



Art Curriculum Progression

Drawing & Mixed Media	Reception – Marvellous Marks	Year 1 – Exploring Line and Shape	Year 3 – Developing Drawing Skills	Year 5 – I Need Space	Year 6 – Making My Voice Heard
Skills	• Pupils explore and communicate their ideas using a range of media, materials and techniques. • They experiment with drawing, mixed media and modelling materials to create child-led artwork without a fixed outcome. • Pupils begin to develop observational skills, such as identifying and representing key features when looking at faces or objects. • They look at and discuss artwork, including their own, identifying what they have done well. • Pupils begin to form and explain simple opinions about artwork, including what they like or dislike and why.	• Using basic drawing skills to communicate ideas (design). • Cutting fabric neatly with scissors. • To practise threading a large plastic needle. • Using a large plastic needle to begin to create a running stitch.	• Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. • Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Confidently using a range of materials and tools, selecting and using these appropriately with more independence. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.	• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Experiment in sketchbooks, using drawing to record ideas. • Further demonstrate increased control with a greater range of media. • Make choices about which materials and techniques to use to create an effect. • Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	
Knowledge	Pupils know the names of simple shapes and that lines can be straight, curved or wiggly. • Pupils know that texture describes how something	• ‘Joining technique’ means connecting two pieces of material together. • There are many different methods of joining fabric (staples, glue, pins, stitches).	• Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin.	• Form: That ‘composition’ means how things are arranged on the page. • Line: Lines can be used to fill shapes, to make	

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	feels and can be described using simple words. • Pupils know that colours can have different shades, including light and dark, and that artists choose colours carefully. • Pupils know that different tools and materials create different marks and can be used together. • Pupils know how to control drawing movements and the importance of careful observation. • Pupils know that artists create artwork using a range of tools, materials and creative processes.	• Different joining techniques are used for different purposes. • A template is used to cut out the same shape multiple times. • A design is useful to see how an idea will look.	• Recognise more organic shapes within objects. • Attempt to draw 3D forms using line and shape. • Place tonal shading by experimenting and recognising how it can help to show that a shape has form. • Sketch out an idea or composition using short, fast, light strokes and 2D shapes.	outlines and to add detail or pattern. • Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. • Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.	
Vocabulary	• line • circle • wavy • rough • smooth • colours • drawing • marks / mark making • pencil / crayon • artist	• artist • control • line • pressure • shape	• blend • even tones • observation • organic	• blending • charcoal • concertina • cross hatching • emoji • emotion • expression • frame • hatching • illustrations • illustrator • lines • mark-making • re-tell • scribbling • sketch • stippling • storyboard • texture	

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Sculpture	Reception – Creation Station	Year 1 – Paper Play	Year 2 – Clay Houses	Year 3 – Abstract Shape & Space	Year 4 – Mega Materials	Year 5 – Interactive Installation
Skills	• Talk about their ideas and explore different ways to record them using a range of media. • Experiment in an exploratory way. • Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. • Cut, thread, join and manipulate materials safely, focussing on process over outcome. • Begin to develop observational skills (for example, by using mirrors to include the main features of faces). • Enjoy looking at and talking about art. • Recognise that artists create varying types of art and use lots of different types of materials. • Recognise that artists can be inspired by many things. • Talk about their artwork, stating what	• Explore their own ideas using a range of media. • Use sketchbooks to explore ideas. • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Explore and analyse a wider variety of ways to join and fix materials in place. • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. • Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some	• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Consider how to display artwork, understanding how artists consider their viewers and the impact on them. • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are	• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use more complex techniques to shape and join materials, such	• Develop ideas more independently from their own research. • Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Research and discuss the ideas and approaches of artists across a variety of disciplines, being

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	they feel they did well. • Say if they like an artwork or not and begin to form opinions by explaining why.		of the techniques used. • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.	many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. • Begin to carry out a problem-solving process and make changes to improve their work.	as carving and modelling wire. • Use subject vocabulary confidently to describe and compare creative works. • Understand how artists use art to convey messages through the choices they make. • Use more complex vocabulary when discussing their own and others' art. • Discuss art, considering how it can affect the lives of the viewers or users of the piece.	able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • Develop ideas more independently from their own research. • Explore and record their plans, ideas and evaluations to develop their ideas
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						towards an outcome. • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. Consider what
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						choices can be made in their own work to impact their viewer. • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Knowledge	• Form: Modelling materials can be shaped using hands or tools. • Texture: Simple terms to describe what something feels like (eg. bumpy). • Explore the properties of clay. • Use modelling tools to cut and shape soft	• Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. • Form: Know that three dimensional art is called sculpture. • Shape: Know a range of common shapes so they can identify and use	• Pieces of clay can be joined using the 'scratch and slip' technique. • A clay surface can be decorated by pressing into it or by joining pieces on. • Patterns can be made using shapes. Shape: Objects can be	• Using light and dark colours next to each other creates contrast. • Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Organic forms can be abstract.	• Know that simple 3D forms can be made by creating layers, by folding and rolling materials. • Know how to use basic shapes to form more complex shapes and patterns. • Know tone can create contrast	• Form: The size and scale of three-dimensional artwork change the effect of the piece. • Shape: Shapes can be used to place the key elements in a composition and help to create compositions with depth.

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	materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. • Artists use modelling materials like clay to recreate things from real life. • Some art doesn't last long- it is temporary. • Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	them in their artwork. • Shape: Know paper can be shaped by cutting and folding it. • Space: Know they can arrange parts of a familiar subject so their artwork looks recognisable.	recreated by identifying and combining basic shapes. • Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. • Different marks can be used to represent the textures of objects. Thinking about the relative size of different parts helps their artwork look balanced and recognisable.	• Negative shapes show the space around and between objects. • Artists can focus on shapes when making abstract art.	between light and dark, adding shadows and highlights to an artwork.	• Space: Creating a foreground, middle-ground and background creates depth, making artwork look like it has space and distance. • Space: An art installation is often a room or environment in which the viewer 'experiences' the art all around them.
Vocabulary		• bend • fold • overlap	• flatten • pinch pot • roll	• abstract • found objects • negative space	• abstract • bending • carving	• analyse • art medium • atmosphere

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		- roll - sculpture - scrunch - spiral - three dimensional (3D) - zig-zag	- score - sculpture - shape - slip - surface	- positive space - sculptor - sculpture - structure - three-dimensional	- ceramics - form - joining - organic - recycled - sculpture - surface - three-dimensional (3D) - twisting - two-dimensional (2D) - wire	- concept - culture - display - elements - evaluate - experience - features - influence - installation art - interact - interactive - location - mixed media - performance art - props - revolution - scale - scaled down - special effects - stencil - three dimensional
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Craft & Design	Year 2 – Map it Out	Year 3 – Ancient Egyptian Scrolls	Year 4 – Fabric of Nature	Year 6 – Photo Opportunity
Skills	- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. - Experiment in sketchbooks, using drawing to record ideas. - Further demonstrate increased control with a greater range of media. - Use hands and tools with confidence when cutting,	- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. - Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. - Confidently use of a range of materials and tools, selecting	- Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. - Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.	- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. - Create expressively in their own personal style and in response to their choice of stimulus, showing

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	shaping and joining paper, card and malleable materials.	and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.	• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use growing knowledge of different materials, combining media for effect. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Use subject vocabulary confidently to describe and compare creative works. • Work as a professional designer does by collating ideas to generate a theme. • Use more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process.	the ability to develop artwork independently. • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Knowledge	• Know shapes can be organic (natural) and irregular. • Know collage materials can be chosen to represent real-life textures. • Know that 'composition' means how things are arranged on the page.	• Combining more complex lines and marks can represent texture, tones and patterns. • Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). • Know that layering materials in opposite directions make the handmade paper stronger.	• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and	• Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Elements such as perspective, depth and abstraction can change how shapes appear in a composition.

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		• How to use a sketchbook to research a subject using different techniques and materials to present ideas. • How to construct a new paper material using paper, water and glue How to use symbols to reflect both literal and figurative ideas. • How to produce and select an effective final design. • How to make a scroll. How to make a zine. How to use a zine to present information. • Art from the past can give us clues about what it was like to live at that time. • The meanings we take from art made in the past are influenced by our own ideas. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. Artists can work in more than one medium.	taking the next steps in a making process. • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use growing knowledge of different materials, combining media for effect. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does by collating ideas to generate a theme. • Evaluating and analysing: • Use more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process.	• How line is used beyond drawing and can be applied to other art forms. • Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. • Variations in tone can enhance composition and create spatial illusion. • To know how different materials can be used to produce photorealistic artwork. • To know that macro photography is showing a subject as larger than it is in real life. • How to create a photomontage. • How to create artwork for a design brief. • How to use a camera or tablet for photography. • How to identify the parts of a camera. • How to take a macro photo, choosing an interesting composition. • How to manipulate a photograph using photo editing tools. • How to use drama and props to recreate imagery. • How to take a portrait photograph. • How to use a grid method to copy a photograph into a drawing. • Artists can use symbols in their artwork to convey meaning. • Artists use art to tell stories about things that are important to them; looking at artworks from the past
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				can reveal thoughts and opinions from that time. • Artists take risks to try out ideas; this can lead to new techniques being developed. • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Sometimes people make art to express their views and opinions, which can be political or topical. • Art can be a digital art form, like photography. • People use art as a means to reflect on their unique characteristics. • Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. • People can have varying ideas about the value of art.
Vocabulary	• abstract • composition • curator • design brief • evaluate • gallery • imaginary • inspired • layer • material • mosaic • overlap • pattern • relief	• ancient • audience • civilisation • colour • composition • convey • design • Egyptian • fold • imagery • inform • layout • material • painting	• batik • colour palette • craft • craftsperson • design • develop • designer • imagery • industry • inspiration • mood board • organic • pattern • repeat	• album • arrangement • cityscape • composition • Dada • digital • editing • emulate • focus • frame • grid • image • layout • macro

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	• shape • stained glass • texture • three-dimensional (3D) • two-dimensional (2D)	• papyrus • pattern • process • scale • scroll • sculpture • shape • technique • zine	• repeating • rainforest • symmetrical • texture	• monochromatic • monochrome • photography • photomontage • photorealism • photorealistic • portrait • pose • prop • proportion • recreate • replacement • saturation • software
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Painting & Mixed Media	Reception – Paint My World	Year 1 – Colour Splash	Year 2 – Life in Colour	Year 4 – Light & Dark	Year 5 - Portraits
Skills	• Talk about their ideas and explore different ways to record them using a range of media. • Experiment in an exploratory way. • Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. • Enjoy looking at and talking about art. • Recognise that artists create varying types of art and use lots of different types of materials.	• Explore their own ideas using a range of media. • Use sketchbooks to explore ideas. • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Further demonstrate increased control with a greater range of media. • Make choices about which materials and techniques to use to create an effect. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. • Demonstrate greater skill and control when drawing and painting to depict forms, such as	• Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Work with a range of media with control in different ways to

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	• Recognise that artists can be inspired by many things. • Talk about their artwork, stating what they feel they did well. • Say if they like an artwork or not and begin to form opinions by explaining why.		• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. • Talk about art they have seen using some appropriate subject vocabulary. • Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made.	showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Use subject vocabulary confidently to describe and compare creative works. • Understand how artists use art to convey messages through the choices they make. • Use more complex vocabulary when discussing their own and others' art. • Discuss art, considering how it can affect the lives of the viewers or users of the piece. • Evaluate their work more regularly and independently during the planning and making process.	achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. • Discuss the processes used by themselves and by other artists, and describe the
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					particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Knowledge	- The names of a wide range of colours. - Colours can be mixed to make new colours. - Lines can be curved or straight and described in simple terms such as: 'wiggly,' 'straight,' 'round' - When they have made a pattern with objects/colours/drawn marks and be able to describe it. - Simple terms to describe what something feels like (eg. bumpy). - Explore paint, using hands as a tool. - Describe colours and textures as they paint. Explore what happens when paint colours mix. - Make natural painting tools. - Investigate natural materials eg paint, water for painting. - Explore paint textures, for example mixing in other materials or adding water.	- Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: - Red + yellow = orange - Yellow + blue = green - Blue + red = purple - Know a range of common shapes so they can identify and use them in their artwork. - Know that using different tools or using the same tool in different ways can create different types of lines. - Know a pattern is a design in which shapes, colours or lines are repeated. - Know that different tools, and how they are used, create different types of marks. - Know that there are many different shades (or 'hues') of the same colour.	- Different amounts of paint and water can be used to mix hues of secondary colours. - Colours can be mixed to 'match' real life objects or to create things from your imagination. - Collage materials can be shaped to represent shapes in an image. - Objects can be recreated by identifying and combining basic shapes. - Patterns can be used to add detail to an artwork. - Collage materials can be chosen to represent real-life textures. - Collage materials can be overlapped and overlaid to add texture. - Painting tools can create varied textures in paint.	- Adding black to a colour creates a shade. Colour: - Adding white to a colour creates a tint. - Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. - Complex marks can represent the textures and qualities of different surfaces. - Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. - Tone can create contrast between light and dark, adding shadows and highlights to an artwork. - How to mix a tint and a shade by adding black or white. - How to use tints and shades of a colour to create a 3D effect when painting.	- Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. - Lines and marks can be expressive and show movement or emotion. - Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. - Tone can help show the foreground and background in an artwork. - How to develop a drawing into a painting. - How to create a drawing using text as lines and tone. - How to experiment with materials and

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	- Respond to a range of stimuli when painting. - Use paint to express ideas and feelings. - Explore colours, patterns and compositions when combining materials in collage. - Artists choose colours to draw or paint with. Some art doesn't last long- it is temporary. - Sometimes artists cut and stick photos to make new images. - Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	- Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. - How to combine primary coloured materials to make secondary colours. - How to mix secondary colours in paint. - How to choose suitable sized paint brushes. - How to clean a paintbrush to change colours. - How to print with objects, applying a suitable layer of paint to the printing surface. - How to overlap paint to mix new colours. - How to use blowing to create a paint effect. - How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. - Art is made in different ways. Art is made by all different kinds of people. - An artist is someone who creates.	- Different amounts of paint and water can be used to mix hues of secondary colours. 'Composition' means how things are arranged on the page. - How to mix a variety of shades of a secondary colour. - How to make choices about amounts of paint to use when mixing a particular colour. - How to match colours seen around them. - How to create texture using different painting tools. - How to make textured paper to use in a collage. - How to choose and shape collage materials eg cutting, tearing. - How to compose a collage, arranging and overlapping pieces for contrast and effect. - How to add painted detail to a collage to enhance/improve it. - Some artists create art to make people aware of good and bad things happening in the world around them.	- How to apply paint using different techniques e.g. stippling, dabbing, washing. - How to choose suitable painting tools. - How to arrange objects to create a still-life composition. - How to plan a painting by drawing first. - How to organise painting equipment independently, making choices about tools and materials. - Artists make choices about what, how and where they create art. - Artworks can fit more than one genre. - Art is influenced by the time and place it was made, and this affects how people interpret it. - Artists may hide messages or meaning in their work.	create different backgrounds to draw onto. - How to use a photograph as a starting point for a mixed-media artwork. How to take an interesting portrait photograph, exploring different angles. - How to adapt an image to create a new one. - How to combine materials to create an effect. - How to choose colours to represent an idea or atmosphere. - How to develop a final composition from sketchbook ideas. - Artists are influenced by what is going on around them; for example, culture, politics and technology. - Artists use self-portraits to represent important things about themselves. - Artists can choose their medium to create a particular effect on the viewer.
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			• Art can be figurative or abstract. Artists try out different combinations of collage materials to create the effect they want. • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to help others understand something.		• Artists can combine materials; for example, digital imagery, with paint or print. • People make art to portray ideas about identity. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.
Vocabulary		• blend • hue • kaleidoscope • pattern • mix • primary colour • print • secondary colour • shade • shape • space • texture • thick	• collage • detail • mixing • overlap • primary colour • secondary colour • surface • texture	• abstract • composition • contrasting • dabbing paint • detailed • figurative • formal • grid • landscape • mark-making • muted • paint wash • patterned • pointillism • portrait • shade • shadow • stippling paint • technique • texture • three dimensional (3D)	• art medium • atmosphere • background • carbon paper • collage • composition • continuous line drawing • evaluate • justify • mixed media • monoprint • multi media • paint wash • portrait • printmaking • represent • research • self-portrait • texture • transfer

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