St. Andrew's
Church of England Primary School
ENRICHING LIVES

Art
Curriculum Journey

1. What is Art and Design?

At St. Andrew's, we believe that Art and Design is the freedom to express interests, feelings and emotions using our imagination. It is also where our children take inspiration from masters of art and explore a range of media to experiment, invent and create their own works of art, craft and design.

2. Through the eyes of our children, Art and Design is important because:

'It helps us to understand how to observe and look closer at images, develop empathy and make connections between artists.'

3. Curriculum Intent

At St. Andrew's Church of England Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

4. Implementation

The teaching and implementation of the Art and Design curriculum at St. Andrew's C.E. Primary School is based on the Early Learning Goals and National Curriculum; it is supported by expectations from Chris Quigley Milestones, ensuring a well-structured approach.

We organise our pupils' learning around the following structure:

- **Take inspiration from the greats:** This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.
- **Appraise**
- **Develop ideas:** This concept involves understanding how ideas develop through an artistic process.
- **Master techniques:** This concept involves developing a skill set so that ideas may be communicated.
- **Evaluate**

These key concepts underpin learning in each milestone. This enables pupils to reinforce and build

upon prior learning, make connections and develop subject specific language.

Art and Design is delivered by teaching specific skills and when appropriate, through opportunities for purposeful cross curricular links. Examples of cross curricular art work are evident throughout the school; examples of this include when KS1 children complete work in Science on Seasons and colour mixing in Art and Design. In addition to being threaded through different subjects throughout the year, Art and Design is taught in two units across the school year. Differentiation within Art and Design is implemented by offering the children a wide selection of choice for each task, with guidance if needed, the children self-assess and choose an activity that they believe is challenging.

5. Impact

Assessment of children's learning in Design and Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children. At the end of each unit of work, each teacher completes unit evaluations, assessing attainment against the Chris Quigley Essentials milestones to make informed judgements about the depth of their learning and the progress children have made over time.

6. Programmes of Study

6.1 Programmes of Study - Primary

EYFS	KS1	KS2
Nursery: **Physical Development:** Use one-handed tools and equipment, for example, making snips in paper with scissors **Expressive arts and design:** Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. **Reception:** **Physical Development:** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons **Expressive arts and design:**	Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught: - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. **<u>Reception ELGs</u>** **Expressive Art and Design - Creating with Materials** Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. **Physical Development - Fine Motor Skills** Children at the expected level of development will: - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.		

6.2 Programmes of Study - Next Steps

KS3
Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas - to use a range of techniques and media, including painting - to increase their proficiency in the handling of different materials - to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

7. Progression of skills

- through each strand

7.1 Progression in EYFS

	Development Matters & ELG
Nursery	**Expressive Art and Design** • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc **Physical Development** • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. **Understanding of the World** • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. **Communication and Language** • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?
Reception	**Expressive Art and Design** • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. **Physical Development** • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. **Communication and Language** • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Ask questions to find out more and to check they understand what has been said to them.
ELG	**Expressive Art and Design – Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

	Physical Development – Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. **Communication and Language –** **Listening, attention and understanding** • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. **Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

7.2 Progression in KS1 & KS2– Develop Ideas

This concept involves understanding how ideas develop through an artistic process.

Y1/2	• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.
Y3/4	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
Y5/6	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.

7.3 Progression in KS1 & KS2 – Master techniques of Drawing

This concept involves developing a skill set so that ideas may be communicated.

Y1/2	• Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.
Y3/4	• Use different harnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture
Y5/6	• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.

7.4 Progression in KS1 & KS2– Digital Media

This concept involves understanding how ideas develop through an artistic process.

Y1/2	• Use a wide range of tool to create different textures, lines tones, colours and shapes
Y3/4	• Create images, videos and sound recordings and explain why they were created
Y5/6	• Enhance digital media by editing (including sound, video animation, still images and installations.

7.5 Progression in KS1 & KS2 – Master Techniques of Painting

This concept involves developing a skill set so that ideas may be communicated.

Y1/2	• Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.
Y3/4	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.
Y5/6	• Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.

7.6 Progression in KS1 & KS2 – Master Techniques of Collage

This concept involves developing a skill set so that ideas may be communicated.

Y1/2	• Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.
Y3/4	• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.
Y5/6	• Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.

7.7 Progression in KS1 & KS2 – Printing

This concept involves developing a skill set so that ideas may be communicated.

Y1/2	• Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.
Y3/4	• Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.
Y5/6	• Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.

7.8 Progression in KS1 & KS2 – Sculpture

This concept involves developing a skill set so that ideas may be communicated.

Y1/2	• Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.
Y3/4	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.
Y5/6	• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form

7.9 Progression in KS1 & KS2 – Take inspiration from the greats

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Y1/2	• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.
Y3/4	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.
Y5/6	• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

7.10 Progression in KS1 & KS2 – Textiles

This concept involves developing a skill set so that ideas may be communicated.

Y1/2	• Use weaving to create a pattern. • Join materials using glue and/or stitch. • Use plaiting • Use dip dye techniques.
Y3/4	• Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.
Y5/6	• Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.

8. Implementation

8.1. Implementation through Themes

At St. Andrew's, we are dedicated to the teaching and delivery of a high-quality Art and Design curriculum through well planned and resourced projects and experiences. We have determined that Art and Design will taught in bespoke units across the school year. During Art and Design units, our children draw upon subject knowledge and skills across different subjects to consolidate key concepts and make connections.

8.2 Nursery & EYFS Themes

Art elements may be woven across the academic year in EYFS. The following themes are of particular note:

Nursery children will focus on:

- **Nursery Cycle A**
  Ourselves
  All About Me!
  Elves and Fairies
  Christmas
  Winter
  Lunar New Year
  Once Upon a Time
  Eater
  Occupations
  At the Seaside/Beach

- **Nursery Cycle B**
  My Family
  Houses and Homes
  Castles
  Christmas
  Lunar New Year
  Superheroes
  Easter
  Travel and Transport
  Pirates
  On the Farm
  Nursery Rhymes
  Pets

Reception children will continue this learning with:

- **Reception Cycle A**
  Colours of the Rainbow
  Autumn
  Festivals/Diwali
  Christmas
  Once Upon a Time
  Space
  Easter
  Jungle
  Ready, Steady Cook!

- **Reception Cycle B**
  All About Me
  Harvest
  Dinosaurs
  Christmas
  Antarctica
  Growing
  Easter
  Minibeasts
  Under the Sea

8.3. KS1 – Summary of Coverage

		Key Stage 1
Cycle A/C - T1	**Collage**	**A:** Make a collage using natural materials to reflect seasons.
		C: Make a collage using natural materials to reflect seasons.
Cycle A/C -T3	**Painting**	**A:** Colour Mixing – African Art
		C: Colour mixing – Aboriginal Art
Cycle A/C - T4	**Textiles**	**A:** Batik Art – Islamic patterns
		C: Batik Art – Islamic patterns
Cycle B/D - T4/T1	**Drawing**	**B:** Portraits linked to Queen Elizabeth I
		D: Drawing skills linked to toys from the past
Cycle B/D - T2/T4	**Printing**	**B:** Make a print of a scene linked to continents and oceans
		D: William Morris inspired wallpaper
Cycle B/D - T5/T3	**Sculpture**	**B:** Sculptures using recycled materials linked to Global Warming
		D: Polar Animals clay sculpture

8.4 Lower KS2 – 2 year Summary of Coverage

Each unit will be preceded by a drawing activity with the intention of developing skills and knowledge. This may be linked to the subsequent termly art activity

		Lower Key stage 2
Cycle A/C – T1	**Painting**	**A:** *research Stone Age Art inspired by Sherry Bryant*
		C – *expressing religion through art*
Cycle A/C – T4	**Collage**	**A:** *water scenes inspired by the work of Eileen Downs*
		C: *developing mosaics inspired by Gaudi*
Cycle A/C – T6	**Textiles**	**A:** *inspired by the Bayeaux Tapestry*
		C: *make do and mend*
Cycle B/D – T1	**Printing**	**B:** *inspired by Mendhi Patterns*
		D: design a block print inspired by William Morris
Cycle B/D – T3	**Sculpture**	**B:** *Viking and Anglo Saxon pottery*
		D: create sculptures inspired by Alberto Giacometti
Cycle B/D – T6	**Digital Media**	**B:** *photographing still life inspired by the work of Olivia Parker*
		D: *photographing people inspired by David Bailey*

8.5. Upper KS2 - 2 year Summary of Coverage

Each unit will be preceded by a drawing activity with the intention of developing skills and knowledge. This may be linked to the subsequent termly art activity

		Upper Key stage 2
Cycle A/C – T1	**Painting**	***A:*** *research Stone Age Art inspired by Sherry Bryant*
		C: *research Mayan art and use this as a stimulus for their own Mayan art*
Cycle A/C – T4	**Collage**	**A:** *rivers and water Scenes inspired by Mary Spears*
		C: *producing a piece of collage art in the style of Antoni Gaudi*
Cycle A/C – T6	**Textiles**	**A:** *using weather and climate as a stimulus*
		C: *Patchwork Blanket*
Cycle B/D – T1	**Printing**	***B :*** *inspired by Islamic Art*
		D - *creating a Picasso or Warhol style print of choice.*
Cycle B/D – T3	**Sculpture -**	***B:*** *inspired by geometric, Corinthian, red-figure and black-figure Greek Pottery*
		D - *plan and design a mouse sculpture using the work of Antoine Louis Barye as inspiration*
Cycle B/D – T6	**Digital Media**	***B:*** *Rural Environment using the work of Ansel Adams as inspiration*
		D: *Urban Environment using the work of Henri Cartier-Bresson as inspiration*

9. Medium Term Plans

9.1. Progression across Cycle A

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	Ourselves All About Me!	Colours of the Rainbow Autumn	Collage: Seasons	Drawing/Painting	Drawing/Painting
Term 2	Elves and Fairies Christmas	Festivals Diwali Christmas			
Term 3	Winter Lunar New Year	Once Upon a time…	Painting: Colour Mixing and African Art		
Term 4	Once Upon a time… Easter	Space Easter	Textiles	Drawing/Collage	Drawing/Collage
Term 5	Occupations	Jungle			
Term 6	At the Seaside/Beach	Ready, Steady Cook!		Drawing/Textiles	Drawing/Textiles

9.2 Progression across Cycle B

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	My Family Houses and Homes	All about Me! Harvest		Drawing/Printing	Drawing/Printing
Term 2	Castles Christmas	Dinosaurs Christmas	Digital Media		
Term 3	Lunar New Year Superheroes	Antarctica		Drawing/Sculpture	Drawing/Sculpture
Term 4	Easter Transport and Travel	Growing Easter	Drawing: Portraits linked to History		
Term 5	Pirates On the Farm	Minibeasts	Sculpture: Using recycled materials		
Term 6	Nursery Rhymes Pets	Under the Sea		Drawing/Digital Media	Drawing/Digital Media

9.3 Progression across Cycle C

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	Ourselves All About Me!	Colours of the Rainbow Autumn	Collage: Holidays	Drawing/Painting	Drawing/Painting
Term 2	Elves and Fairies Christmas	Festivals Diwali Christmas			
Term 3	Winter Lunar New Year	Once Upon a time…	Drawing		
Term 4	Once Upon a time… Easter	Space Easter		Drawing/Collage	Drawing/Collage
Term 5	Occupations	Jungle	Painting: Colour Mixing and Aboriginal Art		
Term 6	At the Seaside/Beach	Ready, Steady Cook!		Drawing/Textiles	Drawing/Textiles

9.4 Progression across Cycle D

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	My Family Houses and Homes	All about Me! Harvest	Drawing	Drawing/Printing	Drawing/Printing
Term 2	Castles Christmas	Dinosaurs Christmas			
Term 3	Lunar New Year Superheroes	Antarctica	Sculpture	Drawing/Sculpture	Drawing/Sculpture
Term 4	Easter Transport and Travel	Growing Easter	Printing		
Term 5	Pirates On the Farm	Minibeasts			
Term 6	Nursery Rhymes Pets	Under the Sea		Drawing/Digital Media	Drawing/Digital Media

10. Vocabulary

10.1. Progression in Vocabulary

The teaching and use of appropriate vocabulary forms an important part of teaching learning. These age specific 'key word' lists identify the vocabulary that we expect teachers to be using. In addition, specific key words will be selected from these lists for each unit of work for inclusion in the knowledge organisers.

10.2

Drawing							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Key Vocabulary	Thin Thick Light Dark Strong Soft Hard	Thick Thin Light Dark Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature	Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Nature Comparison Still life	Frame Position Boundary Label Line Symbol Practical Impractical Change Improve	Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Appearance Character Personality	Viewpoint Distance Direction Angle Perspective Modify Bird's eye view Alter Interior Exterior Natural form Vista Panorama Image Subject Portrait Expression Personality	Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint

10.3

Painting							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Key Vocabulary	Light Dark Bright Dull Colourful	Blend Bright Primary Secondary Warm Vibrant Deep	Blend Bright Primary Secondary Warm Vibrant Deep Tone Shading Pointillism Colour wash	Abstract Natural Bold Delicate Detailed Colour descriptors e.g. crimson, emerald, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground	Representatio nal Natural Swirling Stippled Transparent Opaque Foreground Background Middle ground Horizon	Traditional Representatio nal Imaginary Modern Abstract Impressionist Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense	Still life Traditional Modern Abstract Imaginary Natural Made Inanimate Composition Arrangement Complimentar y Tonal Shading

10.4

Printing							
Key Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Print Repeat Patterns Shapes	Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth	Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-print Two-tone print	Imprint Impression Mould Mon-print Background Pounce Marbling Surface Absorb Stencil Negative image Positive image	Pounce Linear Register Block Manipulate Repeat Continuous Cylinder	Monotype Relief Printing plate Inking up Intaglio Water-based Oil-based Overlap Etching Engraving Indentation Pressure Calligraphy	Aesthetic Pattern Motif Victorian Islamic Rotation Reflection Symmetrical Repetition

10.5

Sculpture							
Key Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sculpture Fold Bend Clay	Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture	Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture	Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional	Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective	Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment Relief	Line Shape Pose Position Gesture Repetition Sequence Dynamic Flowing Motion Rhythm Proportion Balance

10.6

Textiles							
Key Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Cutting Weave	Fabric Colour Pattern Shape Texture Sew Weave Mixed media Collage Appliqué Layers Combine Opinion Fur Silk Tweed Satin Net	Fabric Colour Pattern Shape Texture Sew Hessian Scraps Wool Yarn Mixed media Weave Collage Appliqué Layers Combine Opinion Thread Net Fur Tweed Silk Satin	Natural Synthetic Vat Bunching Threading Stitching Embroidery Cross stitch Running stitch Stem stitch Matting Shrunken Tease Wool tops Carding	Daub Stamp Emblem Motif Ornamentatio n Geometric Stylised Abstract	Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic Birds eye view	Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic Birds eye view

10.7

Collage							
Key Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Cutting Shapes Sticking Texture	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Overlap Bumpy	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Overlap Bumpy Delicate	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background