techniques to mould and shape materials, e.g. clay, sand, playdough, mud</i>	Use a variety of techniques, e.g. rolling, cutting, pinching, twisting, stacking and rolling coils.	<i>Build on skills and techniques and experiment with overlaying and overlapping to create effects.</i>	Use clay and other malleable materials and practise joining techniques. <i>Begin to explore different tools to carve and add shapes, texture and pattern</i>	Use tools and materials to carve, add shape, add texture and pattern; <i>Create and combine shapes to create recognisable forms</i>
		<i>Begin to create and explore shape and texture in modelling materials</i>		Use a variety of shapes, including lines and texture	<i>Replicate patterns and texture in a 3D form. Use decorative techniques on modelling material</i>	Add materials to the sculpture to create detail. <i>Use rolled up paper, straws, paper, card and clay. Use techniques such as rolling, cutting, moulding and carving, coiling, kneading and making marks on the surface.</i>

				<i>including dots, different lines (smooth and textured).</i>			
						Use materials other than clay to create a 3D sculpture; <i>Combine visual and tactile qualities, use frameworks (such as wire and moulds) to provide stability and form.</i>	
Vocabulary	<i>Shape, texture, mould, clay, roll, cutting, pinching, statue, model, sculpture, building, balancing, creating, design, natural, man-made, material,</i>	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. <i>Continue to explore vocabulary from Year R and discuss: 3D, sculptor</i>	<i>Continue to explore and extend vocabulary from Year R and Year 1 and discuss: 3D, carving, installation, pyramid, abstract, geometric, natural, recycled, manufactured</i>	rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light.		form, structure, texture, shape, mark, soft, join, tram, cast.	
Collage and mixed media	By the end of Reception: By the end of Reception (ELG): Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used		By the end of Year 2: 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. National Curriculum: Children become proficient in other art, craft and design techniques – collage. Children develop a wide range of art and design techniques in using texture, line, shape, form and space.		By the end of Year 4, 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. National Curriculum: To improve their mastery of art and design techniques with a range of materials – collage.		By the end of Year 6, 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. National Curriculum: To improve their mastery of art and design techniques with a range of materials – collage.
	<i>Working with an adult to explore a variety of materials (paper, card, and newspaper), tools (scissors) and techniques (cutting, ripping and tearing).</i>	<i>Begin to explore and manipulate materials to achieve a planned effect.</i> <i>Use simple tools and techniques competently and appropriately.</i>	Use a combination of materials that have been cut, torn and glued	<i>Independently work through a design process to create a finished product. Process to include sketching a design, cutting out the desired shapes and placing materials for purpose.</i>	Independently work through a design process to create a finished product. Select colours and materials to create effect, giving reasons for their choices.	Independently work through a design process to create a finished product. Select colours and materials to create effect, giving reasons for their choices. Add collage to a painted or printed background to add to its overall effect.	
	<i>Explore materials and say what they like and dislike and say why</i>	<i>Choose and discuss different materials and how they might use them</i>	Sort and arrange materials and discuss how they might use them	Sort and arrange materials to decide on which is best to achieve planned effect for the final product	Through the design and create process, refine work to ensure precision and desired effect. Selecting and arranging materials for effect.	Use a range of mixed media. Learn to mix and explore textures (Year 5 Local artists). Combine visual and tactile qualities Use ceramic mosaic materials and techniques	
		<i>Experiment to create different textures</i> <i>Beginning to understand that different media can be combined to create new effects</i>	Add texture by mixing materials <i>Create collages using a selection of different materials such as tissue paper, newspaper, cellophane and different thicknesses of paper.</i>	<i>Arrange and re arrange materials to create the planned effect using a selection of suitable collage materials and discuss why these would work.</i>	Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage (Roamin' Romans)	Develop a variety of techniques, e.g. overlapping, tessellation, mosaic and montage through the use of digital art. (Computing)	
Vocabulary	<i>Texture, collage, shapes, cut, tear, glue, stick, materials, pattern</i>	Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. <i>Continue to explore vocabulary from Year R and discuss: Arrange, features, place, mosaic, gaps</i>	<i>Continue to explore and extend vocabulary from Year R and Year 1.</i>	<i>Continue to explore and extend vocabulary from Year R and Year 1.</i> Texture, shape, form, pattern, mosaic.	<i>Continue to explore and extend vocabulary from Year R and Year 1.</i> Shape, form, arrange, fix.		

Textiles	<p>By the end of Reception (ELG): Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used</p>		<p>By the end of Year 2: 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. National Curriculum: Children become proficient in other art, craft and design techniques – textiles. Children develop a wide range of art and design techniques in using colour, pattern and texture.</p>		<p>By the end of year 4: Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. National Curriculum: to improve their mastery of art and design techniques with a range of materials – textiles.</p>		<p>By the end of year 6: Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. National Curriculum: to improve their mastery of art and design techniques with a range of materials – textiles.</p>	
		<p><i>Experiment using different materials and textiles to create a simple weaving using materials such as paper and twigs.</i></p>	<p>Show pattern by weaving <i>Continue to build on weaving skills and understand the process and some techniques using a variety of suitable materials.</i></p>	<p><i>Develop skills creating texture</i></p>	<p>Select appropriate materials, giving reasons for their choices. (Whole School topic)</p>		<p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. (WWII and whole school topic)</p>	
		<p><i>Use wax resist method and brusho (batik)</i></p>	<p>Use a dyeing technique to alter a textile's colour and pattern</p>	<p><i>Use a dyeing technique to alter a textile's colour and pattern (beach bags)</i></p>	<p>Explore dyeing using dip dye techniques and use simple wax resist techniques. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. (Whole School topic)</p>		<p>Add decoration to create effect and to follow a specific design brief. (WWII and whole school topic)</p>	
		<p><i>Experiment using different materials and textiles such as felt, fabric, ribbons, raffia, binka, sequins, weaving, 'over/under'</i></p>	<p>Decorate textiles with glue or stitching, to add colour and detail</p>	<p><i>Continue to explore and embellish different ways to decorate textiles with glue or stitching, to add colour and detail</i></p>	<p>Develop skills in stitching, cutting and joining; Use weaving to create a pattern, join materials using glue and/or a stitch and plaiting. (Whole School topic)</p>		<p><i>Learn to shape and stitch materials, begin to use basic back stitch and cross stitch. (WWII)</i> <i>Create weavings and colour fabric. (Whole school topic)</i></p>	
			<p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand. (Whole School topic)</p>		<p>Use key vocabulary to demonstrate knowledge and understanding in this strand (Whole School topic and WWII)</p>	
Vocabulary	<p><i>Textiles, fabric, stitch, cloth, decorate, weaving</i></p>		<p><i>Continue to explore and extend vocabulary from Year R</i> textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set</p>	<p><i>Continue to explore and extend vocabulary from Year R and Year 1.</i> textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set</p>	<p>Pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>		<p>Colour, fabric, weave, pattern.</p>	
Printing	<p>By the end of Reception (ELG): Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used</p>		<p>By the end of Year 2: Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. National Curriculum: Children become proficient in other art, craft and design techniques – printing. Children develop a wide range of art and design techniques in using colour and texture.</p>		<p>By the end of Year 4, 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. National Curriculum: to improve their mastery of art and design techniques with a range of materials – printing.</p>		<p>By the end of Year 6, 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. National Curriculum: to improve their mastery of art and design techniques with a range of materials – printing.</p>	
		<p><i>Printing objects to make pictures, patterns and textures.</i></p>	<p>Copy an original print</p>		<p>Use more than one colour to layer in a print. (Whole school topic?)</p>		<p>Design and create printing blocks/tiles. (Whole school topic?)</p>	
		<p><i>Begin to explore using a variety of objects and materials to produce simple prints.</i></p>	<p>Use a variety of materials, e.g. sponges, fruit, blocks and polystyrene tiles to create an image/repeated pattern.</p>	<p><i>Make informed choices about the best material to use for a particular print and why it would be suitable to achieve planned effect.</i></p>	<p>Replicate patterns from observations and make repeated patterns with precision. (Wole school topic?)</p>		<p>Develop techniques in mono, block and relief printing. (Whole school topic?)</p>	
			<p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and</p>	<p><i>Continue to explore printing simple pictures and designs with a range of materials</i></p>	<p>Make printing blocks. (Whole school topic?)</p>		<p>Create and arrange accurate patterns. (Whole school topic?)</p>	

			rubbing to produce a clean printed image.	and techniques with increasing control.			
Vocabulary	Use appropriate language to describe colours, media, equipment and tools. Print, printmaking, colour, shape, line, pattern, texture, mark		Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects, stencil, repeating pattern, regular/irregular patterns, monoprint	line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;	
Work of Other Artists	By the end of Reception: Children can discuss what they like and dislike about the work of different artists		By the end of Year 2: 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. National Curriculum: Children 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.		By the end of Year 4, 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. National Curriculum: to learn about great artists, architects and designers in history.	By the end of Year 6, 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. National Curriculum: to learn about great artists, architects and designers in history	
			Describe the work of famous, notable artists and designers		Use inspiration from famous artists to replicate a piece of work;	Give detailed observations about notable artists', artisans' and designers' work;	
		Say what they like or dislike about an artist's work.	Express an opinion on the work of famous, notable artists	Express feelings and preferences about artists/designers/craft-makers work with reasoning.	Reflect upon their work inspired by a famous notable artist and the development of their art skills;	Offer facts about notable artists', artisans' and designers' lives;	
			Use inspiration from famous, notable artists to create their own work and compare	Compare similarities and differences between the work of other artists, designers and craft-makers and their own work.	Express an opinion on the work of famous, notable artists and refer to techniques and effect; Begin to create 'double page' artist studies that include opinions, facts and own sketches Look at art history and how that has influenced art and culture today (year 4 Romans and year 3 prehistoric art)	Now able to give details (including own sketches) about the style of some notable artists, artisans and designers Show how the work of those studied was influential in both society and to other artists (Year 6 GOK, Year 5 FK) create original pieces that show a range of influences and styles	
					In depth artist study:	In depth artist study: Gaudi, In depth artist study: Selection of local artists Barbara Hepworth Frida Kahlo	In depth artist study: Georgia O'Keefe
Vocabulary	Artist, artwork, likes, dislikes Kandinsky, Matisse, David Hockney, Andy Goldsworthy		Use key vocabulary to demonstrate knowledge and understanding in this strand: Artist, designer, craft-maker, opinions, likes, dislikes, Peter Hayes, Emily Myers, Hilary Simms, Helen Baines, Patrick Heron, Rob Ryan, Claude Monet, Sophie Egler, Georgia O'Keefe	Use key vocabulary to demonstrate knowledge and understanding in this strand: Artist, designer, craft-maker, opinions, likes, dislikes, Kandinsky, Yoyoi Kusama, Roy Lichtenstein, Tim Lamon, John Dyer and Nixiwaka Yawanawa, Andy Goldsworthy, Henry Moore, Barbra Hepworth, Chris Jordan		Twinkl suggested list: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.	Twinkl suggested list: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.

