



Leavening Community Primary School
Art and Design Curriculum Progression of Skills and Vocabulary



	EYFS		KS1	KS2		
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6	
Questions for staff to ask children while teaching						
Generic skills	<p>Do you notice what other children and adults do and can you copy what you see?</p> <p>Can you use pretend play when you see certain objects?</p> <p>Can you explore and use a variety of artistic effects to express your feelings?</p>		<p>Can you record and explore ideas from first hand observations?</p> <p>Can you ask and answer questions about the starting points for your work?</p> <p>Can you develop your ideas – try things out, change your mind?</p> <p>Can you explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities?</p> <p>Can you review what you and others have done and say what you think and feel about it?</p> <p>Can you identify what you might change in your current work or develop in future work?</p>	<p>Can you select and record from first hand observation, experience and imagination, and explore ideas for different purposes?</p> <p>Can you question and make thoughtful observations about starting points and select ideas to use in your work?</p> <p>Can you begin to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures?</p> <p>Can you begin to compare ideas, methods and approaches in your own and others' work and say what you think and feel about them?</p> <p>Can you begin to adapt work according to views and describe how you might develop it further?</p> <p>Can you begin to annotate work in sketchbook?</p>	<p>Can you confidently select and record from first hand observation, experience and imagination, and explore ideas for different purposes?</p> <p>Can you confidently question and make thoughtful observations about starting points and select ideas to use in your work?</p> <p>Can you explore the roles and purposes of artists, craftspeople and designers working in different times and cultures?</p> <p>Can you compare ideas, methods and approaches in your own and others' work and say what you think and feel about them?</p> <p>Can you adapt work according to views and describe how you might develop it further?</p> <p>Can you annotate work in sketchbook?</p>	

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Progression of Skills- Exploring and Developing Ideas (ongoing)					
EYFS		KS1		KS2	
Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6	
<ul style="list-style-type: none"> • Pretend that one object represents another, especially when objects have characteristics in common. • Continue to explore moving in a range of ways, e.g. mirroring, creating own movement patterns. • Discuss their work with adults and peers. • Experiment with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoy and respond to playing with colour in a variety of ways, for example combining colours • Continue to 	<ul style="list-style-type: none"> • Develop an understanding of using lines to enclose a space and begins to use drawings to represent things. • Use a variety of construction materials in different ways. • Use tools for a purpose. • Use available resources to create props or creates imaginary ones to support play. • Use tools to explore and develop their thinking around their interests. • Create representations of both imaginary and real-life ideas, 	<ul style="list-style-type: none"> • Record and explore ideas from first-hand observation, experience and imagination. • Ask and answer questions about the starting points of their work, and the processes they have used. • Describe the similarities and differences within the works of artists, craft makers and designers in different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Use the work of other artists as a stimulus to develop ideas. • Assess the work of great artists, craft makers and designers in history by making comparisons across different times and cultures. 	<ul style="list-style-type: none"> • Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Select ideas from the work of other artists as a stimulus to develop idea. • Examine the work of great artists, craft makers and designers in history by making comparisons across different times and cultures, giving detail about style and how the work of those studied was influential in both society and to other artists. 	

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	<p>explore colour</p> <ul style="list-style-type: none"> • Use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. • Continue to explore how colours can be changed. 	<p>events, people and objects.</p> <ul style="list-style-type: none"> • Choose particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. • Begin to use combinations of art forms. • Create collaboratively , sharing ideas, resources and skills. 			
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Progression of Skills- Evaluating and Developing Work (ongoing)

Progression of Skills- Evaluating and Developing Work (ongoing)					
EYFS		KS1		KS2	
Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6	
<ul style="list-style-type: none"> Discuss their work and how they feel about it. 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and provide an analysis of their thoughts and feelings. Critically reflect on and adapt their work according to their own views and the views of others' and suggest development points using specific artist vocabulary. Annotate work in sketchbook 	

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	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
	Questions for staff to ask children while teaching				
Drawing 	<p>Can you draw with more detail, such as representing a face with a circle and other details?</p> <p>Can you begin to use a variety of drawing tools?</p> <p>Can you show different emotions in your drawings?</p> <p>Can you explore colour and colour mixing?</p>		<p>Can you experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and, chalk?</p> <p>Can you control the types of marks made with the range of media?</p>	<p>Can you experiment with ways in which surface detail can be added to drawings?</p> <p>Can you use sketchbooks to collect and record visual information from different sources?</p> <p>Can you draw for a sustained period of time at an appropriate level?</p>	<p>Can you experiment with wet media to make different marks, lines, patterns, textures and shapes?</p> <p>Can you work from a variety of sources including observation, photographs and digital images?</p> <p>Can you work in a sustained and independent way to create a detailed drawing?</p> <p>Can you explore colour mixing and blending techniques with coloured pencils?</p> <p>Can you develop close observation skills using a variety of view finders?</p> <p>Can you use different techniques for different purposes e.g. shading, hatching within your own work?</p> <p>Can you use a sketchbook to collect and develop ideas?</p> <p>Can you start to develop your own style using tonal contrast and mixed media?</p> <p>Can you identify artists who have worked in a similar way to your own work?</p>




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	EYFS		KS1	KS2	
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	Questions for staff to ask children while teaching				
Can you experiment using lines, shapes and colours?			<u>Lines and marks</u> Can you name, match and draw lines/marks from observations?	<u>Lines and Marks</u> Can you make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc?	<u>Lines, Marks, Tone, Form & Texture</u> Can you use dry media to make different marks, lines, patterns and shapes within a drawing?
Can you use drawing to tell a story?			Can you invent new lines?	Can you experiment with different grades of pencil and other implements to create lines and marks?	Can you experiment with wet media to make different marks, lines, patterns, textures and shapes?
Can you begin to draw people accurately?			Can you draw on different surfaces with a range of media?		Can you explore colour mixing and blending techniques with coloured pencils?
			Can you use differently textured and sized media?		Can you use different techniques for different purposes eg shading, hatching within their own work?
					Can you start to develop their own style using tonal contrast and mixed media?

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	EYFS		KS1	KS2	
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	Questions for staff to ask children while teaching				
Drawing 	<p>Can you use a variety of tools including pencils, rubbers, crayons etc?</p> <p>Can you experiment using lines, shapes and colours?</p> <p>Can you use drawing to tell a story?</p> <p>Can you begin to draw people accurately?</p>		<p><u>Shape</u> Can you observe and draw shapes from observations?</p> <p>Can you draw shapes in between objects?</p> <p>Can you invent new shapes?</p> <p><u>Tone</u> Can you investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc?</p> <p><u>Texture</u> Can I investigate textures by describing, naming, rubbing, copying?</p>	<p><u>Form and Shape</u> Can you experiment with different grades of pencil and other implements to draw different forms and shapes?</p> <p>Can you begin to show an awareness of objects having a third dimension?</p> <p><u>Tone</u> Can you experiment with different grades of pencil and other implements to achieve variations in tone?</p> <p>Can you apply tone in a drawing in a simple way?</p> <p><u>Texture</u> Can you create textures with a wide range of drawing implements?</p> <p>Can you apply a simple use of pattern and texture in a drawing?</p>	<p><u>Perspective and Composition</u> Can you use simple perspective in their work using a single focal point and horizon?</p> <p>Can you develop an awareness of composition, scale and proportion in your paintings e.g. foreground, middle ground and background?</p> <p>Can you develop an awareness of how paintings are created e.g. Composition?</p>


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Progression of skills: Drawing					
EYFS		KS1		KS2	
Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6	
Drawing 	<ul style="list-style-type: none"> Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour. Use drawing to tell a story. Encourage accurate drawings of people Pretend that one object represents another, especially when objects have characteristics in common. Continue to explore moving in a range of ways, e.g. mirroring, creating own movement patterns. Discuss their work with adults and peers. Experiments with 	<ul style="list-style-type: none"> Develop an understanding of using lines to enclose a space and begins to use drawings to represent things. Use a variety of construction materials in different ways. Use tools for a purpose. Use available resources to create props or creates imaginary ones to support play. Use tools to explore and develop their thinking around their interests. Create representations of both imaginary and real-life ideas, events, people and objects. Choose particular movements, 	<ul style="list-style-type: none"> Layer different media including pastels, charcoal and ballpoint Understand the basic use of a sketchbook and develop ideas for drawings Draw for a sustained period of time from the figure and real-life objects, including single and groups of objects Experiment with the visual elements: line, shape, pattern and colour by drawing lines of different sizes and thickness Show tone by using different colour pencils 	<ul style="list-style-type: none"> Make informed choices in drawing, paper type and media Plan, refine and alter their drawings as necessary and describe changes using art vocabulary Use sketchbook to collect and develop ideas independently from different sources Explore relationships between line and tone, pattern and shape, line and texture by using different hardness of pencils Sketching lightly Use shading to show light and shadow Use hatching and cross hatching to show tone and texture 	<ul style="list-style-type: none"> Demonstrate the ability to develop ideas using carefully selected mixed media, including the use of digital media Identify artists who have worked in similar styles to their own work Use a variety of source material to collect related images and information, and to inspire drawings Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape Create a virtual work of art using digital photography and an art program to insert one selected component into a photographic setting


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	<p>ways to enclose a space, create shapes and represent actions, sounds and objects</p> <ul style="list-style-type: none"> • Enjoy and respond to playing with colour in a variety of ways, for example combining colours • Continue to explore colour • Use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. • Continue to explore how colours can be changed. • Engage in imaginative play based first-hand or peer experiences. • Create sounds, movements, drawings to accompany stories. 	<p>instruments/ sounds, colours and materials for their own imaginative purposes.</p> <ul style="list-style-type: none"> • Begin to use combinations of art forms. • Create collaboratively, sharing ideas, resources and skills. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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, paint brushes and cutlery. 	<ul style="list-style-type: none"> • Show pattern and texture by adding dots and lines 		
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	<p>Physical Development</p> <ul style="list-style-type: none"> • When holding crayons, chalks etc., makes connections between their movement and the marks they make. • Develop manipulation and control e.g. tearing paper, making marks on paper. 				
Progression of Vocabulary- Drawing					
	EYFS		KS2		KS2
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Progression of Vocabulary-Drawing</p> 	Lines, shape, dark, light, colour, thick, thin, soft, hard, chalk, crayon, drawing, pencil, pattern,		Form, tone, shade, observation, pastel, charcoal, figure, illustration, sketch, sketchbook, blend, detail, texture, watercolour, stencil	Sketch, expression, proportion, movement, pencil grade, record, media, medium, composition, cross hatch, horizontal, vertical, pencil pressure, proportion, features, images, information, contour lines, face map, guidelines, highlight, silhouette, still life, study	Reflection blending, Calligraphy, chiaroscuro, depth, emphasis, focal point, foreground, middle ground, foreshortening, found object, geometric, gesture, horizon, optical illusion, perspective, tessellation, radial, manipulate, experiment, light, shade, vanishing point, sfumato, aerial perspective, tint, implements, preliminary study, test media, impasto, wet-in-wet

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	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Questions for staff to ask children while teaching					
Painting 	<p>Can you use a range of tools safely?</p> <p>Can you explore different textures?</p> <p>Can you draw people with accuracy?</p> <p>Can you create representations of both imaginary and real-life ideas, events, people & objects?</p> <p>Can you explore, use and refine colour mixing techniques?</p> <p>Can you use colour for purpose, including creating moods?</p>	<p>Can you use a variety of tools and techniques including different brush sizes and types?</p> <p>Can you mix and match colours to artefacts and objects?</p> <p>Can you work on different scales?</p> <p>Can you experiment with tools and techniques e.g. layering, mixing media, scrapping through?</p> <p>Can you name different types of paint and their properties?</p> <p><u>Colour</u> Can you identify primary colours by name?</p> <p>Can you mix primary shades and tones?</p> <p><u>Texture</u> Can you create textured paint by adding sand, plaster?</p>	<p>Can you experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects?</p> <p>Can you work on a range of scales e.g. thin brush on small picture etc?</p> <p>Can you create different effects and textures with paint according to what they need for the task?</p> <p><u>Colour</u> Can you mix colours and know which primary colours make secondary colours?</p> <p>Can you use more specific colour language?</p> <p>Can you mix and use tints and shades?</p>	<p>Can you develop a painting from a drawing?</p> <p>Can you carry out preliminary studies, trying out different media and materials and mixing appropriate colours?</p> <p>Can you create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music?</p> <p><u>Colour</u> Can you mix and match colours to create atmosphere and light effects?</p> <p>Are you able to identify primary secondary, complementary and contrasting colours?</p> <p>Can you work with complementary colours?</p>	



Progression of Skills- Painting				
	EYFS		KS1	KS2
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4
<p>Progression of skills-painting</p> 	<ul style="list-style-type: none"> Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper <p>Physical Development- (Nursery)</p> <ul style="list-style-type: none"> Develop manipulation and control e.g. tearing paper, making marks on paper. Use one-handed tools and equipment, for example, making snips in paper with scissors. <p>Fine Motor Skills (Reception)</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery. Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. 	<ul style="list-style-type: none"> Explore the use of different techniques including using different brush sizes and types and using different types of paints Mix and match colours to artefacts and objects Create different textures e.g. use sawdust, leaves etc. Mix a range of secondary colours, shades and tones Experiment with tools and technique, including layering, mixing media, scraping through etc. Name different types of paint and their properties Work on a range of scales, for example large brush on large paper 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Use developed colour vocabulary. Experiment with different effects and textures, including blocking in colour, washes, thickened paint etc. Work confidently on a range of scales, for example thin brush on small surface area. Make and match colours with increasing accuracy, including complimentary and contrasting colours. Use more specific colour vocabulary, for example tint, tone, shade, hue etc. Choose paints and implements appropriately. Plan and create effects with paint according to the resources they need for the task. Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complimentary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, including those that have been researched independently. Show an awareness of how paintings are created by beginning to describe composition.

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Progression of Vocabulary- Painting					
	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Progression of Vocabulary Painting 	Paint brush, sponge, colour, mix shade, light, dark, bright, dull, colourful		Brush strokes, primary, secondary, tone, action painting, colour wheel, primary colour, secondary colour, paint, pattern, mix, texture, shade, tone, tool, technique, layer, scrape, scale, blend, complementary colour, mural, texture	Paint brush, sponge, blocking in, wash, watercolour wash, thickened paint, acrylic, bleed, cool colours, warm colours, neutral colours, contrast, opaque, translucent, transparent, palette, rotate, spectrum colour match, apply, detail, effect, monochromatic colour, resist, still life, tone, hue, shade, tint	Colour vocabulary, source material, photograph, found objects, concentration, small elements, analogous colours, harmonious colours, gouache, hue, photorealism, pose, intensity, tint tone

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	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Questions for staff to ask children while teaching					
Printing 	<p>Can you explore different materials freely, in order to develop ideas about how to use them and what to make?</p> <p>Can you experiment to create different textures?</p> <p>Can you use tools to create different textures?</p> <p>Can you join and explore a range of materials to create different textures?</p> <p>Can you manipulate materials to have a planned effect?</p> <p>Can you develop your own ideas through experimentation and talk about what you've discovered?</p>	<p>Can you print with a range of hard and soft materials e.g. corks, pen barrels, sponge?</p> <p>Can you make simple marks on rollers and printing palettes?</p> <p>Can you make simple prints i.e. mono .printing?</p> <p>Can you roll printing ink over found objects to create patterns e.g. plastic mesh, stencils?</p> <p>Can you build repeating patterns and recognise pattern in the environment?</p> <p>Can you create simple printing blocks with press print?</p> <p>Can you design more repetitive patterns?</p> <p>Can you experiment with overprinting motifs and colour?</p> <p>Can you make rubbings to collect textures and patterns?</p>	<p>Can you create printing blocks using a relief or impressed method?</p> <p>Can you create repeating patterns?</p> <p>Can you print with two colour overlays?</p>	<p>Can you create printing blocks by simplifying an initial sketch book idea?</p> <p>Can you use relief or impressed method?</p> <p>Can you create prints with three overlays?</p> <p>Can you work into prints with a range of media e.g. pens, colour pens and paints?</p>	

Progression of skills: Printing					
	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Printing 	<ul style="list-style-type: none"> • Make rubbings • Print with a variety of objects • Print with block colours 	<ul style="list-style-type: none"> • Make marks in print with a variety of objects e.g. fruit, vegetables or sponges) • Use repeating or overlapping shapes • Make rubbings • Build a repeating pattern and recognise pattern in the environment (e.g. wallpapers) • Use a variety of techniques to make prints e.g. press, roll, rub and stamp • Explore pattern and shape, creating designs for printing based on observation in natural or built environments • Print using a variety of materials, objects and techniques , layering colour • Begin to make printing blocks (e.g. coiled string glued to a block) 	<ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques, including precise repeated patterns • Select broadly the kinds of material; to print with in order to get the effect they want • Make more sophisticated printing blocks • Resist printing including marbling, silkscreen and cold water paste • Discuss the processes used to produce a simple print 	<ul style="list-style-type: none"> • Explain and evaluate varied printing techniques • Build up layers and colours/textures to create pattern • Organise their work in terms of pattern, repetition, symmetry or random printing styles • Choose inks and overlay colours • Experiment with using batik safely 	
Progression of Vocabulary- Printing					
	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Printing Vocabulary 	Print, paint, ink, press, rubbings, repeat, pattern, shapes		Texture, smudge, image, reverse, surface, pressure, rotate	Lines, Tones, Calligraphy, Imprint, impression, mould, monoprint, background, marbling, absorb, stencil, pounce, negative image, positive image	Monotype, printing plate, inking up, water based, oil-based, overlap, relief, etching, engraving, indentation, motif, Victorian, Islamic, rotation, reflection, symmetrical, repetition

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Questions for staff to ask children while teaching					
Textiles/ Collage 	<p>Can you experiment to create different textures, in order to develop ideas about how to use them and what to make?</p> <p>Can you use tools to create different textures?</p> <p>Can you join a range of materials to create different textures?</p> <p>Can you handle, feel, enjoy and manipulate materials to have a planned effect?</p> <p>Can you develop your own ideas through experimentation and talk about what you've discovered?</p>	<p>Can you create and arrange shapes appropriately?</p> <p>Can you match and sort fabrics and threads for colour, texture, length, size and shape?</p> <p>Can you change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting?</p> <p>Can you cut and shape fabric using scissors/snips?</p> <p>Can you apply shapes with glue or by stitching?</p> <p>Can you apply decoration using beads, buttons, feathers etc?</p> <p>Can you create cords and plaits for decoration?</p> <p>Can you apply colour with printing, dipping, fabric crayons?</p> <p>Can you create and use dyes i.e. onion skins, tea, coffee?</p> <p>Can you collect, sort, name and match colours</p>	<p>Can you use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects?</p> <p>Can you match the tool to the material?</p> <p>Can you develop skills in stitching, cutting and joining?</p> <p>Can you experiment with paste resist?</p> <p>Can you experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures?</p> <p>Can you use collage as a means of collecting ideas and information and building a visual vocabulary?</p>	<p>Can you use fabrics to create 3D structures?</p> <p>Can you use different grades of threads and needles?</p> <p>Can you experiment with batik techniques?</p> <p>Can you experiment with a range of media to overlap and layer creating interesting colours and textures and effects?</p> <p>Can you add collage to a painted, printed or drawn background?</p> <p>Can you use a range of media to create collages?</p> <p>Can you use different techniques, colours and textures etc when designing and making pieces of work?</p> <p>Can you use collage as a means of extending work from an initial idea?</p>	





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		<p>appropriate for an image?</p> <p>Can you create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel?</p> <p>Can you create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc?</p> <p>Can you arrange and glue materials to different backgrounds?</p> <p>Can you sort and group materials for different purposes e.g. colour, texture?</p> <p>Can you fold, crumple, tear and overlap papers?</p> <p>Can you work on different scales?</p>		
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Progression of skills: Textiles/ Collage				
EYFS		KS1	KS2	
Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Textiles/ Collage  				
<ul style="list-style-type: none"> Handle, manipulate and enjoy using materials. Experience various situations that involve using types of senses. Participate in simple weaving and collages. 		<p>Collage</p> <ul style="list-style-type: none"> Use a wide variety of media that are cut, torn and glued, for example naturally resourced materials linking to seasons and weather e.g. leaves, sticks, flowers. Use a variety of techniques to join fabrics by using running stitch, glue, staples, over sewing, tape 	<p>Collage</p> <ul style="list-style-type: none"> Select and a range of media for striking effect. Ensure placement of pieces is precise. Use coiling, overlapping, tessellation, mosaic and montage <p>Textiles</p> <ul style="list-style-type: none"> Choose collage or textiles as a means of extending work already achieved. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Refine and alter ideas and explain choices using art vocabulary. Name the tools and materials they have used. Develop skills in stitching, cutting and joining. Combine skills more readily such as basic cross and back stitching, weaving, quilting and gathering fabric Experiment with paste resist. 	<p>Collage & Textiles</p> <ul style="list-style-type: none"> Extend their work within a specified technique Be expressive and analytical to adapt, extend and justify their work Give reasons for their choice of technique and medium, justifying by comparison of visual and tactile elements. <p>Collage</p> <ul style="list-style-type: none"> Use thoughtfully selected media to create collage. Carefully consider the placement of pieces (be precise) to create a desired effect. Combine textures to impact on visual and tactile qualities. Make informed choices about use of coiling, overlapping, tessellation, mosaic and montage for effect. <p>Textiles</p> <ul style="list-style-type: none"> Show precision in techniques With increasing independence, join fabrics using over sewing, back stitch, blanket stitch or machine stitching Use different grasses (thickness) of threads and
<p>Physical Development (Nursery)</p> <ul style="list-style-type: none"> Develop manipulation and control e.g. tearing paper, making marks on paper. 		<p>Textiles</p> <ul style="list-style-type: none"> Use a variety of techniques e.g. weaving, finger knitting, fabric crayons and Binca Use a variety of techniques to join fabrics by using running stitch, glue, staples, over sewing, tape Sort and arrange materials 		
<p>Physical Development (Reception)</p> <ul style="list-style-type: none"> Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. 				
<p>Fine Motor Skills (Reception ELG)</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery. Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. 				


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				<p>needles</p> <ul style="list-style-type: none"> • Show an awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. 	
Progressions of Vocabulary- Textiles/ Collage					
	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Textiles/ Collage Vocabulary</p>  	<p>Textiles Scissors, thread, join, attach, fabric, sew, wool, paper, needle, button</p> <p>Collage Cut, fold, crease, bend, join, attach, cut, weave, collage, pattern, fabric, crayon</p>	<p>Textiles Cotton, raffia, mould, clip, pattern, fabric, crayon, sew, trim, French knitting, dye, embroidery, mosaic, stitch, knot, textiles, running stitch, back stitch, over stitch</p> <p>Collage Tear, crumple, texture, mosaic</p>	<p>Textiles overlap, layers, dying, quilting, paper and plastic trappings, repair, embellish, cross stitch, blanket stitch, straight stitch</p> <p>Collage Attach, overlapping, layering, montage, textile environments, tie dying, quilting, paper and plastic trappings</p>	<p>Textiles Fray, embroidered, warp, weft, batik, wearable art, wax resist, applique, smocking, ruching, embellish, accentuate, enhance, detract</p> <p>Collage Embellishments, fray, embroidered, warp, weft, batik, wearable art, wax resist, applique, smocking, ruching, embellish, accentuate, enhance, detract</p>	


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	EYFS		KS1	KS2	
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Questions for staff to ask children while teaching					
3-D and sculpture 	Can you experiment to create different textures?		Can you manipulate malleable materials in a variety of ways including rolling and kneading?	Can you plan, design and make models from observation or imagination?	Can you shape, form, model and construct from observation or imagination?
	Can you use tools to create different textures?		Can you explore sculpture with a range of malleable media?	Can you join clay adequately and construct a simple base for extending and modelling other shapes?	Can you use recycled, natural and man-made materials to create sculptures?
	Can you see a range of materials to create different textures?		Can you manipulate malleable materials for a purpose, e.g. pot, tile?	Can you create surface patterns and textures in a malleable material?	Can you plan a sculpture through drawing and other preparatory work?
	Can you manipulate materials to have a planned effect?		Can you understand the safety and basic care of materials and tools?	Can you use papier Mache to create a simple 3D object?	Can you develop skills in using clay inc. slabs, coils, slips, etc?
	Can you develop your own ideas through experimentation and talk about what you've discovered?		Can you experiment with constructing and joining recycled, natural and manmade materials?		Can you produce intricate patterns and textures in a malleable media ?
		Can you use simple 2D shapes to create a 3D form?			
		Can you change the surface of a malleable material e.g. build a textured tile?			

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Progression of Skills- 3D and Structure						
	EYFS		KS1	KS2		
	Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4		
Year 5 and Year 6						
<p>Progression of Skills- 3D and Structure</p> 	<ul style="list-style-type: none"> Handle, feel and enjoy manipulating material. Construct Build and destroy. Shape and model 		<ul style="list-style-type: none"> Use techniques such as rolling, cutting and moulding. Use a combination of shapes. Include lines and texture. Understand the safety and basic core of materials and tools. Explore sculpture with a range of malleable material, e.g. clay thumb pot Manipulate clay for a variety of purposes, including to create a clay tile. Experiment with, and construct with, recyclable, natural and man-made materials confidently. 	<ul style="list-style-type: none"> Make informed choices about the 3D techniques chosen Use a variety of materials including clay and other mouldable materials. Show an understanding of shape, space and form. Discuss their work understanding that it has been sculpted, modelled or constructed. 		<ul style="list-style-type: none"> Use tools to carve and add shapes, texture and patterns. Include texture that conveys feelings, expression or movement. Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Use frameworks (such as wire or moulds) to provide stability and form. Create sculpture and constructions with increasing independence. Show life-like qualities and real-life proportions, or if more abstract, provoke different interpretations. Evaluate their work and comment on whether it has been sculpted, modelled or constructed successfully.

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Progression of Vocabulary- 3D and Structure					
EYFS		KS1	KS2		
Nursery	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6	
3D and Structure Vocabulary 	Attach, stick, glue, plan, design, cut, mould, join, pinch, roll, sculpture, fold, bend, clay, scissors, build, construct, collage, primary colours, evaluate	Shape, Malleable 2D or Two-Dimensional, 3D or Three Dimensional, pottery, sculpture, assemble, roll, knead, shape, coil pot, textured tile, manipulate, care of materials, care of tools, tools, natural materials, man-made materials, ceramic, coil, , print, annotate, secondary colours	Papier Mache, slip, blend, Papier Mache, model, architecture, artefact, mod-roc, wetting, blending, additive technique, bust, carving, embellish, origami, slab, tile	Angle, sculpt, realistic, proportion, surface texture, flexible, pliable, plane, attachment, relief position, gesture, repetition, sequence, dynamic, flowing, motion, rhythm, proportion, balance	