



# NORTHSIDE Art Curriculum Overview 2021-2022

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	Knowledge							
	<p>2 Year Old Begin to know what tools and techniques they can use to make marks with</p> <p>3 Year Old Know what tools and techniques they can use to make marks with</p> <p><b>Key Vocabulary:</b> Lines shape dark light colour</p>	<p>Know and explain what they have drawn. To know how to draw lines and circles.</p> <p><b>Key Vocabulary:</b> Lines shape dark light colour</p>	<p>know how to form closed shapes. To know that shapes build up to form a picture. Know how to hold and use drawing equipment correctly. Look at the work of an artist and be able to identify shapes and how they have created a picture.</p> <p><b>Key Vocabulary:</b> Line tone texture shade shape dark light</p>	<p>Identify and explain different types of marks drawn on an artist's piece of work. Know what texture is and how it looks like in a picture Explain how marks have created an effect or mood to an artist's painting. For example why have they used curved lines and not straight lines? Know when to use HB, 2B 4B pencils to add effect.</p> <p><b>Key Vocabulary:</b> Colour Line shape form tone texture shade shape dark light texture pattern observation</p>	<p>Know what Proportional means. To know what perspective is and know that things are bigger up close and smaller far away. Know what light and dark colours are.</p> <p><b>Key Vocabulary:</b> Line tone texture shade shape dark light texture pattern observation sketch expression</p>	<p>Know what a viewfinder is and how they are used. Know what foreground and background are</p> <p><b>Key Vocabulary:</b> Line tone texture shade shape dark light texture pattern observation sketch expression form proportions movement</p>	<p>Know what tone is. To know and explain what scale is. Know what shading and cross hatching is.</p> <p><b>Key Vocabulary:</b> Line tone texture shade shape dark light texture pattern observation sketch expression form proportions movement reflection blending</p>	<p>Know what line, tone, pattern and texture is. Know how to shade and cross hatch using different methods. Know what 'composition' is.</p> <p><b>Key Vocabulary:</b> Line tone texture shade shape dark light texture pattern observation sketch expression form proportions movement blending proportion perspective foreground background hatching</p>
	Skills							
	<p>2 Year Old Begin experiment with colours, design, form, texture and marks</p> <p>3 Year Old Experiment with colours and marks using different drawing equipment (pencils, felts, chalks) Distinguish between the different lines that they make Begin to add meaning to their marks Draw circles and lines using gross motor To begin to use representation</p>	<p>To continue to experiment with colours and marks using different drawing equipment (pencils, felts, chalks) To begin to develop a secure 3 finger pencil grip. To have a dominant hand when using drawing tools To use anticlockwise movements to draw circles To be able to use vertical lines</p> <p><b>Possible artists: Seurat</b></p>	<p>Use drawing equipment with good control and using a correct Pencil Grip Carry out close observation of shapes - ie: shape of eye (not a circle) Colour within the lines of enclosed shapes Colouring going in the same direction. Filling all the white spaces when colouring Explore making different marks using a range of tools.</p> <p><b>Possible artists: Van Gogh,</b></p>	<p>Carry out close observation looking at details of shapes and size. Use different marks to create different effects and mood Choosing the appropriate materials Say what they might change in their work. Know that different marks make different effects and moods and movements - (pattern, line and texture) - dots, shade, stripes, short lines, longer lines, taking a line for a walk, responding to music and language.</p>	<p>Draw buildings that are proportional Know and identify what perspective is (land and sky, foreground items bigger, background items smaller). Draw close observations concentrating on their shapes and sizes Draw and use light and dark colours Demonstrate and experience in different grades of pencil and other implements to draw different forms and shapes.</p>	<p>Understand shade using pencils/charcoal Use a view finder Know how to create a range of thick and thin lines using different drawing materials Shade light and dark Further develop Perspective work - foreground, background – draw an item changing size as it goes into the distance. Begin to use media and technique (line, tone, colour) to show representations of movement in figures and forms. Begin to show awareness of</p>	<p>Observational drawing think about scale of the image. Further develop simple perspective in their work using a single focal point and horizon. Use different techniques for different purposes i.e. shading, hatching within their own work. Use a range of media and experiment with smudging. Enlarge a picture or section of a picture. Develop close observation skills using a variety of view finders. Experiment with rubbers</p>	<p>Work in a sustained and independent way to develop their own style of drawing. Draw using your own style through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style</p>

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

	<p><b>Possible artists: Seurat</b></p>			<p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p> <p><b>Possible artists: Durer, Da Vinci, Cezanne</b></p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p><b>Possible artists: Picasso, Hopper, Surrealism etc.</b></p>	<p>representing texture through the choice of marks and lines made</p> <p><b>Possible artists: Goya, Sargent, Holbein, Albrecht Drures</b></p>	<p>to add effect. To be able to discuss line and tone in an artist's work.</p> <p><b>Possible artists: Moore sketchbook, Rossetti, Klee, Calder, Cassatt</b></p>	<p>using tonal contrast and mixed media. Develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their drawings.</p> <p><b>Possible artists: Dahli and Margriette and the peluays. Have opportunity to explore modern and traditional artists using ICT and other resources.</b></p>
--	--	--	--	---	--	--	--	--

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge							
	<p>2 Year Old</p> <p>Begin recognise the paint and paint brush.</p> <p><b>Key Vocabulary: Paint brush</b></p> <p>3 Year Old</p> <p>Know what paint is. To know what a paint brush is used for.</p> <p><b>Key Vocabulary: Paint brush Sponge colour mix shade</b></p>	<p>Know the names of primary colours.</p> <p><b>Key Vocabulary: Paint brush Sponge colour mix shade</b></p>	<p>Know what a brush stroke is. Know what curved, straight, thick and thin is.</p> <p>Know what a Primary and secondary colour is</p> <p><b>Key Vocabulary: Paint brush Sponge colour mix shade brush strokes primary colours secondary colours tone</b></p>	<p>Know the names of secondary colours</p> <p>Know how to mix secondary colours</p> <p>Know how to hold a brush with improved control</p> <p>Know when to use certain brush sizes.</p> <p><b>Key Vocabulary: Paint brush Sponge colour mix shade brush strokes primary colours primary secondary tone</b></p>	<p>Know what texture is and how it can add to an effect.</p> <p>Know what light and dark is.</p> <p>Know how to mix colours</p> <p><b>Key Vocabulary: Paint brush Sponge colour mix shade brush strokes primary secondary tone texture</b></p>	<p>To know when to use light and dark correctly in a painting.</p> <p>To know what a tone is. To know what compliment means</p> <p><b>Key Vocabulary: Paint brush Sponge colour mix shade brush strokes primary secondary tone texture</b></p>	<p>Know what complimentary colours are.</p> <p>Know and describe the atmosphere of a painting</p> <p><b>Key Vocabulary: Paint brush Sponge colour mix shade brush strokes primary secondary tone Texture Colour</b></p>	<p>Know how to create tone, shade and textures.</p> <p><b>Key Vocabulary: Paint brush Sponge colour mix shade brush strokes primary secondary tone Texture Colour vocabulary</b></p>
Painting	Skills							
	<p>2 Year Old</p> <p>Begin to use a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. (Using big and small movements)</p> <p>3 Year Old</p> <p>Begin to use representation</p> <p>Begin to use a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. (Using big and small movements)<b>Possible artists: Mondrian</b></p>	<p>Continue to explore using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. (Using big and small movements)</p> <p>Recognise and name the primary colours being used</p> <p>Explore what happens when they mix colours</p> <p><b>Possible artists: Wassily Kandinsky</b></p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p><b>Understand the technique of mixing colours further by adding small amounts of a dark colour to a light one.</b></p> <p><b>Mix and to make skin colours.</b></p> <p>Apply paint with enough paint on a brush.</p> <p>Use palettes for colour mixing.</p> <p>When to wash and wipe brush.</p> <p>Wash brushes between colours.</p> <p>Apply different brush strokes - thick and thin, straight, curved, flowing, short and sharp.</p> <p>Hold a paintbrush correctly.</p> <p>Look at and talk about</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Mix colour shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Mix all the secondary colours using primary colours confidently.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p><b>Explain how a piece of art makes them feel – link to emotions.</b></p> <p><b>Identify changes they might make or how their work could be developed further</b></p> <p><b>Possible artists: Pollock, Riley, Monet, Aboriginal.</b></p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Confidently creating different effects and textures with paint according to what they need for the task. To understand how to create a background using a wash</p> <p>Compare and commenting on other people's work</p> <p><b>Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism</b></p>	<p>Control the types of marks made and experiment with different effects and texture blocking in, colour washes and thickened paint.</p> <p>Start to develop a painting from a drawing.</p> <p>Choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying).</p> <p><b>Possible artists: Hopper, Rembrandt.</b></p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p><b>Begin to develop their/my own style using tonal contrast and mixed media.</b></p> <p><b>Possible artists: Lowry, Matisse, Magritte.</b></p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p><b>Understanding which works well in their work and why.</b></p> <p><b>Identify artists who have worked in a similar way to their own work.</b></p> <p><b>Possible artists: Have opportunity to explore modern and traditional arts.</b></p>

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

			<p>own work and that of other artists discussing the techniques used and expressing their likes and dislikes</p> <p><b>Possible artists: Klimt, Marc, Klee, Hockney.</b></p>					
--	--	--	--	--	--	--	--	--

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge							
	<p>2 Year Old</p> <p>Begin to experiment with printing (e.g. hands, stamps, sponges)</p> <p>3 Year Old</p> <p>Know what printing is.</p> <p><b>Key Vocabulary: Print Ink Press Rubbings</b></p>	<p>Know how to print using objects.</p> <p>Know what patterns are and talk about it in their work.</p> <p><b>Key Vocabulary: Print Ink Press Rubbings</b></p>	<p>Know different forms of printing</p> <p>Know what a repeating pattern is</p> <p>Know how different objects are used for printing</p> <p><b>Key Vocabulary: Print Ink Press Rubbings Pattern</b></p>	<p>Know that print-making involves production of multiple images</p> <p>Know what hard and soft materials are</p> <p>Know what positive and negative printing is</p> <p><b>Key Vocabulary: Print Ink Press Rubbings Pattern Texture</b></p>	<p>Know and explain different printing techniques.</p> <p><b>Key Vocabulary: Print Ink Press Rubbings Pattern Texture Lines Tones Stencil</b></p>	<p>Know what mono and relief printing is</p> <p>Know what a repeating pattern is</p> <p>Know how to print in more than two colours.</p> <p><b>Key Vocabulary: Print Ink Press Rubbings Pattern Texture Lines Tones Collograph Stencil</b></p>	<p>Know what tools to use when printing</p> <p>Know how images can be rotated and flipped</p> <p><b>Key Vocabulary: Print Ink Press Rubbings Pattern Texture Lines Tones Collograph Stencil Polyblocks</b></p>	<p>Know techniques and processes in printing</p> <p><b>Key Vocabulary: Print Ink Press Rubbings Pattern Texture Lines Tones Collograph Stencil Polyblocks Design Cutting Carving Lino Printing block</b></p>
Print-making	Skills							
	<p>2 Year old</p> <p>Begin to explore with different printing equipment</p> <p>3 Year Old</p> <p>Explore a range of different printing equipment, stamping, rolling, rubbing etc, Begin to talk about their work</p> <p><b>Possible artists: Orla Keily, wrapping paper</b></p>	<p>Begin to create simple patterns by using objects.</p> <p>Use stencils to create a picture</p> <p>Enjoy taking rubbings: leaf, brick, cons</p> <p>Create simple pictures by printing from objects.</p> <p><b>Possible artists: Cath Kidson, Louis Bourgeois</b></p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Explore impressed printing: e.g. printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: e.g. String and card.</p> <p>Identify forms of printing: Books, posters pictures, fabrics. To use printmaking to create a repeating pattern.</p> <p><b>Possible artists: Warhol, Hokusai, Orla Keily</b></p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Take simple prints i.e. mono printing</p> <p>Experiment with positive and negative printing - include using tearing to create stencils. (<u>positive</u> is where paint/ ink is applied to the stencil and printed with, <u>negative</u> is where the stencil is placed down and paint / ink is applied around it then the stencil is lifted to leave a white / negative space surrounded by the colour)</p> <p>Make simple marks on rollers and printing palettes</p> <p>Experiment with overprinting motifs and colour.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make repeated patterns using ICT.</p> <p><b>Possible artists: Hiroshige, Escher</b></p>	<p>Print simple pictures using different printing techniques.</p> <p>Explore both mono printing and relief printing.</p> <p>Demonstrate 3 colour printing.</p> <p>Combining prints taken from different/natural objects (feathers) to produce an end piece.</p> <p><b>Possible artists: Morris, Labelling</b></p>	<p>Explain/show mono and relief printing</p> <p>Explore fabric printing</p> <p>Print using more than 3 colours</p> <p>Continue to develop experience in combining prints taken from different objects/natural objects to produce and end piece</p> <p>Create a repeating pattern</p> <p><b>Possible artists: Rothenstein, Kunisada</b></p>	<p>Use tools in a safe way.</p> <p>Gain experience in overlaying colours.</p> <p>Start to begin to overlay prints with other media.</p> <p>Show experience in a range of mono print techniques</p> <p>Experiment with rotating and flipping images in printing</p> <p>Create slabs in their mono printing designs to do press printing with</p> <p><b>Possible artists: Advertising, Bawde</b></p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p><b>Possible artists: Have opportunity to explore modern and traditional arts.</b></p>

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Collage</b>	Knowledge							
	<p>2 Year Old</p> <p>Beginning to know that materials can be cut/tear by hand or scissors.</p> <p>3 Year Old</p> <p>Know that scissors are used for cutting</p> <p><b>Key Vocabulary: Cut fold Crease bend join attach</b></p>	<p>Know how to safely use equipment (scissors)</p> <p>Know what textures are.</p> <p><b>Key Vocabulary: Cut fold Crease bend join attach</b></p>	<p>Know what overlapping is.</p> <p>Know how to sort a range of objects</p> <p><b>Key Vocabulary: Cut fold Crease bend join attach</b></p>	<p>Know how materials are different</p> <p>Know how to cut using scissors and tear</p> <p><b>Key Vocabulary: Cut tear fold bend attach crumple texture join attach</b></p>	<p>Know what an optical illusion is.</p> <p><b>Key Vocabulary: Cut tear fold bend attach crumple texture mosaic join attach overlapping layering montage</b></p>	<p>Know what translucent is</p> <p>Know what overlapping is</p> <p><b>Key Vocabulary: Cut tear fold bend attach crumple texture join attach mosaic overlapping layering montage textile environments</b></p>	<p>Know how to use different materials in collage</p> <p>Know what layering is</p> <p><b>Key Vocabulary: Cut tear fold bend attach crumple texture mosaic join attach overlapping layering montage textile environments</b></p>	<p>Know how to layers onto a picture</p> <p><b>Key Vocabulary: Cut tear fold bend attach crumple texture mosaic join attach overlapping layering montage textile environments embellishments</b></p>
	Skills							
	<p>2 Year Old</p> <p>Beginning to explore with cutting and sticking</p> <p>3 Year Old</p> <p>Explore cutting, sticking a range of different shapes, Begin to explore colours and textures</p> <p>Begin to talk about textures.</p> <p><b>Possible artists: Natural art – Transient art</b></p>	<p>Continue to explore cutting and sticking a range of different materials</p> <p>Be able to represent their own ideas, thoughts and feelings through art.</p> <p>Explain their work by talking about what they have done.</p> <p>Be able to identify and talk about textures.</p> <p>Explore using different materials to stick.</p> <p><b>Possible artists: Natural art – Transient art, Giuseppe Acrimboldo</b></p>	<p><b>Experiment with found materials to create linear effects. (i.e. placing leaves in a line)</b></p> <p>Develop linear work into lines forming circles or wavy lines etc.</p> <p>Practise laying one item slightly on top of another (overlapping).</p> <p>Develop sticking skills To use the correct amount of glue, how to use/hold a glue spreader.</p> <p>Be able to select and sort found materials according to different criteria - colour / texture / size.</p> <p><b>Possible artists: Andy Goldsworthy</b></p>	<p>Experiment with using contrasting materials - shiny / dull, hot or cold colours.</p> <p>Be able to work collaboratively on a large scale image.</p> <p>Mix primary and secondary colours to create an image (could use any sort of material for this)</p> <p>Experiment with cutting and tearing with different materials, which technique works best for which materials.</p> <p>Choose, collect and select materials from a range supplied that they feel are suitable for their work.</p> <p>Investigate using 'non-art' materials to work with (Kurt Schwitters) i.e. ticket stubs</p> <p><b>Possible artists: Patrick Heron / Henri Matisse</b></p>	<p><b>Learn how to transpose ideas from a painting to collage.</b></p> <p>Investigate using thick and thin strips out of paper to see what patterns they can create.</p> <p>Develop an understanding of positive and negative imagery. (positive is when the image takes up the space on the paper, negative image is when the image is formed by the space around it being filled)</p> <p>Be able to investigate optical illusions and their use of positive and negative spaces.</p> <p>Attempt their own simple optical illusion (look at the candlestick / people face one for a simple idea)</p> <p><b>Possible artists: Derek Gores</b></p>	<p>Experiment making a moving body using torn paper. Create each limb with a separate shape.</p> <p>Explore the translucent uses of tissue paper - how to overlap to get a strong colour or leave thin to have a wispy colour.</p> <p>Be able to investigate using photography to create distorted images.</p> <p>Be able to use the distorted image photograph as a starting point to collage work using other materials.</p> <p>Be able to incorporate drawing and painting into their collage.</p> <p>Use objects from everyday life as a starting point for work.</p> <p><b>Possible artists: Francis Bacon</b></p>	<p>Experiment with overlaying and mixed media work.</p> <p>Experiment with using printing / painting and stains over their collaged image.</p> <p>Investigate using fabrics to collage.</p> <p><b>Possible artists: Kurt Schwitters</b></p>	<p>Develop the use of simple geometric shapes and patterns within collage.</p> <p>Select parts of an image from Klimt and develop it further in sketchbooks.</p> <p>Select and match materials appropriate to their intentions.</p> <p>Use over layering to build up their image with tissue paper.</p> <p><b>Possible artists: Gustav Klimt</b></p>

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Textiles</b>	Knowledge							
	<p>2 Year Old</p> <p>Experience textile as a feely activities</p> <p>3 Year Old</p> <p>Know what fabric/textiles are <b>Key Vocabulary: Thread fabric</b></p>	<p>Know some names for some basic textiles, cotton, wool, denim</p> <p><b>Key Vocabulary: Thread fabric weaving paper</b></p>	<p>Know that fabrics are different</p> <p>Know what a needle and thread is.</p> <p>Know what things are made of textiles.</p> <p><b>Key Vocabulary: Thread fabric weaving Wool cotton raffia paper</b></p>	<p>Know what weaving is</p> <p>Know what dyes are and why they are used.</p> <p><b>Key Vocabulary: Thread fabric weaving Wool cotton raffia paper</b></p> <p>Join attached mould clip</p>	<p>Know the names for a range of different textiles</p> <p>Know what decoration is</p> <p>Know what batik is</p> <p><b>Key Vocabulary: Dyeing weaving threading</b></p> <p>Joining sewing stitches running stitch cross stitch straight stitch overlap layers</p>	<p>Know how to thread a needle</p> <p>Know what resist means/is</p> <p><b>Key Vocabulary: Dyeing weaving threading</b></p> <p>Joining sewing stitches running stitch cross stitch straight stitch shaping</p>	<p>Know what printing, dyeing, weaving, embroidery and sewing is</p> <p>Know what tie dye is and be able to identify it</p> <p><b>Key Vocabulary: Dyeing weaving threading</b></p> <p>Joining sewing stitches running stitch cross stitch straight stitch Overlap layers</p>	<p>Know more than one sewing stitch</p> <p>Name a range of different materials.</p> <p><b>Key Vocabulary: Dyeing weaving threading</b></p> <p>Joining sewing stitches running stitch cross stitch straight stitch Overlap layers</p>
	Skills							
	<p>2 Year Old</p> <p>Begin to explore playing with textiles</p> <p>3 Year Old</p> <p>Be able to explore playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Begin to use appropriate language to describe colours, media, equipment and textures.</p> <p><b>Possible artists: African textiles</b></p>	<p>Begin to show experience in simple stitch work/threading</p> <p>Be able to complete simple weaving: paper, twigs. (over, under)</p> <p>Be able to make a fabric collage</p> <p><b>Possible artists: Indian textiles</b></p>	<p>To be able to identify different forms of textiles.</p> <p>To be able to add colour to textiles: printing, fabric crayons.</p> <p>To be able to sew one type of stitch.</p> <p>To be able to explain how to thread a large needle and have a go.</p> <p>To be able to weave and understand the process and some techniques.</p> <p>To begin to identify different types and textures of fabric and materials for collage.</p> <p>To be able to use appropriate language to describe colours, media, equipment and textures.</p> <p><b>Possible artists: Caroline Nixon and fabrics from other countries</b></p>	<p>Continue to identify different forms of textiles</p> <p>Be able to match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Be able to stitch two pieces of fabric together.</p> <p>Be able to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Be able to apply colour with printing, dipping, fabric crayons</p> <p>To be able to create and use dyes i.e. tea, coffee</p> <p><b>Possible artists: Yayoi Kusama and fabrics from other countries</b></p>	<p>To be able to show an awareness and name a range of different fabrics.</p> <p>To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Be able to apply decoration using beads, buttons, feathers etc.</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Explore using resist paste and batik.</p> <p><b>Possible artists: Vivian Westwood and fabrics from other countries</b></p>	<p>Be able to apply decoration using needle and thread: buttons, sequins.</p> <p>Become confident in applying colour with printing, tie dye.</p> <p>Be able to use resist paste and batik.</p> <p>Be able to adapt work as and when necessary and explain why.</p> <p>Be able to change and modify threads and fabrics, Use language appropriate to skill and technique.</p> <p><b>Possible artists: Coco Chanel and work from other countries</b></p>	<p>Be able to use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Be able to demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Continue to gain experience in batik-use using more than one colour.</p> <p>Be able to combine techniques to produce an end piece: Embroidery over tie dye.</p> <p>Be aware of the skills involved in aspects such as knitting, lace making.</p> <p><b>Possible artists: Laura Ashley, Mirka Knaster and fabrics from other countries</b></p>	<p>Be able to use a number of different stitches creatively to produce different patterns and textures.</p> <p>Be able to work in 2D and 3D as required.</p> <p>Be able to plan and decorate a fabric piece.</p> <p>Be able to recognise different forms of textiles and express opinions on them.</p> <p>Be able to discuss how they might develop their work further.</p> <p><b>Possible artists: Valerie Goodwin and fabrics from other countries</b></p>

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge							
	<p>2 Year Nursery Beginning to know what the clay and bricks is</p> <p>3 Year Old Nursery Know what clay, bricks, paper mache is</p> <p><b>Key Vocabulary: Stick</b></p>	<p>Know what materials can be used to build with</p> <p><b>Key Vocabulary: Stick Cut Roll Pinch</b></p>	<p>Know what impress is Know what kneading is</p> <p><b>Key Vocabulary: Attach, Stick, Design, Cut, Mould, Join, Pinch Roll</b></p>	<p>Know what carving is and tools that are needed</p> <p><b>Key Vocabulary: Attach, Stick, Design, Cut, Mould, Join, Pinch, Roll, Shape, Malleable</b></p>	<p>Know what coiling is and pinching is. Know that objects have more than one side and are 3D Know how to use equipment</p> <p><b>Key Vocabulary: Attach, Stick, Design, Cut, Mould, Join, Pinch, Roll, Shape, Malleable, Mod Roc, Papier Mache</b></p>	<p>Know the process of coiling Know how to use tools safely.</p> <p><b>Key Vocabulary: Attach, Stick, Design, Cut, Mould, Join, Pinch, Roll, Shape, Malleable, Mod Roc, Papier Mache, Scale, Figures, Structure</b></p>	<p>Know to secure work to continue at a later date. Know the technical language used</p> <p><b>Key Vocabulary: Attach, Stick, Design, Cut, Mould, Join, Pinch, Roll, Shape, Malleable, Mod Roc, Papier, Mache, Scale, Figures, Structure, Stimuli</b></p>	<p>Know how to work in a safe, organised way, caring for equipment. Know how to secure work to continue at a later date. Know how to language appropriate to skill and technique.</p> <p><b>Key Vocabulary: Attach Stick Design Cut Mould join Pinch Roll Shape Malleable Mod Roc Papier Mache Scale Figures Structure Weight concept</b></p>
<b>3D</b>	Skills							
	<p>2 Year Old Begin to use playdough</p> <p>3 Year Old Begin to use scissors to cut shapes Explore using a variety of malleable media such as clay, papier mache, salt dough. Explore building using .recycled, natural and manmade materials</p> <p><b>Possible artists: Michelle Reader</b></p>	<p>Continue to explore using a variety of malleable media such as clay, papier mache, salt dough and begin to describe the texture Know how to impress and apply simple decorations Be able to build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p><b>Possible artists: Eva Rothschild, Brendan Jamison</b></p>	<p>Be able to experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. Begin to shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. Be able to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Be able to impress and apply simple decoration techniques, including painting. Be able to use tools and equipment safely and in the correct way.</p> <p><b>Possible artists: Moore, African, Native American.</b></p>	<p>Be able to use equipment and media with increasing confidence. Be able to use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... Explore carving as a form of 3D art.</p> <p><b>Possible artists: Hepworth, Arp, Nevelson, Gabo</b></p>	<p>Be able to use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Be able to secure work to continue at a later date. Be able to join two parts successfully. To construct a simple base for extending and modelling other shapes. Be able to produce more intricate surface patterns/ textures and use them when appropriate. Produce larger objects using pinch/ slab/ coil techniques. To continue to explore carving as a form of 3D art. .</p> <p><b>Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India</b></p>	<p>Be able to work in a safe organised way Be able to secure work to continue at a later day Be able to make a slip to join a piece of clay Decorate, coil, and produce marquettes confidently when necessarily. Model using newspaper and modroc. Use recycled, natural and manmade materials to create sculptures. Be able to adapt work as and when necessary and explain</p> <p><b>Gain more confidence in carving</b> Show an awareness in environmental sculpture and found object art. Show an awareness of the effect of time upon sculptures.</p> <p><b>Possible artists: Egyptian Artefacts, Christo.</b></p>	<p>Work in a safe, organised way, caring for equipment. Know to secure work to continue at a later date. Be able to show or explain combining pinch, slabbing and coiling to produce end pieces. Begin to develop an understanding of different ways of finishing work: glaze, paint, polish Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Be able to show confidence to carve a simple form.</p> <p><b>Possible Artists: Frink, Balla, Andre</b></p>	<p>Be able to model and develop work through a combination of pinch, slab, and coil. To demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Be able to demonstrate experience in relief and freestanding work using a range of media. Be able to recognise sculptural forms in the environment: Furniture, buildings. Be able to confidently carve a simple form. Be able to solve problems as they occur.</p> <p><b>Possible artists: Have opportunity to explore modern and traditional arts.</b></p>

**UN Rights of a Child:**  
**Article 13 (freedom of expression)** Every child must be free to express their thoughts and opinions.

**Article 28 (right to education)** Every child has the right to an education.