



	EYFS	1	2	3	4	5	6
Drawing	<p>Hold and control a variety drawing materials, tools for mark making. Use lines to create shapes, patterns and textures. Experiment with colour, design, texture, form and function. Share their creations, explaining the process they have used. Draw a range of subjects from observation and imagination. Draw on a range of surfaces, positions and different scales. Look and know about drawings by different artists.</p>	<p>Use, control and name a variety of drawing media and explore the results that they might achieve. Make drawings to show detail and context. Make drawings from observation, experience and imagination with opportunities for first-hand experience. Begin to colour in accurately. Begin to look at drawings from a range of artists representing a variety of cultures and times. Begin to explain what they have made, drawn and created.</p>	<p>Use, control, name and choose a variety of drawing media and explore the results that they might achieve. Make drawings to show increasing detail and context. Examine using hatching, scribbling, stippling and blending to create light/dark lines. Make drawings with increasing detail working from observation, experience and imagination with opportunities for first-hand experience. Colour in accurately. Begin to look at</p>	<p>Use and control specialist media to explore ways in which they can be applied to achieve particular effects (wire, press-print, charcoal etc.) Begin to match the approach to the scale of the work. Begin to use a view finder. Begin to use perspective, understanding a vanishing point and fore, mid and background. Describe and talk about what they have made and achieved and how it is produced using the art language: colour, pattern, texture, line, shape, form</p>	<p>Use, choose and control more specialist media to explore ways in which they can be applied to achieve particular effects (wire, press-print, charcoal etc.) Match the drawing approach to the scale of the work. Use a view finder. Use perspective, understanding a vanishing point, depth and distance and fore, mid and background with increasing accuracy. Describe and evaluate about what they have made and achieved and how it is produced</p>	<p>Work with a range of more specialist media to achieve the desired effects (wire, charcoal, flour resist etc.) Compose the work and explore use of available space. Examine drawing to consider value, tone, light, shape and form. Begin to develop observational skills using a view finder. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Begin to show awareness of the proportions of the</p>	<p>Work with a wide range of more specialist media to achieve the desired effects (wire, charcoal, flour resist etc.) Compose the work and plan effective use of available space. Examine drawing to consider value, tone, light, shape and form with increasing accuracy. Develop observational skills using a view finder. Use drawing techniques with increasing detail to work from a variety of sources including observation,</p>

		<p>Begin to appreciate the visual elements, relevant to the drawing tasks undertaken (Line, pattern, texture, colour and shape). Begin to be able to name them, write them and examine them in practical art.</p>	<p>drawings from a range of artists representing a variety of cultures and times and relate them to their own work. Explain what they have made, drawn and created. Know and appreciate the visual elements, relevant to the drawing tasks undertaken (Line, pattern, texture, colour and shape). Able to name them, write them and examine them in practical art.</p>	<p>and space. Make drawings that include detail. Draw from observation, experience and imagination, emphasis on first-hand experience. Begin to draw for different purposes using a range of styles. Select media from a limited range and decide how it might be used. Work on a range of surfaces and scales, the scale and surface appropriate to the work. Draw the human figure understanding proportion, in isolation and in groups. Look at a range of drawings made by great artists, craftspeople and designers from a variety of cultures and times and compare them to their own work. Experience the work of Great artists,</p>	<p>using the art language: colour, pattern, texture, line, shape, form and space. Make drawings that include increasing amounts of detail. Draw from observation, experience and imagination, emphasis on first-hand experience with increasing awareness to detail. Draw for different purposes using a range of styles. Select media and decide how it might be used. Work on a range of surfaces and scales, choose the scale and surface appropriate to the work. Draw the human figure understanding proportion, in isolation and in groups with increasing awareness. Look and discuss a range of drawings made by great</p>	<p>face and facial features when drawing portraits. Look at a range of drawings made by other artists, craftsmakers and designers from a variety of other cultures and times and relating them to their own work using art vocabulary. Describe what they have produced using a range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements. Continue to develop techniques to enable them to create the key elements of value, line, tone etc, including proportion and simple perspective in their work.</p>	<p>photographs and digital images. Demonstrate an awareness of the proportions of the face and facial features when drawing portraits. Look at a wide range of drawings made by other artists, craftsmakers and designers from a variety of other cultures and times and relating them to their own work using art vocabulary. Describe what they have produced using a wider range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements. Develop techniques to enable them to create the key elements of value, line, tone etc, including proportion and</p>
--	--	---	--	---	--	---	---

				craftsmakers and designers to begin to identify styles. Recognise and begin applying the proportions of the human body.	artists, craftspeople and designers from a variety of cultures and times and compare and contrast them to their own work. Experience the work of Great artists, craftsmakers and designers to continue to identify styles. Recognise and apply the proportions of the human body with more increasing accuracy.		simple perspective confidently in their work.
Materials	Sand, glitter, coloured sand, shaving foam, pencils- chunky and usual, chalks, felt tips, pastels, scissors, roller pens, clay tools,	Range of pencils HB-6B, colouring pencils, pastels, clay tools, scissors,		Various pencils, pastels, sticks, ballpoint pens, watercolours, colour pencils.		Various pencils, chalk, pastels, charcoal sticks, handwriting and ballpoint pens, watercolours, colour pencils, sharpies.	

	EYFS	1	2	3	4	5	6
Painting	<p>Safely use and explore a variety of painting materials, tools and techniques to examine marks, lines, shapes, patterns and textures.</p> <p>Experiment with colour, design, texture, form and function.</p> <p>Name, choose and match primary and secondary colours.</p> <p>Experiment with colour mixing using different brushes and tools.</p> <p>Paint a range of subjects from observation and imagination.</p> <p>Paint on a range of surfaces.</p> <p>Share their creations, explaining the process they have used.</p> <p>Paint a range of subjects from observation and imagination.</p> <p>Use painting to invent, adapt and recount narratives and stories.</p> <p>Use painting to</p>	<p>Use, control and begin to name painting media and explore the results that can be achieved.</p> <p>Begin to control a range of marks made with a range of painting media.</p> <p>'Colour in' accurately in paint.</p> <p>Name primary, secondary and some tertiary colours.</p> <p>Mix and match basic colours and make them lighter or darker.</p> <p>Begin to add details, context and use visual elements.</p> <p>Paintings to show increasing detail and context.</p> <p>Paint from observation, imagination and experience, emphasis on first hand experience.</p> <p>Increasing range of media for painting.</p> <p>Look at paintings of other artists, craftsmakers and designers representing a</p>	<p>Confidently use, control and choose painting media and explore the results that can be achieved.</p> <p>Use lines and marks effectively to create and paint an increasing range of shapes, patterns and textures for a purpose.</p> <p>Mix, match and explore different tones using a range of colours.</p> <p>Increasing control and the range of mixing colours and make them lighter or darker.</p> <p>Add details, context and use visual elements.</p> <p>Paintings to show increasing detail and context and use of the visual elements.</p> <p>Develop skills in painting from observation, imagination and experience, emphasis on first - hand experience.</p> <p>Choose from an increasing range of</p>	<p>Identify key visual elements in their work and the work of others e.g., colour, pattern, texture, line, shape, form and space.</p> <p>Begin to adapt and apply colours to achieve tonal effects, patterns and textures.</p> <p>Begin to match the approach to the scale of the work.</p> <p>Describe what they have achieved and how it is produced and begin to use an art language.</p> <p>Paint from observation, imagination and experience, emphasis on first-hand experience including detail and context.</p> <p>Select media from a limited range and deciding how it might be used.</p> <p>Work on a range of scales, beginning to choose the scale appropriate to the work.</p> <p>Look at a wide</p>	<p>Identify and make connections between key visual elements in their work and the work of others e.g., *colour, pattern, texture, line, shape, form and space.</p> <p>Adapt and experiment with colours to achieve tonal effects, patterns and textures.</p> <p>With increasing awareness match the approach to the scale of the work.</p> <p>Describe what they have achieved and how it is produced using art language.</p> <p>Paint from observation, imagination and experience, emphasis on first-hand experience showing increasing control, detail and context.</p> <p>Select media from a limited range and deciding how it might be used.</p> <p>Work on a range</p>	<p>Use the primary colours and black and white to mix a full range of hues and tones and begin to consider colour theory.</p> <p>Compose the work and plan effective use of available space. Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements: colour, pattern, texture, line, shape, form and space.</p> <p>Paint from observation, imagination and experience, emphasis on first-hand experience.</p> <p>Select the media and predict how they might be used.</p> <p>Choose the scale and surface appropriate to the work.</p>	<p>Use the primary colours and black and white to mix a full range of hues and tones and consider colour theory.</p> <p>Compose the work and plan effective use of available space.</p> <p>Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements: colour, pattern, texture, line, shape, form and space.</p> <p>Paint from observation, imagination and experience, with increasing detail and emphasis on first-hand experience.</p> <p>Select the media and predict how they might be used it creatively.</p> <p>Choose the scale</p>

	<p>respond to the natural world around them, making observations and painting pictures of animals and plants. Look at the work of artists, illustrators, talk about it and relate to the art tasks and media available. Participate in small group, class and one-to-one discussions, offering their own ideas, using the art vocabulary colour, design, texture, form and function. Enable opportunities for painting and using 'gross motor skills'- on a wall, on a floor etc. Examine holding a paintbrush effectively for painting. Use a range of small tools for drawing, including scissors, paint brushes and cutlery. Begin to show</p>	<p>variety of cultures. Begin to appreciate the visual elements, relevant to the painting tasks undertaken. Namely: colour, pattern, texture, line, shape, form and space. Begin to be able to name them and examine them in practical art.</p>	<p>media for painting. Look at paintings of other artists, craftsmakers and designers representing a variety of cultures, relating them to their own work and appreciate the visual elements, relevant to the painting tasks undertaken: Namely: colour, pattern, texture, line, shape, form and space. Be able to name them, write them and examine them in practical art.</p>	<p>range of paintings made by artists, craftsmakers and designers from a variety of cultures and times and relate them and compare them to their own work. Experience the work of other artists to begin to identify styles. Paint the human figure understanding proportion, in isolation and in groups.</p>	<p>of surfaces and scales, choosing the scale and surface appropriate to the work. Look at a wide range of paintings made by artists, craftsmakers and designers from a variety of cultures and times and compare, contrast and evaluate them to their own work. Experience the work of other artists to begin to identify styles. Paint the human figure understanding proportion, in isolation and in groups with increasing awareness.</p>	<p>Paint self-portraits understanding proportion. Experience a wide range of paintings made by other artists, craftsmakers and designers from a variety of cultures and times and relating them to their own work.</p>	<p>and surface appropriate to the work. Paint self-portraits understanding proportion with increasing accuracy. Experience a wide range of paintings made by other artists, craftsmakers and designers from a variety of cultures and times and confidently relating them to their own work.</p>
--	---	---	---	---	---	--	--

	accuracy and care when painting.						
Materials	<p>Powder paint in primary colours, poster paints, watercolour tins.</p> <p>Variety of brushes, large and small, round and flat, spatulas, sticks and fingers, water pots, palettes, paper towels, various sized papers, easels, table tops.</p>	<p>Various paints, a range of brushes- round and flat, mixing palettes, water pots, paper towels, various sized papers.</p>					

	EYFS	1	2	3	4	5	6
Sculpture	<p>Mould and create simple shapes with malleable materials.</p> <p>Safely use and explore a variety of malleable materials, tools and techniques.</p> <p>Assemble and disassemble with construction kits.</p> <p>Junk modelling.</p> <p>Using simple tools to cut and shape and impress patterns and textures.</p> <p>Experiment with colour, design, texture, form and function.</p> <p>Develop language to describe structures.</p> <p>Build and construct structures from separate objects (e.g., junk).</p> <p>Model with malleable materials.</p> <p>Explore tactile qualities of materials. Talk about the materials, how they have been worked and the processes of working with</p>	<p>Mould and create simple shapes with malleable materials.</p> <p>Examine the visual elements when using sculpture: colour, pattern, texture, line, shape, form and space.</p> <p>Use a wider range of simple tools to cut, shape and impress patterns.</p> <p>Fold, pleat and cut paper and card of varying thicknesses.</p> <p>Build and construct structures from separate objects (e.g., junk).</p> <p>Work on a range of scales.</p> <p>Model with malleable materials.</p> <p>Explore tactile qualities of materials.</p> <p>Talk about the materials, how they have been worked and the final result.</p> <p>Talk about their sculpture and relating them to</p>	<p>Mould and create simple shapes with malleable materials with care and purpose.</p> <p>Use a wider range of simple tools to cut, shape and impress patterns creatively.</p> <p>Fold, pleat and cut paper and card of varying thicknesses.</p> <p>Build and construct structures from separate objects (e.g., junk).</p> <p>Work on a range of scales.</p> <p>Model with malleable materials developing ideas, experiences and imagination.</p> <p>Explore tactile qualities of materials. Talk about the materials, how they have been worked and the final result. Talk about their sculpture and relating them to the work of artists, craftsmakers and</p>	<p>Mould malleable materials to create objects and people.</p> <p>Use simple techniques for building and joining clay.</p> <p>Use a range of tools to cut, shape and impress patterns.</p> <p>Create simple shapes from paper and card. Create paper laminate and create 3D shapes/ models.</p> <p>Make armatures to support the work.</p> <p>Use collage, paint, papier-mâché to cover /decorate sculptures.</p> <p>Work on a range of scales and sizes.</p> <p>Begin to combine materials and processes to achieve required effects and meet specific design requirements.</p> <p>Work with specific malleable and resistant materials to explore their qualities.</p> <p>Plan the sculpture</p>	<p>Mould malleable materials to create objects and people with awareness and control.</p> <p>Use a range of simple techniques for building and joining clay carefully.</p> <p>Use a wider range of tools to investigate how to cut, shape and impress patterns into sculpture materials.</p> <p>Create paper laminate and create 3D shapes/ models with increasing detail.</p> <p>Make armatures to support the work with control.</p> <p>Use collage, paint, papier-mâché to cover /decorate sculptures creatively.</p> <p>Work on a range of scales and sizes.</p> <p>Combine materials and processes with care and attention to achieve required effects and meet specific design requirements.</p>	<p>Design and create planned sculptures from single and combined media.</p> <p>Use a range of techniques for building, joining and decorating clay.</p> <p>Planning the sculpture, methods, tools and materials.</p> <p>Choosing materials appropriate to the subject.</p> <p>Talk about their sculpture and how they were created and the ideas being investigated using the relevant formal elements: colour, pattern, texture, line, shape, form and space.</p> <p>Relating the work to the work of artists, craftsmakers and designers.</p>	<p>Design and create planned sculptures creatively, with awareness and control, from single and combined media.</p> <p>Experimenting with a range of techniques for building, joining and decorating clay.</p> <p>Planning the sculpture, methods, tools and materials.</p> <p>Reviewing and revisiting ideas in their planning.</p> <p>Choosing materials creatively for the sculpture.</p> <p>Talk about their sculpture with awareness and how they were created and the ideas that were being investigated using the formal elements: colour, pattern, texture, line, shape, form and space.</p> <p>Relating the work to the work of artists, craftsmakers and designers.</p>

	<p>them. Share their creations, explaining the process they have used. Use sculpture to invent, adapt and recount narratives and stories. Draw into malleable surfaces. Use structure to respond to the natural world around them, making observations and creating sculptures of animals and plants. Look at the work of artists, illustrators, talk about it and relate to the art tasks and media available. Participate in small group, class and one-to-one discussions, offering their own ideas, using the art vocabulary colour, design, texture, form and function. Enable opportunities for sculpture and</p>	<p>the work of artists, craftsmakers and designers. Use the formal elements of art: colour, pattern, texture, line, shape, form and space.</p>	<p>designers. Use the formal elements of art: colour, pattern, texture, line, shape, form and space.</p>	<p>and select appropriate tools. Talk about their sculpture and relate it to the work of artists, craftsmakers and designers using the visual language: colour, pattern, texture, line, shape, form and space.</p>	<p>Work with specific malleable and resistant materials with control to explore their qualities. Plan the sculpture and select appropriate tools and processes. Talk about their sculpture and compare, contrast and evaluate it to the work of artists, craftsmakers and designers using the art formal elements: colour, pattern, texture, line, shape, form and space.</p>		
--	---	--	--	--	---	--	--

	<p>using 'gross motor skills'- building using large boxes etc.</p> <p>Use a range of small tools for drawing, into malleable surfaces such as clay tools, cutlery sticks etc.</p>						
Materials	<p>Dough, plasticine, wet sand.</p> <p>Paper, card, boxes, tubes.</p> <p>Patterned papers, fabric, thread.</p> <p>Commercially produced kits (e.g., Lego) tools, scissors, spatulas, fingers and simple modelling tools.</p>	<p>Malleable materials.</p> <p>Construction materials.</p> <p>Adhesives.</p> <p>Tools: fingers, scissors, modelling tools.</p>	<p>Malleable materials. Construction materials e.g., papers, card, fabric, wire.</p> <p>Adhesives. Tools e.g., scissors, sponges, modelling tools, pliers.</p> <p>NOTE: Some materials and techniques may require tools and adhesives that will need to be used under close supervision.</p>				

	EYFS	1	2	3	4	5	6
Printing	<p>Load an object with paint and print from it. Make rubbings. Make a range of other prints (e.g., from bubbles, shaving foam). Investigate using stencils. Recognise patterns in natural and man-made objects. Choose objects to print with. Print objects to make pictures and patterns (regular and irregular). Work on a range of textures and surfaces. Talk about their prints.</p> <p>Experiment with colour and design.</p>	<p>Load a range of objects with paint and print from them. Make a simple printing block. Make a monoprint using wax crayons/pastels. Experiment with a growing range of printing methods. Choose an object to print with to achieve specific results. Print to make pictures, patterns or textures. Print on a range of surfaces and textures. Identify and talk about pattern and texture in natural and man-made objects. Talk about their prints and how they were made. Use art vocabulary.</p>	<p>Load a range of objects with paint and print from them to make a pattern. Make a simple printing block. Ink up a block and print a regular and irregular printing pattern. Make a monoprint using wax crayons, work on different surfaces. Work back into the prints. Experiment with a growing range of printing methods. Choose an object to print with to achieve specific results. Print to make pictures, patterns or textures. Print on a range of surfaces and textures. Identify and talk about pattern and texture in natural and man-made objects. Talk about their prints and how they were made, using art language.</p>	<p>Experimenting with a growing range of printing methods. Choose objects to print to achieve specific results. Developing monoprints to show use of line, pattern and texture. Printing to make pictures, patterns and textures. Printing more complex patterns. Working on a range of scales and surfaces. Identifying and discussing pattern and texture in natural and man-made objects. Begin to create block prints with string, polystyrene etc. Talk about their print, and the works of others including other artists, using an art language colour, pattern, texture, line, shape, form and space.</p>	<p>Experimenting with a growing range of printing methods, refine work and consider surfaces to be printed on. Choose objects to print to achieve specific results. Developing monoprints to show use of line, pattern and texture, work into prints. Printing to make pictures, patterns and textures, consider presentation. Printing more complex patterns. Working on a range of scales and surfaces. Identifying and discussing pattern and texture in natural and man-made objects. Create block prints with string, polystyrene etc. Talk about their print, and the works of others including other artists and use the art vocabulary:</p>	<p>Experiment with and combine a range of printing techniques. Choose methods of printing to achieve specific results. Show use of line pattern, texture, shape and colour in their prints. Plan to use printing to make pictures, patterns and textures. Printing more complex regular and irregular patterns. Planning to incorporate the scale, surface and method to achieve the final result. Design printed patterns and textures for collage. Talk about their print, explain the process and relate it to prints of other artists. Polystyrene printing tiles worked on different prepared surfaces.</p>	<p>Experiment with and combine a range of printing techniques. Choose methods of printing to achieve specific results and use for another artwork. Show use of line pattern, texture, shape and colour in their prints. Plan to use printing to make pictures, patterns and textures for own artwork. Printing more complex regular and irregular patterns. Planning to incorporate the scale, surface and method to achieve the final result. Design printed patterns and textures for collage. Talk about their print, explain the process and relate it to prints of other artists. Polystyrene printing tiles with 2-3 colours.</p>

					colour, pattern, texture, line, shape, form and space.		
Materials	Opaque, ready mixed paint with a little washing up liquid. Water based printing inks. Hard and soft objects to print with. Wax crayons for rubbings. Stencils. Suitable absorbent papers.	Opaque ready mixed paint. Water based printing inks. Hard and soft objects to print with. Wax crayons for rubbings. Heavy card/polystyrene for making blocks. Inks, plates and rollers. Suitable absorbent papers. String, wool.		Polystyrene printing tiles. Heavy card, string, wool, crayon. Water based printing inks, plates, rollers, ready ix paint. Suitable absorbent papers.		Printing inks, plates, rollers, polystyrene, ready mix paints, crayons. Suitable absorbent papers. Wide range of materials and textures for printing.	

	EYFS	1	2	3	4	5	6
Collage	<p>Safely use and explore collage materials, tools and techniques: Hold scissors and cut a range of materials. Cut straight lines. Tear paper into strips. Apply glue sparingly, place glued surfaces together carefully. Classify materials by colour and texture. Handle and manipulate a range of natural and man-made materials. Talk about textures and colours of materials. Work on group or individual collages by cutting and sticking similar objects together to create new textures. Experiment with colour, design, texture, form and function. Share their creations, explaining the</p>	<p>Cut straight and curved lines from a range of materials with some accuracy. Tear paper into strips and shapes with some accuracy. Glue and stick accurately. Classify materials into colours and surface textures. Handle and manipulate a wide range of natural and man-made materials, making choices to match texture and colour to purpose. Make their own simple collage. Talk about their own work and the work of others in relation to colour, pattern, texture, line, shape, form and space. Work as a member of a group to produce a single collage.</p>	<p>Cut a variety of lines from a range of materials with some accuracy. Tear paper into strips and shapes with accuracy. Apply a range of adhesives sparingly to a range of materials and stick them down accurately. Classify materials into colours, patterns and surface textures. Handle and manipulate a wide range of natural and man-made materials, making choices to match texture, pattern and colour to purpose. Make their own collage. Talk and write a little about their own work and the work of others in relation to colour, pattern, texture, line, shape, form and space. Work as a member of a group to produce a single collage/s.</p>	<p>Cut complex shapes from a range of materials with some accuracy. Tear paper to pre-determined strips and shapes. Change the surface of materials by, e.g., crumpling, creasing, folding, pleating, scoring, tearing and fraying. Apply adhesive sparingly and stick shapes accurately. Produce their own collage, choosing, cutting, arranging and applying materials focussing on colour, shape, texture and pattern. Experiment with materials to achieve new textures and colours. Talk about their work and the work of others using language appropriate to the visual elements of colour, pattern,</p>	<p>Cut complex shapes from a range of materials with increased accuracy. Tear paper to pre-determined strips and shapes with control. Experiment with changing the surface of materials by, e.g., crumpling, creasing, folding, pleating, scoring, tearing and fraying. Apply adhesive sparingly and with control. Stick shapes accurately. Produce their own collage, choosing, cutting, arranging and applying materials focussing on colour, shape, texture and pattern and the purpose of the collage. Experiment and combine materials to achieve new textures and colours. Talk about their work and the work</p>	<p>Accurately cut complex shapes from a range of materials. Alter and amend a range of surfaces to create new textures appropriate to the work. Plan and produce their own collage, choosing, cutting, arranging and applying materials focussing on colour, shape, texture and pattern. Further experimentation with materials to achieve new textures. Talk about their work and the work of others using language appropriate to all the visual elements and identify how they combine with the work to achieve specific results. Look at and talk about collages created by other artists, analysing the materials and</p>	<p>Accurately cut complex shapes from a range of materials creatively. Experiment with a range of surfaces to create new textures appropriate to the work. Plan and produce their own collage, choosing, cutting, arranging and applying materials focussing on colour, pattern, texture, line, shape, form and space. Examine techniques to combine materials to achieve new textures. Talk about their work and the work of others using language appropriate to all the visual elements and identify how they combine with the work to achieve specific results. Talk and write about your collage. Look at and talk</p>

	<p>process they have used.</p> <p>Use collage to respond to the natural world around them, making observations and creating collage pictures of animals and plants.</p> <p>Look at the work of artists, illustrators, talk about it and relate to the art tasks and media available.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using the art vocabulary colour, design, texture, form and function.</p> <p>Enable opportunities for collage and using 'gross motor skills,' on a floor etc.</p> <p>Use a range of small tools for drawing/ collage, including scissors, paint brushes and cutlery.</p>			<p>texture, line, shape, form and space and identify how they combine in the work to achieve specific results.</p> <p>Work as a member of a group to produce a single collage.</p> <p>Look at and talk about collages created by other artists.</p>	<p>of others using language appropriate to the visual elements of colour, pattern, texture, line, shape, form and space and identify how they combine in the work to achieve specific results. Write</p> <p>Work as a member of a group to produce a single collage.</p> <p>Look at and talk about collages created by other artists.</p>	<p>processes used and the effects achieved.</p>	<p>about collages created by other artists, analysing the materials and processes used and the effects achieved.</p>
Materials	Various papers	Various papers (made papers) and	Various papers and fabrics. (Excluding	Various papers and fabrics. (Excluding			

	<p>and fabrics. (Excluding those that create airborne dust when cut/pulled e.g., fur) Threads, objects, natural and man-made e.g., pasta and leaves. PVA, glue sticks, tapes, scissors.</p>	<p>fabrics. (Excluding those that create airborne dust when cut/pulled e.g., fur) Threads, objects, natural and man-made e.g., pasta and leaves. PVA, glue sticks, tapes, scissors.</p>	<p>those that create airborne dust when cut/pulled e.g., fur) Threads, objects, natural and man-made e.g., pasta and leaves. PVA, glue sticks, tapes, scissors. Sewing equipment.</p>	<p>those that create airborne dust when cut/pulled e.g., fur) Threads, objects, natural and man-made e.g., pasta and leaves. PVA, glue sticks, tapes, scissors, sewing equipment. Safety scissors, fabric scissors.</p>
--	--	--	--	--

	EYFS	1	2	3	4	5	6
Textiles (link to D.T.)	<p>Collect and classify fabrics by colours and textures. Hold scissors and cut fabrics and threads. Thread beads onto lace or string. Handling and manipulating fabrics and threads. Weaving and threading onto frames (punchinella, weaving pens etc) Using fabrics in collages. Wrapping dolls and other shapes in fabrics. Dressing themselves and discussing different fastening. Experiment with colour, design, texture, form and function. Look at textiles from different countries and textiles and patterns by artists. Relate to the art tasks and media available. Participate in small group, class and</p>	<p>Cut fabrics into basic shapes. Cut threads into a variety of similar lengths. Begin to thread a large eyed needle. Sew individual straight stitches as decoration on open weave fabrics. Weave with paper and card. Begin to weave to create textures and patterns. Select fabrics and thread by colour and texture. Begin sewing to create surface texture or pattern. Begin to look at textiles from a range of artists representing a variety of cultures and times and relate them to their own work. In group/class discussion begin to explain what they have made and created. Begin to appreciate the visual elements, relevant to the</p>	<p>Cut fabrics into basic shapes to make a design. Cut threads into a variety of lengths. Thread a large eyed needle. Sew stitches as decoration on open weave fabrics. Select fabrics and thread by colour and texture thoughtfully to create artwork. Use sewing with increased control to create surface texture or pattern. Look at textiles from a range of artists representing a variety of cultures and times and relate them to their own work. Explain what they have made and created. Appreciate more the visual elements, relevant to the textile tasks undertaken. Namely: colour, pattern, texture, line, shape, form and space.</p>	<p>Cut and apply fabrics and threads with some accuracy. Begin creating and apply new fabric textures by, e.g., crumpling, creasing, pleating. Begin to thread and sew with fine needles. Begin to sew straight stitches to create patterns and surface decoration. Begin to use sewing to apply one fabric to another. Develop attention and understanding about texture, line, shape, form and space when creating textiles. Look at a range of artists, craftspeople and designers from a variety of cultures and times and relate them to their own work. Experience the work of Great artists, craftsmakers and designers to begin</p>	<p>Cut and apply fabrics and threads with increased accuracy. Create and apply new fabric textures by, e.g., crumpling, creasing, pleating. Thread and sew with fine needles. Sew straight stitches to create patterns and surface decoration. Use sewing to apply one fabric to another. Create textiles using as selection of carefully considered fabrics and threads. Increasing attention and understanding about texture, line, shape, form and space when creating textiles. Describe what they have achieved and how it is produced using art language. Look at a range of artists, craftspeople and</p>	<p>Cut a simple paper pattern and use it to create a basic 3D shape from fabric. Sew pieces of fabric together with increasing accuracy using the sewing machine and/or by hand. Create some new threads by, for example knotting and plaiting to use as decoration. Begin to select fabrics and threads to enhance the purpose of the work. Look at a range of artists, craftsmakers and designers from a variety of other cultures and times and relate them to their own work. Describe what they have produced using a range of art specific vocabulary that names media, tools and equipment and defines the processes of</p>	<p>Cut a paper pattern and use it to create a 3D shape from fabric. Sew pieces of fabric together accurately using the sewing machine and/or by hand. Create new threads by, for example knotting and plaiting to use as decoration and in a range of artwork. Select fabrics and threads to enhance the purpose of the work. Look at a wide range of artists, craftsmakers and designers from a variety of other cultures and times and relate and compare them to their own work. Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of</p>

	one-to-one discussions, offering their own ideas, using the art vocabulary colour, design, texture, form and function.	textile tasks undertaken. Namely: colour, pattern, texture, line, shape, form and space. Begin to be able to name them, write them and examine them in practical art.	Be more able to name them, write them and examine them in practical art.	to identify styles.	designers from a variety of cultures and times and relate and compare them to their own work.	working in the context of key elements.	working in the context of key elements.
Materials	Various fabrics. Threads. Children's scissors that will cut fabric. Adhesive appropriate for material, PVA. Weaving frames-punchinella	Various fabrics and threads. Scissors and glue. Large eye needles, open weave fabric or plastic grid. Weaving: Frames or cards. Smooth threads. Papers/card.		Scissors and glue. A range of needle, threads and fabrics.		Various weights and styles of fabrics and threads. Tools and equipment including scissors, needles and appropriate adhesives.	