

ART PROGRESSION OF SKILLS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Enquiry	How can we explore various medias?	How do you feel in this picture?	What is a 'still life' anyway?	Could we be book illustrators?	How can we bring our drawings to life?	Where's the detail in that picture?	How can we design our own font?
NC link	EYFS Development Matters: Expressive Art and Design (EAD) Exploring and Using Media and Materials, (EAD:EMM) Being Imaginative. (EAD:BI)	Literacy and Maths Link To use drawing to develop and share their ideas, experiences and imagination.	Literacy, Computing and History Link. To use drawing to develop and share their ideas, experiences and imagination.	Literacy and Computing Link. To improve their mastery of art and design techniques, including drawing,	Science Link To improve their mastery of art and design techniques, including drawing	Literacy and Mathematics Link. To improve their mastery of art and design techniques, including drawing.	Literacy Link To improve their mastery of art and design techniques, including drawing.
Knowledge	Finding out and exploring, playing with what they know, being willing to have a go, being involved and concentrating, keeping on trying, enjoying achieving what they set out to do, having their own ideas, making links, choosing ways to do things.	Describe what they can see and like in the work of another artist, ask sensible questions about a piece of art	Link colours to natural and man-made objects. Say how other artists have used colour, pattern and shape. Create a piece of work in response to another artist's work.	Comparing the work of different artists, exploring work from other cultures and other periods of time. Beginning to understand the viewpoints of others by looking at images of people and understanding how they are feeling and what the artist is trying to express in their work.	Experimenting with different styles which artists have used. Explaining art from other periods of history.	Experiment with different styles which artists have used. Learning about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.	Make a record about the styles and qualities in their work. Say what their work is influenced by.
Skills	DRAWING EAD:BI 22-36 Months <ul style="list-style-type: none"> Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' 30-50 Months <ul style="list-style-type: none"> Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. 40-60 Months <ul style="list-style-type: none"> Create simple representations of events, people and objects. 	DRAWING <ul style="list-style-type: none"> Communicate something about themselves in their drawing. Create moods in their drawings. Draw using pencils and crayons. Draw lines, shapes and thickness, using two grades of pencils? Use of IT Use a simple painting program to create a picture To go back and change their picture. 	DRAWING <ul style="list-style-type: none"> Use three different grades of pencil in their drawing (4B, 8B, HB) Use charcoal, pencil and pastels Create different tones using light and dark Show patterns and texture in their drawings Use a viewfinder to focus on a specific part of an artefact before drawing it Use of IT <ul style="list-style-type: none"> Create a picture independently Use simple IT mark-making tools, e.g. brush and pen tools Edit their own work Take different photographs of themselves displaying different moods Change their photographic images on a computer. 	DRAWING <ul style="list-style-type: none"> Showing facial expressions in their drawings. Using sketches to produce a final piece of work Writing an explanation of their sketch in notes Using different grades of pencil shade, to show different tones and texture. Sketchbooks <ul style="list-style-type: none"> Using their sketchbooks to express feelings about a subject and to describe likes and dislikes Making notes in their sketchbooks about techniques used by artists Suggesting improvements to their work by keeping notes in their sketch books. Use of IT <ul style="list-style-type: none"> Use the printed images they take with a digital camera and combine them with other media to produce art work Use IT programs to create a piece of work that includes their own work and that of others (using web) Use the web to research an artist or style of art. 	DRAWING <ul style="list-style-type: none"> Begin to show facial expressions and body language in their sketches Identify and draw simple objects, and use marks and lines to produce texture Organise line, tone, shape and colour to represent figures and forms in movement Show reflections Explain why they have chosen specific materials to draw with. Sketchbooks <ul style="list-style-type: none"> Use their sketchbooks to express their feelings about various subjects and outline likes and dislikes Produce a montage all about themselves Use their sketchbooks to adapt and improve their original ideas Keep notes about the purpose of their work in their sketchbooks. 	DRAWING <ul style="list-style-type: none"> Identify and draw simple objects, and use marks and lines to produce texture Successfully use shading to create mood and feeling Organise line, tone, shape and colour to represent figures and forms Show reflections Explain why they have chosen specific materials to draw with. Sketchbooks <ul style="list-style-type: none"> Keep notes in their sketchbooks as to how they might develop their work further Use their sketchbooks to compare and discuss ideas with others. 	DRAWING <ul style="list-style-type: none"> Sketches communicate emotions and a sense of self with accuracy and imagination Explain why they have combined different tools to create their drawings Explain why they have chosen specific drawing techniques. Sketchbooks <ul style="list-style-type: none"> Sketchbooks contain detailed notes, and quotes explaining about item Compare their methods to those of others and keep notes in their sketch books Combine graphics and text based research of commercial design, for example, magazines to influence the layout of their sketch books Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books. Use of IT <ul style="list-style-type: none"> Use software packages to create pieces of digital art to design. Create a piece of art which can be used as part of a wider presentation.
Vocabulary	colour, pencils, imagination, ideas.	Record, evidence, form, grade, shapes, thick, thin	grade, pencil, light, dark, patterns, texture	Sketch, illustration, grades, tone, texture, artists, style.	Expression, shading, texture, movement, shadow, reflection.	Shading, tones, lines, shapes, sketch .Figures, forms,	fonts, reflects, drawing techniques, software, develop

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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Enquiry	How can we change various medias?	How can we paint a firework display?	How can we turn that photo into a painting?	What's that coming over the hill?	Which famous artists lived near here?	How did the great artists see themselves?	Can you spray that again please?
NC link	EYFS Development Matters: Expressive Art and Design (EAD) Exploring and Using Media and Materials, (EAD:EMM) Being Imaginative. (EAD:BI)	Maths and Literacy Link To use painting to develop and share their ideas, experiences and imagination	Geography, History and Mathematics Link To use painting to develop and share their ideas, experiences and imagination.	Geography, History, Literacy Link. 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.	History and Literacy Link To know about great artists, architects and designers in history	Computing and Literacy Link 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.	Computing, History and Literacy Link 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.
Knowledge	Finding out and exploring, playing with what they know, being willing to have a go, being involved and concentrating, keeping on trying, enjoying achieving what they set out to do, having their own ideas, making links, choosing ways to do things.	To ask sensible questions about a piece of art	Link colours to natural and man-made objects. Say how other artists have used colour, pattern and shape. Create a piece of work in response to another artist's work.	Comparing the work of different artists, exploring work from other cultures and other periods of time. Beginning to understand the viewpoints of others by looking at images of people and understanding how they are feeling and what the artist is trying to express in their work.	Experimenting with different styles which artists have used. Explaining art from other periods of history.	Experiment with different styles which artists have used. Learning about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.	Make a record about the styles and qualities in their work and say what their work is influenced by. Include technical aspects in their work, e.g. architectural design.
Skills	PAINTING EAD:BI 22-36 Months <ul style="list-style-type: none"> Experiments with blocks, colours and marks. 30-50 Months <ul style="list-style-type: none"> Explores colour and how colours can be changed. 40-60 Months <ul style="list-style-type: none"> Explores what happens when they mix colours. Chooses particular colours to use for a purpose. 	PAINTING <ul style="list-style-type: none"> Communicate something about themselves in their painting Create moods in their paintings Choose to use thick and thin brushes as appropriate Paint a picture of something they can see Name the primary & secondary colours Use of IT <ul style="list-style-type: none"> Use a simple painting program to create a picture Use tools like fill and brushes in a painting package Go back and change their picture. 	PAINTING <ul style="list-style-type: none"> Mix paint to create all the secondary colours Mix & match colours & predict outcome Mix their own brown Make tints by adding white Make tones by adding black Use of IT <ul style="list-style-type: none"> Create a picture independently Use simple IT mark-making tools, e.g. brush and pen tools Edit their own work Take different photographs of themselves displaying different moods Change their photographic images 	PAINTING <ul style="list-style-type: none"> Predict with accuracy the colours that are mixed Knowing where each of the primary and secondary colours sits on the colour wheel Creating a background using a wash Using a range of brushes to create different effects. Sketch books <ul style="list-style-type: none"> Make notes in their sketch books about techniques used by artists Suggest improvements to their work by keeping notes in their sketch books. 	PAINTING <ul style="list-style-type: none"> Create all the colours they need Create mood in their paintings Successfully use shading to create mood and feeling Sketch books Continued	PAINTING <ul style="list-style-type: none"> Explain what their own style is Use a range of techniques in their work Explain why they have chosen specific painting techniques. Create all the colours they need Create mood in their paintings Express their emotions accurately through their painting and sketches. Sketch books Continued	PAINTING <ul style="list-style-type: none"> Explain what their own style is Use a wide range of techniques in their work Explain why they have chosen specific painting techniques. Sketch books <ul style="list-style-type: none"> Continued from A1. example, magazines to influence the layout of their sketch books Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.
Vocabulary	mix, change, colour, paint, paintbrush.	paste, mix, change, colour, paint, paintbrush, pencils, imagination, ideas,	mix, paint, create, primary, secondary, tones, tints, colour	primary, secondary, colours, mix, printed, background, brush, effects	Painting, style, techniques, sketch	Self-portrait, photo, montage, mood, emotion, express	Graffiti, contemporary, style

ART PROGRESSION OF SKILLS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Enquiry	How can we experiment with different ideas?	How can we print a meadow?	What will our wallpaper look like?	How can we string together a printed picture?	Would people send our greetings cards?	How will we screen print our own posters?	What will we print on our leavers' t-shirts?
NC link	EYFS Development Matters: Expressive Art and Design (EAD) Exploring and Using Media and Materials, (EAD:EMM) Being Imaginative. (EAD:BI)	Geography, Science, Mathematics Link To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form and space.	Mathematics Link To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form and space.	Computing and Literacy Link. To improve their mastery of art and design techniques.	Music and Literacy Links. To improve their mastery of art and design techniques.	History and Literacy Link. To improve their mastery of art & design techniques, including drawing, painting and sculpture with a range of materials.	Mathematics and Literacy Link To improve their mastery of art and design techniques.
Knowledge	Finding out and exploring, playing with what they know, being willing to have a go, being involved and concentrating, keeping on trying, enjoying achieving what they set out to do, having their own ideas, making links, choosing ways to do things.	Describe what they can see and like in the work of another artist, ask sensible questions about a piece of art	Link colours to natural and man-made objects. Say how other artists have used colour, pattern & shape. Create a piece of work in response to another artist's work.	Printing Experimenting with different techniques related to printing. How can we print using more than one colour?	Experimenting with different styles which artists have used.	Experiment with different styles which artists have used. Learning about the work of others by looking at their work in books, the Internet, visits to galleries & other sources of information.	Make a record about the styles and qualities in their work. Say what their work is influenced by.
Skills	PRINTING EAD:BI 22-36 Months <ul style="list-style-type: none"> Experiments with blocks, colours and marks. 30-50 months <ul style="list-style-type: none"> Print with sponges. Developing preferences for forms of expression. Captures experiences and responses with a range of media, such as paint and other materials. 40-60 months <ul style="list-style-type: none"> Manipulates materials to achieve a planned effect. Chooses particular colours to use for a purpose. 	PRINTING <ul style="list-style-type: none"> Print with sponges, vegetables & fruit Print onto paper and textile Design their own printing block Create a repeating pattern Use of IT <ul style="list-style-type: none"> Use a simple painting program to create a picture Use tools like fill and brushes in a painting package Go back and change their picture 	PRINTING <ul style="list-style-type: none"> Create a print using pressing, rolling, rubbing and stamping Create a print like a designer Use of IT <ul style="list-style-type: none"> Create a picture independently Use simple IT mark-making tools, e.g. brush and pen tools Edit their own work 	PRINTING <ul style="list-style-type: none"> To make a printing block To make a 2 colour print. 	PRINTING <ul style="list-style-type: none"> Print using at least four colours Create an accurate print design Print onto different materials. Sketch books Continued	PRINTING <ul style="list-style-type: none"> Print using a number of colours Create an accurate print design that meets a given criteria Sketch books Continued	PRINTING <ul style="list-style-type: none"> Overprint using different colours Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods Sketch books Continued Use of IT Continued
Vocabulary	Print, colour, press, roll, hard, soft.	template, repeat, pattern, paint, print, textile, block	press, roll, rub, stamp, print, design,	Print, block, colour, technique, repeated patterns	Design, printing, effect, accuracy, technique	Screen printing, posters, classic designs	printing methods, process, refine, graphics

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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Enquiry	How can we experiment with different ideas?	Where will our flying carpet take us?	Where will we fly the class flag?	How cosy is our quilt?	How can we change the colour of fabric?	What will our wall hanging celebrate?	What can we recycle to make a banner?
NC link	EYFS Development Matters: Expressive Art and Design (EAD) Exploring and Using Media and Materials, (EAD:EMM) Being Imaginative. (EAD:BI)	Literacy and Maths Link To use a range of materials creatively to design and make products.	History, Geography and Computing Link To use a range of materials creatively to design and make products.	Mathematics and Literacy Link. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	History, Geography and Literacy Link To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	History, Mathematics and Literacy To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Computing and Literacy Links. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
Knowledge	Finding out and exploring, playing with what they know, being willing to have a go, being involved and concentrating, keeping on trying, enjoying achieving what they set out to do, having their own ideas, making links, choosing ways to do things.	Prior drawing knowledge on communicating something about themselves in their drawing. Using pencil and crayons. Drawing lines of different shapes and thickness, using 2 different grades of pencil.	Link colours to natural and man-made objects. Say how other artists have used colour, pattern and shape.	How designs are developed before production. Use of software. Different types of stitching	Experimenting with different styles which artists have used. Explain art from other periods of history.	Experiment with different styles which artists have used. Learning about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.	Make a record about the styles and qualities in their work. Say what their work is influenced by.
Skills	TEXTILES EAD:BI 22-36 Months <ul style="list-style-type: none"> Experiments with blocks. 30-50 months <ul style="list-style-type: none"> Beginning to be interested in and describe the texture of things Realises tools can be used for a purpose 40-60 Months <ul style="list-style-type: none"> Experiments to create different textures. 	TEXTILES <ul style="list-style-type: none"> Sort threads and fabrics Group fabrics and threads by colour and texture Weave with fabric and thread. 	TEXTILES <ul style="list-style-type: none"> Join fabric using glue Sew fabrics together Create part of a class patchwork Use of IT <ul style="list-style-type: none"> Create a picture independently Use simple IT mark-making tools, e.g. brush and pen tools Edit their own work. 	TEXTILES <ul style="list-style-type: none"> Using more than one type of stitch Join fabric together to form a quilt using padding Use sewing to add detail to work Sketch books <ul style="list-style-type: none"> Continued Use of IT <ul style="list-style-type: none"> Use the printed images they take with a digital camera and combine them with other media to produce art work Use IT programs to create a piece of work that includes their own work and that of others (using web) Use the web to research an artist or style of art. 	TEXTILES <ul style="list-style-type: none"> Use early textile and sewing skills as part of a project. 	TEXTILES <ul style="list-style-type: none"> Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. Sketch books <ul style="list-style-type: none"> Continued Use of IT <ul style="list-style-type: none"> Create a piece of art work which includes the integration of digital images they have taken Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. 	TEXTILES <ul style="list-style-type: none"> Include both visual and tactile elements in their work Sketch books <ul style="list-style-type: none"> Continued Use of IT <ul style="list-style-type: none"> Continued
Vocabulary	smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy soft, hard, texture	weave, fabric, thread, jagged, bumpy soft, hard, texture	fabric, join, glue, sew, patchwork	Combine, stitch, textiles, fabric, sewing, design,	fabric, product, batik and tie-dying	running stitch, cross stitch, backstitch, appliqué and/or embroidery	textiles, fabric, contrast, colour

ART PROGRESSION OF SKILLS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Enquiry	How can we use our imagination to create for a purpose?	What's that creepy crawly creature?	What will go inside & outside our pots?	What is in front of the mask?	How will we make our museum exhibits?	Has thou slain the Jabberwock?	Could we create a model Minecraft school?
NC link	EYFS Development Matters: Expressive Art and Design (EAD) Exploring and Using Media and Materials, (EAD:EMM) Being Imaginative. (EAD:BI)	Mathematics, Science and Literacy Link To use a range of materials creatively to design and make products.	History, Geography and Computing Link To use a range of materials creatively to design and make products.	Geography, History, Dance and Literacy Link. 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.	Mathematics and Literacy Links. 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.	Science and Literacy Link. 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)	Science Link 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.
Knowledge	Finding out and exploring, playing with what they know, being willing to have a go, being involved and concentrating, keeping on trying, enjoying achieving what they set out to do, having their own ideas, making links, choosing ways to do things.	Describe what they can see and like in the work of another artist, ask sensible questions about a piece of art	Link colours to natural and man-made objects. Say how other artists have used colour, pattern and shape. Create a piece of work in response to another artist's work.	Exploring work from other cultures and other periods of time. Beginning to understand the viewpoints of others by looking at images of people & understanding how they are feeling and what the artist is trying to express in their work.	Experimenting with different styles which artists have used. Explain art from other periods of history.	Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.	Make a record about the styles and qualities in their work and say what their work is influenced by. Include technical aspects in their work, e.g. architectural design.
Skills	3D EAD:BI 22-36 Months <ul style="list-style-type: none"> Experiments with blocks. 30-50months <ul style="list-style-type: none"> Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. 40-60 Months <ul style="list-style-type: none"> Understands that different media can be combined to create new effects. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. 	3D <ul style="list-style-type: none"> Add texture by using tools Make different kinds of shapes Cut, roll and coil materials such as clay, dough or plasticine Use of IT <ul style="list-style-type: none"> Use a simple program to create a picture Use tools like fill and brushes in a painting package Go back and change their picture. 	3D <ul style="list-style-type: none"> Make a clay pot Join two finger pots together Add line and shape to their work 	3D <ul style="list-style-type: none"> Add onto their work to create texture and shape Work with life size materials? Sketch books <ul style="list-style-type: none"> Continued Use of IT <ul style="list-style-type: none"> Continued 	3D <ul style="list-style-type: none"> Experiment with & combine materials & processes to design & make 3D form Begin to sculpt clay and other mouldable materials Sketch books <ul style="list-style-type: none"> Use their sketch books to adapt and improve their original ideas Keep notes about the purpose of their work in their sketch books. 	3D <ul style="list-style-type: none"> Experiment with & combine materials & processes to design & make 3D form Sculpt clay and other mouldable materials Sketch books <ul style="list-style-type: none"> Continued Use of IT <ul style="list-style-type: none"> Create digital images with animation, video & sound to communicate ideas. 	3D <ul style="list-style-type: none"> Create models on a range of scales Create work which is open to interpretation by the audience Sketch books Continued Use of IT Continued
Vocabulary	Rustle, shuffle, scrunch, tear, paste, mix, change, colour, invent, splodge.	texture, tools, clay, plasticine, dough, squeeze, roll, sculpt	clay, join, line, shape, create 3D	3D, dimensions, life size, scale, masks, materials, decorate	3D, sculpt, form, adapt, structure, artefacts	Mouldable, sculpt, patterns, 3D, dimensions, figures	Publish, construct, model, 3D

ART PROGRESSION OF SKILLS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Enquiry	How can we use our imagination to create for a purpose?	What will our underwater world look like?	What does (the place we are learning about in geography) look like?	How can collage help us make a book for younger children?	How will our mosaics improve the look of our school?	What will make our rainforest stand out?	What did buildings look like back then?
NC link	EYFS Development Matters: Expressive Art and Design (EAD) Exploring and Using Media and Materials, (EAD:EMM) Being Imaginative. (EAD:BI)	Science and Literacy Link To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Geography and Literacy Link To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Literacy Link To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	History, Computing, Mathematics and Literacy Link To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Geography, Computing and Literacy To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	History and Literacy Link To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
Knowledge	Finding out and exploring, playing with what they know, being willing to have a go, being involved and concentrating, keeping on trying, enjoying achieving what they set out to do, having their own ideas, making links, choosing ways to do things.	Describe what they can see and like in the work of another artist, ask sensible questions about a piece of art	Link colours to natural and man-made objects.	To compare the work of different artists	Experimenting with different styles which artists have used. Explain art from other periods of history.	Experiment with different styles which artists have used. Learning about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.	Make a record about the styles and qualities in their work and say what their work is influenced by. Include technical aspects in their work, e.g. architectural design.
Skills	COLLAGE EAD:BI 22-36 Months <ul style="list-style-type: none"> Experiments with blocks, colours and marks. 30-50 months <ul style="list-style-type: none"> Uses various construction materials. Joins construction pieces together to build and balance. 40-60 months <ul style="list-style-type: none"> Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. 	COLLAGE <ul style="list-style-type: none"> Cut and tear paper and card for their collages Gather and sort the materials they will need Use of IT <ul style="list-style-type: none"> Use a simple painting program to create a picture Use tools like fill and brushes in a painting package Go back and change their picture. 	COLLAGE <ul style="list-style-type: none"> Create individual and group collage Use different kinds of materials on their collage and explain why they have chosen them Use repeated patterns in their collage Use of IT <ul style="list-style-type: none"> Create a picture independently Use simple IT mark-making tools, e.g. brush and pen tools Edit their own work Change their photographic images on a computer 	COLLAGE <ul style="list-style-type: none"> Cut very accurately Overlap materials Experiment using different colours Use mosaic and montage. Sketch books Continued	COLLAGE <ul style="list-style-type: none"> Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities Sketch books Continued from SU1	COLLAGE <ul style="list-style-type: none"> Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities Sketch books Continued	COLLAGE <ul style="list-style-type: none"> Justify the materials they have chosen Combine pattern, tone and shape Sketch books Continued Use of ITContinued
Vocabulary	Rustle, mix, change, colour, paint, paintbrush, pencils, collage, texture.	tear, cut, paper, material, collage, fill, picture	collage, change, materials, image	Collage, cut, mosaic, montage, overlap,	Collage, ceramic, mosaic, graphics,	Ceramic, combine, visual,	perspective, dimensions, 3D, attach, represent, accuracy